

# North Ayrshire SNAP -

Evaluation of impact and  
outcomes, one year on

## Appendices



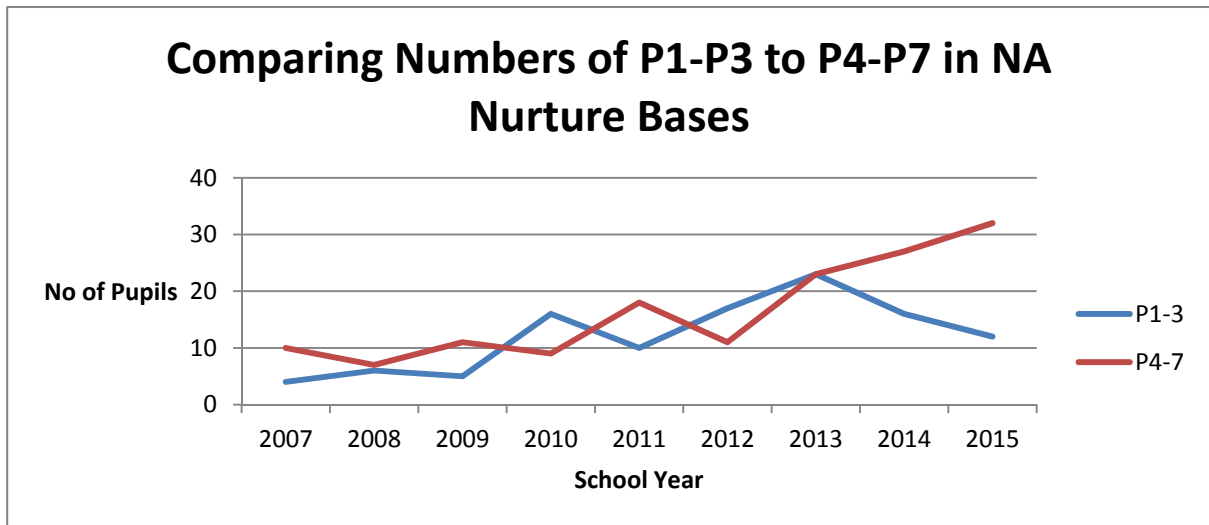
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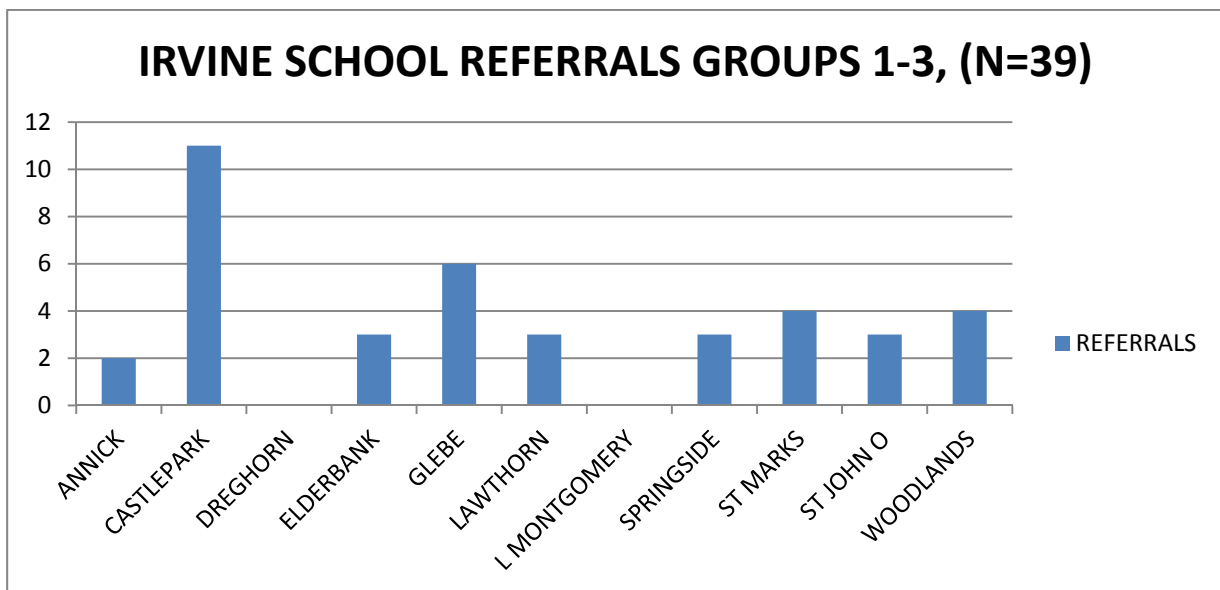
North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

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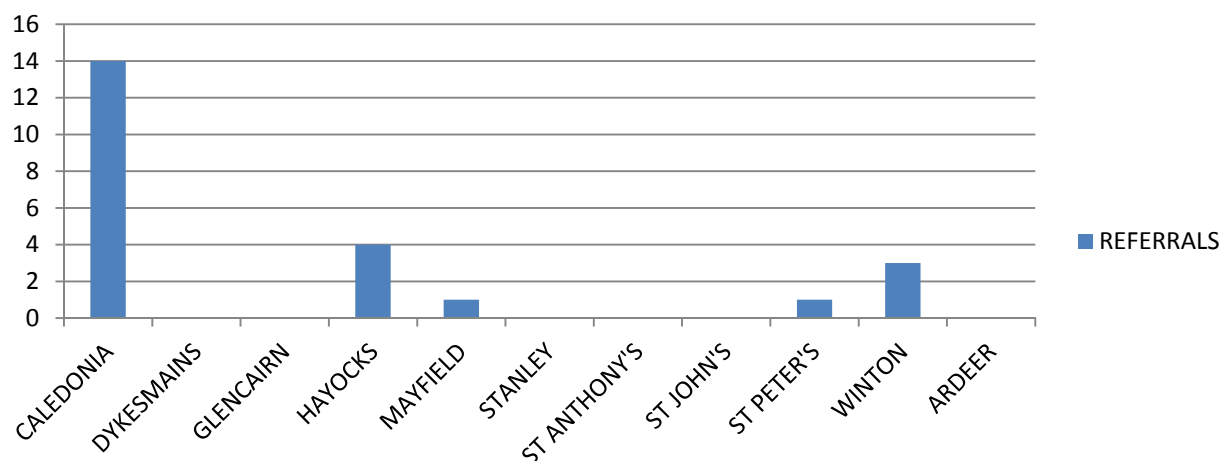
Appendix 1 NA NURTURE BASE FIGURES



