

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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(Signature)

Contents

Acknowledgements.....	7
Abbreviations and Definitions	8
Overview of Thesis	9
SECTION 1	11
Introduction: Paper 1 and Paper 2	11
SECTION 2: Paper 1 (Chapters 1-4)	14
Abstract.....	15
Chapter 1	17
Introduction and Literature Review	17
1.1 Introduction.....	17
1.2 Literature Review.....	17
1.2.1 <i>Research into NG Effectiveness</i>	18
1.2.2 <i>Barriers to Collaboration</i>	19
1.2.3 <i>Models of Partnership Working</i>	20
1.2.4 <i>A Tool for Collaborative Working</i>	21
1.3 Research Questions.....	22
Chapter 2	23
Design and Method.....	23
2.1 Methodology	23
2.2 Participants and Sampling	25
2.3 Data Collection	26
2.3.1 <i>Semi-Structured Interviews</i>	26
2.3.2 <i>Consultation Meetings</i>	27
2.3.3 <i>Research Diary</i>	28
2.4 The Intervention.....	28
2.5 Ethical Considerations	30
2.6 Analysis Procedure.....	30
Chapter 3	32
Results	32
3.1 How can consistency in nurturing principles at home be effectively developed (RQ1)?	32
3.1.1 <i>Communication</i>	32
3.1.2 <i>The Impact of Sharing Practice on Outcomes</i>	35
3.1.3. <i>VIG: A Tool to Share Practice</i>	38
3.2 How can consistency in nurturing principles at school be effectively developed (RQ2)?.....	39
3.2.1 <i>The Impact of Communication and Sharing Practice on Outcomes</i>	39
3.2.2 <i>Sharing Practice through Relationships</i>	42
3.2.3 <i>Sharing Practices as an Inherent Feature of NG Practices</i>	42
3.3 What is the best practice for developing and maintaining effective partnerships with parents (RQ3)?	43
3.3.1 <i>Building Relationships</i>	44

3.3.2 Understanding and Support Fostering Relationships	45
3.3.3 Respect Leading to Collaboration	46
Chapter 4	49
Discussion.....	49
4.1 How can consistency in nurturing principles between home and the NG be effectively developed (RQ1)?	49
4.2 How can we effectively develop consistency in nurturing principles between school and the NG (RQ2)?	51
4.3 What is the best practice for developing and maintaining effective partnerships with parents (RQ3)?	53
4.4 Assessing the validity of the study	55
SECTION 3: Paper 2 (Chapters 5-8)	57
Paper 2: Contents	58
Abstract.....	60
Chapter 5	62
Introduction and Literature Review	62
5.1 Introduction.....	62
5.2 Literature review	62
5.3 Research Questions.....	66
Chapter 6	67
Design and Method.....	67
6.1 Methodology	67
6.2 Participants and Sampling	68
6.3 Data Collection.....	68
6.3.1 Boxall Profile	69
6.3.2 Strengths and Difficulties Questionnaire (SDQ)	69
6.3.3 Observations in NG setting	69
6.3.4 Video Interactive Guidance Clips.....	70
6.3.5 Semi-Structured Interviews	70
6.3.6 Consultation Meetings.....	70
6.4 The Intervention.....	71
6.5 Ethical Considerations	74
6.6 Analysis Procedure.....	74
Chapter 7	76
Results	76
7.1 What differences does partnership working have on social and emotional outcomes for the experimental group in comparison to the control group (RQ1)?	76
7.1.1 Boxall Profile Data	76
7.1.2 SDQ Data	78
7.2 What implications does partnership working have on social and emotional outcomes for individual children in a Key Stage 2 Nurture Group (RQ2)?	80
7.2.1 Case 1(C1 and P1)	80
7.2.2 Case 2 (C2 and P2)	85

7.2.3 Case 3 (C3, P3 and SC).....	89
7.2.4 Case 4 (C4 and P4)	92
Chapter 8	96
Discussion.....	96
8.1 What differences does partnership working have on social and emotional outcomes for the experimental group in comparison to the control group (RQ1)?	96
8.2 What implications does partnership working have on social and emotional outcomes for individual children in a Key Stage 2 Nurture Group (RQ 2)?	97
8.3 What are reliable and valid methods of gathering data in this research area?.....	100
Chapter 9	102
Conclusions.....	102
9.1 Summary of Conclusions from Paper 1 and Paper 2	102
9.2 Re-constructing Reality with VIG	103
9.3 Strengths and Limitations of Study	106
9.4 Future Directions	109
Chapter 10.....	113
References.....	113

