From Nurture Group to Nurturing Community: Exploring Processes and Evaluating Outcomes when Nurturing Principles are Consistent between Nurture Group, Home and School.

Submitted by Roosje Rautenbach, to the University of Exeter as a thesis for the Doctorate in Child, Educational and Community Psychology in May 2010.

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I certify that all material in this dissertation which is not my own work has been identified and that no material has previously been submitted and approved for the award of a degree by this or any other University.

(Signature) ............................................................................................................
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Acknowledgements

Thank you to the participants in this study for their enthusiasm, sincerity and dedication. Their involvement has provided an invaluable contribution to my learning, as well as being inspirational.

I would like to thank my supervisors Tim Maxwell and Andrew Richards for their continued support, nurturing and encouragement. I would also like to thank Maureen Granger for the balance of celebration and challenge she provided through the Video Interactive Guidance supervision. Thank you Flo Bristow for your kind and dedicated assistance with data gathering. Thank you also to my colleagues for their steadfast interest and advice.

Finally, I would like to offer a special heartfelt thank you to my family and husband for their patience, consideration and unwavering support throughout this journey.
### Abbreviations and Definitions

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Book</td>
<td>Home/school/NG communication book</td>
</tr>
<tr>
<td>Blue Room</td>
<td>Room at the NG where children try to regulate their negative emotions</td>
</tr>
<tr>
<td>C1</td>
<td>Child 1 (Experimental Group)</td>
</tr>
<tr>
<td>C2</td>
<td>Child 2 (Experimental Group)</td>
</tr>
<tr>
<td>C3</td>
<td>Child 3 (Experimental Group)</td>
</tr>
<tr>
<td>C4</td>
<td>Child 4 (Experimental Group)</td>
</tr>
<tr>
<td>C7</td>
<td>Child 7 (Control Group)</td>
</tr>
<tr>
<td>C8</td>
<td>Child 8 (Control Group)</td>
</tr>
<tr>
<td>C9</td>
<td>Child 9 (Control Group)</td>
</tr>
<tr>
<td>C10</td>
<td>Child 10 (Control Group)</td>
</tr>
<tr>
<td>Emergent theme</td>
<td>Themes that emerged in the qualitative data analysis</td>
</tr>
<tr>
<td>EP</td>
<td>Educational Psychologist</td>
</tr>
<tr>
<td>EPS</td>
<td>Educational Psychology Service</td>
</tr>
<tr>
<td>Impact Scores</td>
<td>Difference between pre- and post-Boxall measures</td>
</tr>
<tr>
<td>IPA</td>
<td>Interpretative Phenomenological Analysis</td>
</tr>
<tr>
<td>NG</td>
<td>Nurture Group where research was based</td>
</tr>
<tr>
<td>NG1</td>
<td>Nurture Group Teacher</td>
</tr>
<tr>
<td>NG 2</td>
<td>Nurture Group Teaching Assistant</td>
</tr>
<tr>
<td>NG 3</td>
<td>Nurture Group Teaching Assistant</td>
</tr>
<tr>
<td>P1</td>
<td>Parent 1</td>
</tr>
<tr>
<td>P2</td>
<td>Parent 2</td>
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<tr>
<td>RQ</td>
<td>Research Questions</td>
</tr>
<tr>
<td>SC</td>
<td>School Teacher (for C3)</td>
</tr>
<tr>
<td>SDQ</td>
<td>Strengths and Difficulties Questionnaire</td>
</tr>
<tr>
<td>SEBD</td>
<td>Social, emotional and behavioural difficulties</td>
</tr>
<tr>
<td>SSI</td>
<td>Semi-Structured Interview</td>
</tr>
<tr>
<td>Super-ordinate theme</td>
<td>Term used to describe a cluster of related emergent themes</td>
</tr>
<tr>
<td>TA</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>TAC meetings</td>
<td>Team around the child meetings</td>
</tr>
<tr>
<td>TEP</td>
<td>Trainee Educational Psychologist</td>
</tr>
<tr>
<td>Thrive assessments</td>
<td>Assessment and planning tool of children’s social and emotional development</td>
</tr>
<tr>
<td>VIG</td>
<td>Video Interactive Guidance</td>
</tr>
</tbody>
</table>
Overview of Thesis

From Nurture Group to Nurturing Community: Exploring Processes and Evaluating Outcomes when Nurturing Principles are Consistent between Nurture Group, Home and School Nurture Group.

SECTION 1: Introduction for Paper 1 and Paper 2

SECTION 2: Paper 1
Exploring the processes of partnership working when developing consistent nurturing approaches between Nurture Group, home and school.

SECTION 3: Paper 2
Evaluating outcomes when nurturing principles are consistent between Nurture Group, home and school.

Introduction and Literature Review
Research Questions:
1. How can consistency in nurturing principles at home be effectively developed?
2. How can consistency in nurturing principles at school be effectively developed?
3. What is the best practice for developing and maintaining effective partnerships with parents?

Introduction and Literature Review
Research Questions:
1. What differences does partnership working have on social and emotional outcomes for an experimental group in comparison to a control group?
2. What implications does partnership working have on social and emotional outcomes for individual children?

Design and Method
Informed from an interpretative paradigm. Qualitative data is collected via semi-structured interviews, consultation meetings and a reflective diary.

Design and Method
Uses a mixed methodology design from interpretative and scientific paradigms. Qualitative data (semi-structured interviews & consultation meetings) is employed in addition to Boxall Profiles, Strengths & Difficulties Questionnaires (SDQs), observations and Video Interactive Guidance (VIG) clips.

Continued overleaf...
Analysis and Interpretation
Interpretative Phenomenological Analysis was used to analyse the above data. Emergent themes are presented descriptively and emphasised with conceptual maps.

Findings
See main body of text for presented findings for Paper 1.

Discussion
Findings from Paper 1 are discussed.

Conclusion
Final conclusions, limitations of the study and future directions for practice are presented.

References
References for Paper 1 and 2 are combined.

SECTION 4: Appendices
Appendices for Paper 1 and 2 are combined.

SECTION 5: Literature Review
N.B. The literature review has been marked and examined separately from the examination of this thesis. It is appended here for completeness and to give coherence to the whole thesis.