Appendix 2 SCHOOL REFERRALS JUNE 2014 – DEC 2015



### 3 TOWN SCHOOL REFERRALS 1 - 3 (N=23)



#### ADDITIONAL REFERRALS (8)

BEITH	1 (June 14)
DALRY	1 (Mar 15)
GLENGARNOCK	1 (Mar 15)
JAMES REID	1 (Sep 14)
ST WINNINGS	1 (Sep 14)
WHITEHIRST PARK	1 (Feb 15)
SOCIAL WORK	2

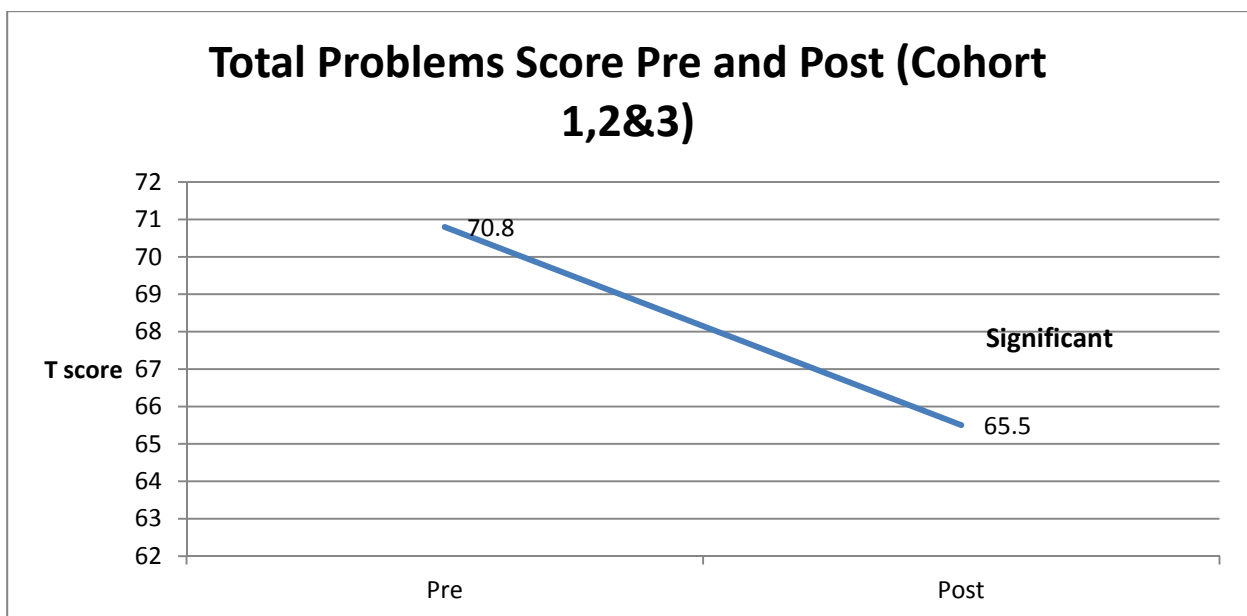
#### Appendix 3 NUMBER OF PARTICIPANTS AND ENGAGEMENT LEVELS

COHORT (N=NO CHILDREN)	NUMBER OF CHILDRENS GROUPS	NUMBER OF PARENTS	NUMBER OF PARENT GROUPS	COMPLETION RATE (CHILDREN)	COMPLETION RATE (PARENT)	TOTAL PARTICIPANT COMPLETION
1 (12)	2	15	2	75% (9)	80% (12)	21
2 (21)	3	25	3	76% (16)	64% (16)	32
3 (18)	3	22	3	78% (14)	64% (14)	28
TOTAL (51)	8	62	8	76% (39)	69% (42)	81

Appendix 4 CBCL AND TRF DATA – PRE, POST, 6 MONTHS AND 1 YEAR AFTER SNAP

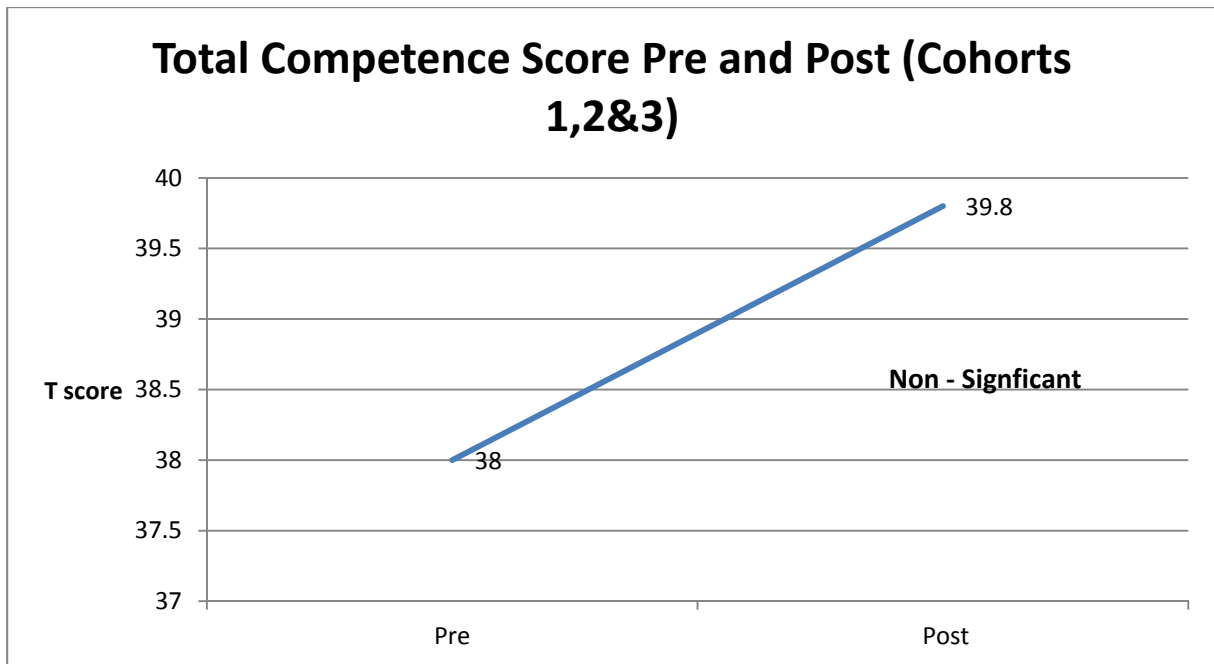
**Pair 1 – Total Problems re and post (3 cohorts, n=39)**

<b>Pre</b>	<b>Post</b>
Mean – 70.8	Mean – 65.5
Std Dev – 7.9	Std Dev – 12.5
Paired t-test significance?	$p=0.000 (p<0.01)$
Effect Size (Cohen’s d)	0.51



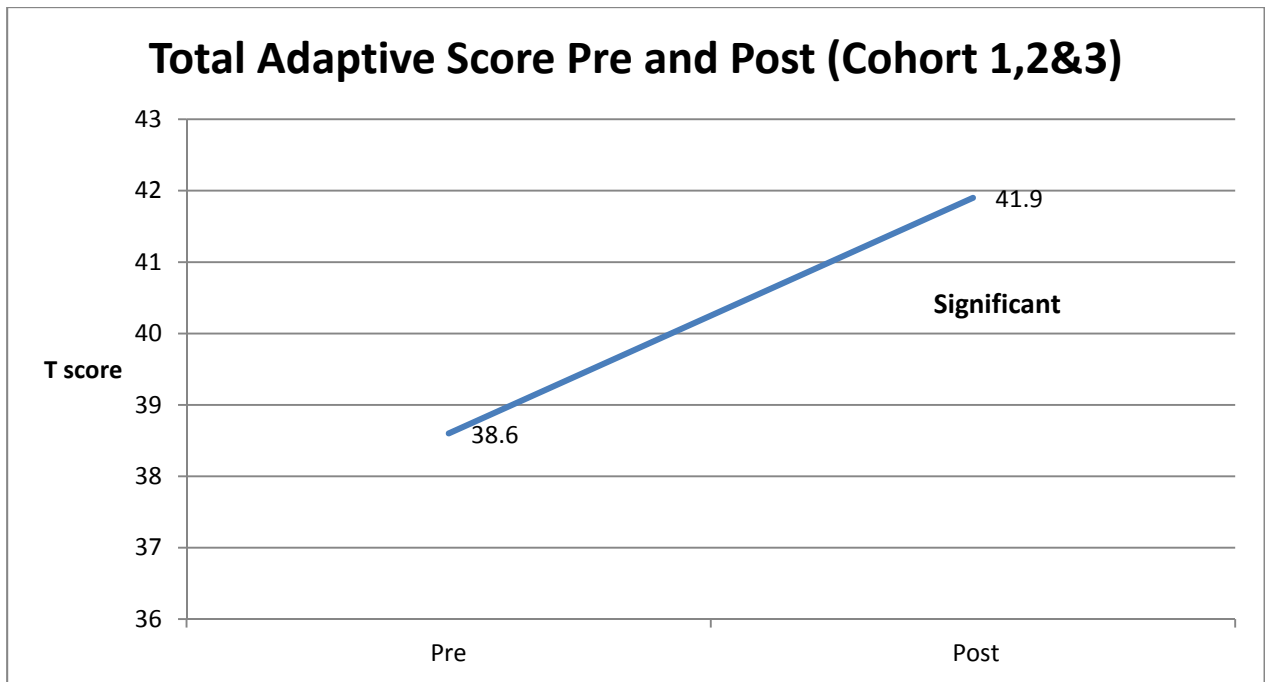
**Pair 2 – Total Competence at Pre and Post (3 cohorts)**

<b>Pre</b>	<b>Post</b>
Mean – 38	Mean – 39.8
Std Dev – 9.8	Std Dev – 13.2
Paired t-test significance?	$p=0.417 (p>0.05)$
Effect Size (Cohen’s d)	N/A



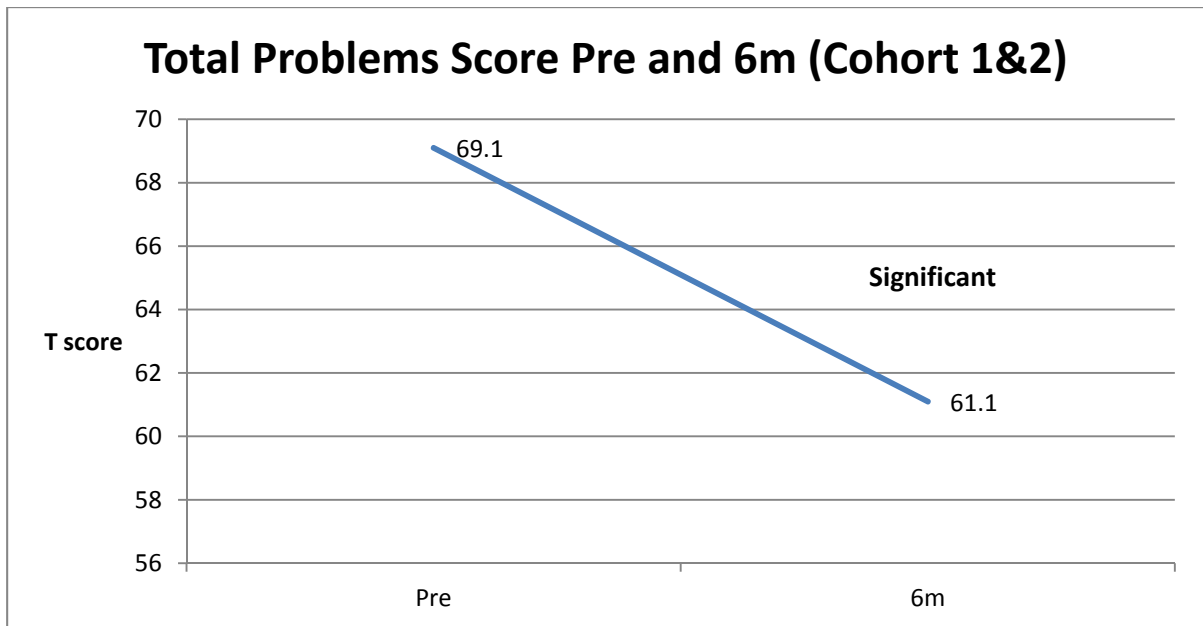
**Pair 3 – Total Adaptive at Pre and Post (3 cohorts)**

<b>Pre</b>	<b>Post</b>
Mean – 38.6	Mean – 41.9
Std Dev – 5.5	Std Dev – 7.3
Paired t-test significance?	$p=0.01$ ( $p<0.05$ )
Effect Size (Cohen's d)	-0.51



**Pair 4 – Total Problems at Pre and 6m (Cohort 1 and 2)**

<b>Pre</b>	<b>6m</b>
<i>Mean – 69.1</i>	<i>Mean – 61.1</i>
<i>Std Dev – 7.6</i>	<i>Std Dev – 13.9</i>
<i>Paired t-test significance?</i>	<i>p=0.007 (p&lt;0.01)</i>
<i>Effect Size (Cohen’s d)</i>	<i>0.71</i>

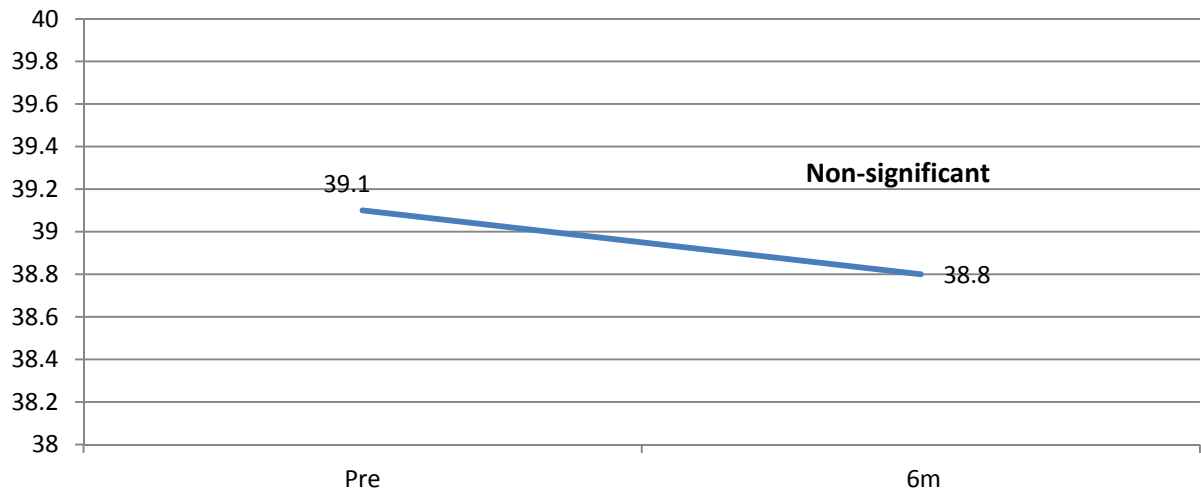


**Pair 5 – Total Competence at Pre and 6m (Cohort 1 and 2)**

<b>Pre</b>	<b>6m</b>
Mean – 39.1	Mean – 38.8
Std Dev – 11	Std Dev – 10.7
Paired t-test significance?	$p=0.868$ ( $p>0.05$ )
Effect Size (Cohen's d)	N/A

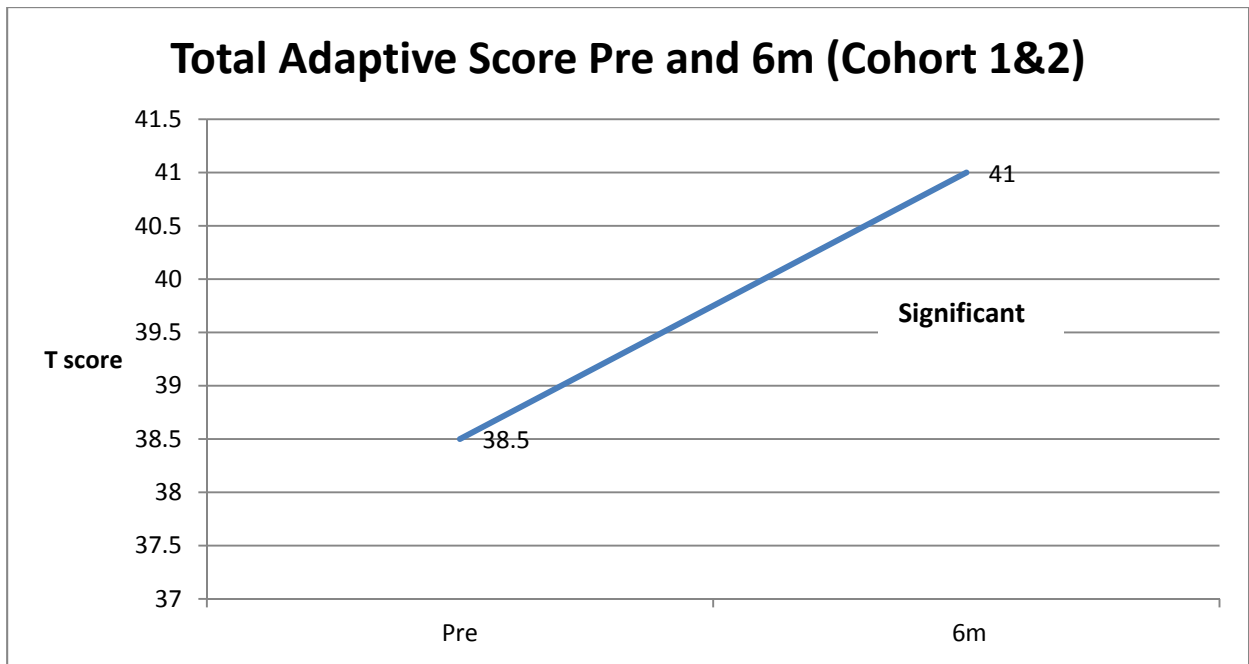


## Total Competence Score Pre and 6m (Cohort 1 & 2)



### Pair 6 – Total Adaptive at Pre and 6m (Cohort 1 and 2)

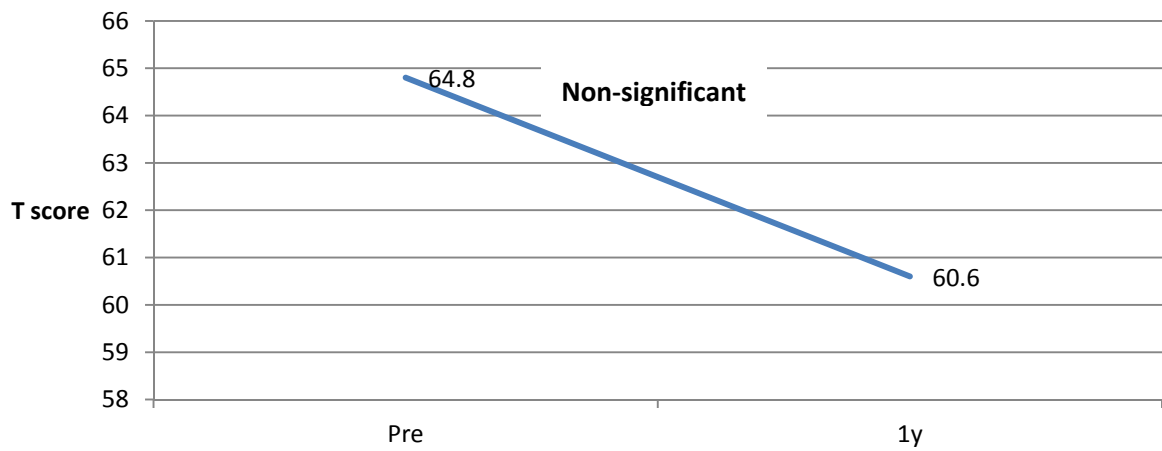
<b>Pre</b>	<b>6m</b>
<i>Mean – 38.5</i>	<i>Mean – 41</i>
<i>Std Dev – 5.9</i>	<i>Std Dev – 5</i>
<i>Paired t-test significance?</i>	<i>p=0.30 (p&lt;0.05)</i>
<i>Effect Size (Cohen's d)</i>	<i>-0.46</i>



**Pair 7 – Total Problems at Pre and 1y (Cohort 1 only)**

<b>Pre</b>	<b>1y</b>
Mean – 64.8	Mean – 60.6
Std Dev – 10.7	Std Dev – 13.9
Paired t-test significance?	$p=0.125$ ( $p>0.05$ )
Effect Size (Cohen's d)	N/A

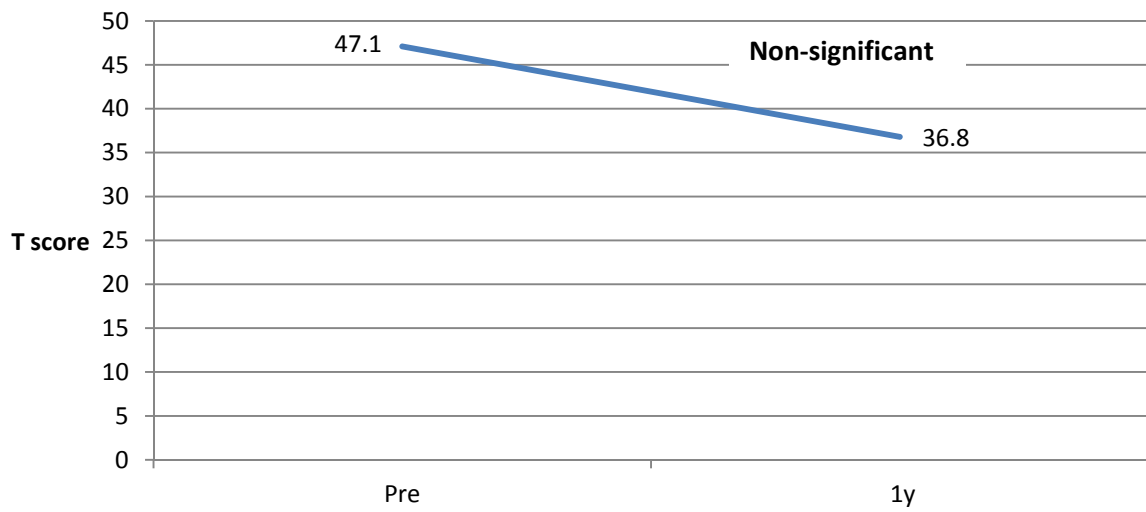
### Total Problems Score Pre and 1 year on (Cohort 1 only)



### Pair 8 – Total Competence at Pre and 1y (Cohort 1 only)

<i>Pre</i>	<i>1y</i>
<i>Mean – 47.1</i>	<i>Mean – 36.8</i>
<i>Std Dev – 13.2</i>	<i>Std Dev – 8.3</i>
<i>Paired t-test significance?</i>	<i>p=0.233 (p&gt;0.05)</i>
<i>Effect Size (Cohen’s d)</i>	<i>N/A</i>

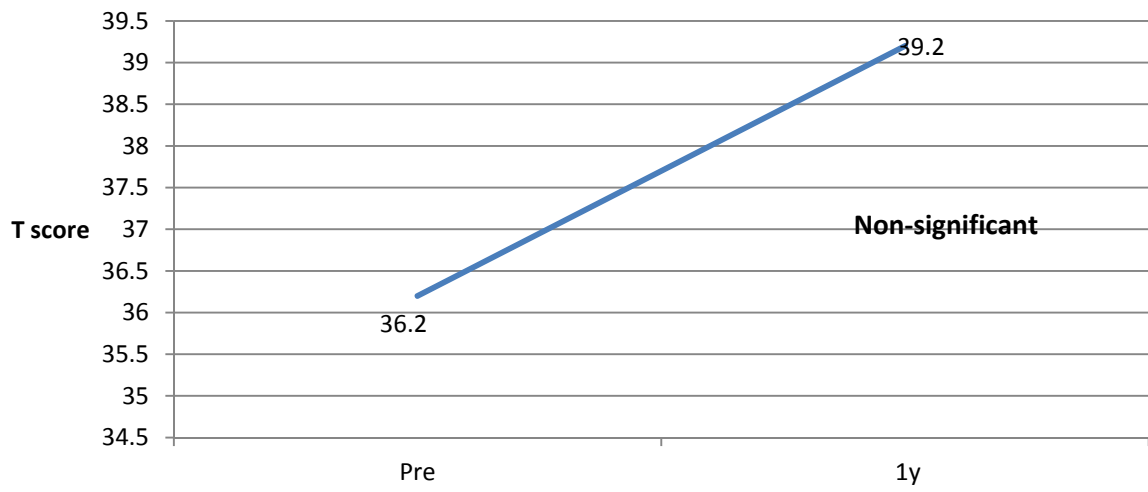
## Total Competence Pre and 1 year on (Cohort 1 only)



### Pair 9 – Total Adaptive at Pre and 1y (Cohort 1 only)

<i>Pre</i>	<i>1y</i>
<i>Mean – 36.2</i>	<i>Mean – 39.2</i>
<i>Std Dev – 2.2</i>	<i>Std Dev –4.8</i>
<i>Paired t-test significance?</i>	<i>p=0.101 (p&gt;0.05)</i>
<i>Effect Size (Cohen’s d)</i>	<i>N/A</i>

### Total Adaptive Scores Pre and 1 year on (Cohort 1 only)



*Appendix 5* SUMMARY OF EMERGENT THEMES FROM GROUP VIDEOS, SNAP TEAM MEETINGS, HEAD TEACHER CLUSTER MEETINGS

Positive Mental Health and Behavioural Change		Partnership working and Early Intervention
Evidence of emotional regulation	High levels of SNAP engagement	Families and schools receiving significant support
Reflection and Change in Mindset	Evidence of parents giving effective direction, rewards and consequences	Effective partnership working across Health and Social Care, and Education
Increased confidence	Parents implementing positive change in daily routine	Implementation planning
	Relationship Building	
	Increased engagement in school	
	Children linked into community based resources	
ISSUES		
Sustainability	Sustainability	School referrals(Cohort 4)
Antisocial values and attitudes		Summer holiday cohort
		Links to community based resources

Appendix 6 SNAP EVALUATION ONE YEAR ON – CHILDREN AND YOUNG PEOPLE’S VIEWS (6)

1. Do you know what SNAP stands for?

<b>Yes</b>	<b>No</b>
4	2

2. Do you still use this strategy?

<b>Comments</b>	
A wee bit. I use the stops to calm down – take a drink of water or count to 10. (E)	No (S)
Twice in primary but not here [secondary]. It worked. (D)	No, I go into rage mode. Mum calms me down, she tells me to think about nice things. My science teacher calms me down. (R)
At times, I’m not getting into much bother. (J)	Sometimes (C)

3. When you are angry or upset, can you control your actions? (1 Never to 5 Always)

<b>1</b>	<b>2</b>	<b>2.5</b>	<b>3</b>	<b>4</b>	<b>4.5</b>	<b>5</b>
<b>2</b>	<b>1</b>	<b>1</b>		<b>1</b>	<b>1</b>	
					<b>Average</b>	2.5
<b>Comments</b>						
“I can control it when it’s once or twice but not when someone constantly annoys me.” (J)						

4. When you are angry or upset, are you able to calm yourself down? (1 Never to 5 Always)

1	2	3	4	5
1	1	2	1	1
			<b>Average</b>	3
<b>Comments</b>				
"I can do this better at Academy" (E)				

5. Are you able to think of a way to stay out of trouble when you are feeling angry or upset? (i.e. think of a PLAN) (1 Never to 5 Always)

1	1.5	2	3	4	4.5	5
	1		1		2	2
					<b>Average</b>	3.9

6. On a scale of 1-10, how much do you enjoy going to school? (1 Don't Enjoy It to 10 Really Enjoy It)

1	2	3	4	5	6	7	8	8.5	9	10
1		1				1	1	1		1
									<b>Average</b>	6.3
<b>Comments</b>										
"Getting up for school can be hard." (E)						"10, except I get tired." (R)				

7. Do you get on with the other pupils in your class? (1 Never to 5 Always)

1	2	3	4	4.5	5
			3	1	2
				<b>Average</b>	4.4
<b>Comments</b>					
"I get on well with everyone, S1s and S2s." (D)			"Sometimes, I am being the class clown but I try to be funny at the right time." (J)		



8. Do you get on with your class teachers? (1 Never to 5 Always)

1	2	3	3.5	4	5
			1	3	2
<b>Comments</b>					
"I get into trouble for wee things and then I apologise and teachers say thanks for apologising."(E)					

9. Do you complete the homework you are given at school? (1 Never to 5 Always)

1	2	3	3.5	4	5
	1	2	1	2	
				<b>Average</b>	3.3
<b>Comments</b>					
"I got full marks on a history project a couple of weeks ago." (E)			"I forget by 8.30pm [time he sometimes gets home at night]" (D)		
"Sometimes forget." (J)					

10. Are you able to solve problems (inside and outside of school)? (1 Never to 5 Always)

1	2	3	4	4.5	5
		1	1	2	2
				<b>Average</b>	4.3

11. If someone asked you to do something you knew was wrong would you say no to them? (1 Never to 5 Always)

1	2	3	4	5
1	1		2	2
			<b>Average</b>	3.5
<b>Comments</b>				
"For something serious, like shoplifting." (D)		"Sometimes I will do things wrong with friends which are bad but fun (i.e. jumping fences) but this keeps me out of big trouble. If it was something really bad I would say no" (J)		

12. Are you involved in any clubs outside of school?

<b>Comments</b>	
"No, I used to play rugby, I want to go back again." (E)	"Badminton, volleyball and fitness suite after school with a group of friends." (R)
"I used to be involved in football, rugby and cricket. I'm going back to football after Christmas." (D)	"I play for TASS thistle football club. I trialled for Cunninghame Youth FC. I go to the Kids Club at St Matthews during the summer." (J)
"I play for a football team, Irvine Meadow FC." (S)	"I go to a jogging club on a Wednesday." (C)

13. If an adult tells you to do something, do you do it? (1 Never to 5 Always)

1	2	3	4	5
	1	3		2
<b>Comments</b>				
			<b>Average</b>	3.5
"Yes if it's teachers but only half the time if it's nana." (D)		"I don't do it if it's something I really don't want to do such as chores as I get no time to myself." (J)		

14. What would you like to do as a job when you leave school and why?

Comments	
"I like computers." (E)	"I want to be a hairdresser. I want to be mum's hairdresser and continue the family business. I'm going to stay in school all the way to S6 to get higher qualifications plus you get EMA in S6." (R)
"I don't know. I like subjects which involve keeping fit" (D)	"When I'm 16 I want to be a social worker like mum and when I'm 22-25 I want to be a professional football player." (J)
"I want to work in the Game shop. I like ordering stuff and you get a wage. I plan to leave school in 4 <sup>th</sup> year." (S)	"I want to be a footballer – I want to be healthy and stronger. Maybe an athlete." (C)

Any other comments

Comments	
"I like academy, more freedom and I'm growing up." (E)	"I want to go back to SNAP – I got to know my mum better but it's still the same. I would like to represent SNAP to others." (R)
"I like the change of coming to Secondary." (D)	"Say Thanks to SNAP team." (J)
"Say Hiya to SNAP workers." (S)  "Some of S's friends are going to IR but he is going to G AC." (S)	Re plans to move to Australia in a few years with family – "I'm half looking forward to it, half not, I am used to it here, I will move back when I am 17 and get a flat with friends but I will make more friends." (J)
JC isn't sure which academy he is going to (St M or A Academy), he knows more people at St M. (J)	"SNAP is rubbish, I don't use it." (K)

APPENDIX 7 – SNAP EVALUATION IN SCHOOLS AS ASSESSED BY GUIDANCE TEACHERS/S1 YEAR HEADS

Assessors: Guidance Teachers/S1 Year Heads

List Of Young People: (J – COHORT 3), (G – COHORT 3), (KS – COHORT 2), (G2 – COHORT 3), (K2 – COHORT 2), (R – COHORT 1), (E – COHORT 1), (D – COHORT 1)

ATTENDANCE %	<p>70%, 85.9%, 86%, 88%, 90.3% 96.1%, 98.4%, 99%, 100%,</p> <p>AVG 90.4%</p> <p>MEDIAN 90.3%</p> <p>MODE N/A</p> <p>-----</p> <p>R - 90.3%</p> <p>E – 88%</p> <p>D – 100%</p> <p>K – 85.9%</p> <p>K2- 70%</p> <p>G- 98.4%</p> <p>J – 96.1%</p> <p>G2 – 99%</p>	LATECOMING (# of lates)	<p>nr, 0,0,0,0,2,4,25</p> <p>AVG 4.4</p> <p>MEDIAN 0</p> <p>MODE 0</p>
NO. INTERNAL EXCLUSIONS/REFERRALS TO BASE	<p>0,0,0,0,0,1,1</p> <p>-----</p> <p>R- 1</p> <p>E – 0</p> <p>D– 0</p> <p>K– 0</p> <p>K2 – 0</p>		

	G - 1 J - 0 G2 - 0		
NO. REFERRALS	0,0,0,0,0,2,6,11 ----- R - 11 E - 0 D - 0 K - 2 K2 - 0 G - 0 J - 6 G2 - 0	NO. EXCLUSIONS	None
NO. ISTs	0,0,0,0,1,1,1,"several" ----- R - several E - 0 D - 0 K - 0 K2 - 1 (attendance) G - 1 J - 1 G2 - 0	JSTs	0,0,0,0,0,0,1,1 ----- R - 1 E - 0 D - 0 K - 0 K2 - 0 G - 0 J - 0 G2 - 1

OTHER AGENCIES INVOLVED	<p>Social work, Social work, EP, SNAP, CAMHS, Rosemount, SNAP</p> <p>All - SNAP</p> <p>R – EP, CAMHS (referral)</p> <p>E – Social Work</p> <p>D – Social Work</p> <p>K – None</p> <p>K2 – Rosemount (support dad in meetings)</p> <p>G – None</p> <p>J – None</p> <p>G2 - None</p>	SUPERVISION ORDER	Most assessors were unable to answer.
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1. Can you outline any issues currently being presented by this young person?	
Comments	
<p>Behaviour issues when unsupervised in the playground at interval or lunchtime. Always seems to be there when there is trouble.</p> <p>Since informing him of lunchtime clubs/allowing him home at lunch there have been less issues. (G)</p>	No, he is a low key boy and is doing OK. (D)
<p>Attendance is only concern. Can also be slow to start working, turn up with no pencil and not complete homework. His motivation is low in some classes. (K)</p>	<p>Low level misbehaviour in school, no serious misbehaviour. Lack of effort. Always got the wind in his face, moany. Easily spotted because he's a big boy. (E)</p>
<p>He has difficulty in class. He gets upset (cries and responds physically) at what he perceives to be injustice. He blows up and then he's fine</p>	<p>Peer relationships as other pupils see her as a bully. (K2)</p>

– it takes a while for him to get over it. In 3 or 4 subjects he gets very upset and won't listen to reason. He makes things worse – things escalate. (J)	
No negative issues. He is struggling with aspects of work however he has a desire to make progress. (G2)	Aggressive behaviour. Low self-worth. Fighting. Deflection of blame. Talk of suicidal feelings (perhaps related to deflection of blame). Leaving class and not using SNAP strategies properly (R)

2. If this person has required JST support, can you detail what supports have been implemented or are planned?	
Comments	
Transition JST. Selected to be a member of A-Space (Nurture group). He has extra time with A-space staff which has seen academic progress. (G2)	Strategies to use in school. Mum comes into school often. (R)

3. Please outline strengths demonstrated by this young person	
Comments	
In class, he's not a bother. [G] has had no complaints from teachers. He's a likeable boy.  G recently took a lesson on bullying in PSE class, he engaged with the class and had an enthusiasm for teaching (G)	He has settled in well, he is a happy boy. He has a good relationship with S1 Year head, we have a laugh. (D)
He is a helpful, polite, lovely and likeable boy. He has a nice group of friends – they are quiet with no behavioural issues. (K)	Smart boy, resilient, socially good. (E)
He is an articulate and confident young person. He has made friends and settled into Academy. (J)	Her behaviour is good. She has positive relationships with staff. (K2)
Desire to make progress. Settling into S1 with no behaviour issues. Settled socially. Trustworthy and honest. (G2)	Generally a caring boy. A "nice wee lad" (R)

4. Has this young person developed positive working relationships with school staff? Please give detail	
Comments	
Yes, no complaints from staff. (G)	Yes definitely, no concerns about D. (D)
He works well with GT in two classes. No issues have been presented by staff. (K)	Yes, in balance. Teachers speak highly of him, he's making good progress. (E)
Mostly. GT and S1 Year Head, yes. Depends on the subject and personalities and J's sense of injustice. (J)	Definitely, no concerns raised at all by staff. (K2)
Yes, very positive with staff. GT teaches him PSE, very good in class. Re Merits, all teacher have complimented behaviour. (G2)	Teachers are finding it difficult to build a relationship as R isn't in class much. Teacher see his behaviour first before they see R. CA with him often. He has a good relationship with IT teacher. Teachers have been asked to treat R as if he has ADHD. (R)

5. Has this young person developed positive friendships with peers? Please give detail	
Comments	
Yes, he has good group of friends, they're good kids. (G)	He has good friendships. There are large groups of S1 boys and he is part of the scene. (D)
He has a good group of friends, no bother. (K)	Yes, he often sticks up for other kids." (E)
Yes, no complaints from J about friends. (J)	Not really. She does have friends but there are a lot of fallouts (friends mainly at Ardrossan Academy) – there was a recent incident where there was threatening messages on Facebook. (K2)
G has a friendship group and they are not boys you would worry about. Has formed friendships from A-space. (G2)	R is in base at morning, break and lunchtime, he has friends in the base. He is close to his cousin C, they will share the same computer. (R)



6. Is this young person able to calm themselves down? (1 Never to 5 Always)

1	2	3	4	5
1		1	2	3
	Average	3.9	Mode	5

7. Is this young person able to control their anger? (1 Never to 5 Always)

1	2	3	4	5
	1	1	2	3
	Average	4	Mode	5

8. Does this young person demonstrate problem solving skills? (1 Not At All to 5 Most of the Time)

1	2	3	4	5
	3		4	1
	Average	3.4	Mode	4

9. How confident are you that this young person will maintain a placement in mainstream education this year? (1 Not At All Confident to 5 Extremely Confident)

1	2	3	4	5
			1	6
	Average	4.9	Mode	5

10. Any other comments.

Comments	
“Great boy. If the school make sure he stays out of trouble, he has potential.” (G)	“Never seen anger or violence in school.” (K2)
“Gary (SNAP team) is good at liaising with mum” (G)	“Any support available for K, A. Academy are happy to support, especially re attendance.” (K2)

<p>"No signs of real issues and concerns. Not on radar as cause for concern." (K)</p>	<p>"No reason to worry about him." (G2)</p>
<p>"Quiet and deep boy, can seem glum." (K)</p>	<p>"He has frustration at academic development pace. Varied work and different class teachers seems to be working for him in academy." (G)</p>
<p>"J won't reflect, he says it doesn't make a difference. He is using a time out card which is an improvement and he is using [GT] as he should. His behaviour seems to worsen when he has a test coming up as he gets anxious and frustrated. What school are doing seems to be working for him." (J)</p>	<p>"Haven't had to ask staff to use SNAP." (G)</p>
<p>"E is settling down in school at the moment. Gran is great, she is a strong force in his life. E is a sensitive boy, he loves his gran and his mum and he finds it difficult." (E)</p>	<p>"R has spoken about killing himself often when he lets himself down." (R)</p>
<p>"E has more demerits than anyone in his year but he also has more merits than demerits." (E)</p>	<p>"Not coping with change of teaching style." (R)</p>
<p>"Time out as strategy used 2-3 times a period. Arrangements were made to make way to base but he is now going wandering." (R)</p>	<p>"Fighting in school. R often sticks up for others, he has a strong sense of justice." (R)</p>
<p>"R lies – question whether he is aware of it. Silly white lies used for avoidance. Auntie passed away and on several dates R will mention her anniversary and use this as a means of justification." (R)</p>	<p>"R isn't learning at Irvine Royal, he often takes himself out of class when he can't cope." (R)</p>