SECTION 4: Appendices

Appendices Contents

Appendix 1: Information Sheet for Parents and Carers.....	124
Appendix 2: Child Semi- Structured Interview Schedule	127
Appendix 3: Joint Consultation Planning and Intervention Meeting.....	129
Appendix 4: Example of completed Joint Consultation Review Meeting Record	131
Appendix 5: Extracts from Reflective Diary.....	134
Appendix 6: Ethical Considerations	136
Appendix 7: Example of IPA Analysis Process.....	137
Appendix 8: NVIVO Analysis SSIs	145
Appendix 9: Emerging Themes from Semi-Structured Interviews with No. of Sources and References	152
Appendix 10: NVIVO Analysis Consultation meetings	153
Appendix 11: Emerging themes from the consultation meetings with No. of sources and references	157
Appendix 12: Additional Information on the Boxall Profile	158
Appendix 13: Additional Information on Goodman’s Strengths and Difficulties Questionnaire.....	159
Appendix 14: Completed Observation Schedule.....	160
Appendix 15: Emerging Themes from Observations	162
Appendix 16: Example of a Coded Observation	163
Appendix 17: Inter rater reliability of observations	165

Appendix 18: Table showing Mean and Standard Deviations for the control and experimental groups for the different Boxall strands .	169
Appendix 19: Charts showing means for the control and experimental groups for the different Boxall strands	170
Appendix 20: Table showing individual totals, means and standard deviations of Impact Scores in addition to a summary of improvement for the different strands	171
Appendix 21: Table showing Mean and Standard Deviations for the control and experimental groups for the different SDQ strands ...	172
Appendix 22: Table and Chart to show Engagement to Task Recordings from the observations	173
Appendix 23: Observation Summary for C1	174
Appendix 24: Observation Summary for C2	175
Appendix 25: Observation Summary for C3	176
Appendix 26: Observation Summary for C4	177
Appendix 27: VIG Analysis.....	178
Appendix 28: Table showing Boxall Scores Pre and Post intervention with Impact Scores for C1, C2, C3 and C4	179
Appendix 29: Table showing SDQ Scores Pre- and Post-intervention with Impact Scores for C1, C2, C3 and C4	180
Appendix 30: Certificate of Ethical Approval	181
Appendix 31: Feedback Presentation to Educational Psychologists and Head of Education out of School Service	185

SECTION 5: Literature Review193

List of Figures

Figure 1: Flowchart depicting the joint consultation meeting, videoing, supervision and feedback process	29
Figure 2: Conceptual Map showing linked themes when developing consistency in nurturing principles between home and the NG	33
Figure 3: No. references from emergent communication themes from SSIs	34
Figure 4: No. of references from emergent joint working themes from the consultation meetings.....	34
Figure 5: No. of references for emergent outcome themes from the consultation meetings	36
Figure 6: No. of references for emergent communication themes from the consultation meetings.....	38
Figure 7: Conceptual Map showing linked themes when developing consistency in nurturing principles between school and the NG	40
Figure 8: Conceptual Map showing linked themes when developing and maintaining partnerships with parents	43
Figure 9: Chart showing no. of references from emergent relationship themes from SSIs	44
Figure 10: The Contact Principles.....	72
Figure 11: Flowchart depicting the joint consultation meeting, videoing, feedback and supervision process.....	73
Figure 12: Direction of changes in the Boxall Profiles for the groups	77

Figure 13: Boxall outcomes for both groups.....	78
Figure 14: Pre- and post-means for the control and experimental group.....	79
Figure 15: Difference between pre- and post-means for the experimental and control group	79
Figure 16: SDQ Scores for C1 pre- and post-intervention.....	81
Figure 17: Scaling exercise showing level of concern for P1.....	82
Figure 18: P1’s employment of contact principles in	83
Figure 19: SDQ Scores for C2 pre- and post-intervention.....	85
Figure 20: Scaling exercise showing level of concern for P2.....	87
Figure 21: P2’s employment of contact principles in videoed interactions.....	87
Figure 22: SDQ Scores for C3 pre- and post-intervention.....	89
Figure 23: School Teacher’s employment of contact principles in videoed interactions	91
Figure 24: SDQ Scores for C4 pre- and post-intervention.....	93
Figure 25: Conceptual Map showing how partnership working between NG and home could be enhanced	109

List of Tables

Table 1: Factors affecting the effectiveness of Nurture Groups.....	65
Table 2: Overview of interventions with the participants	74
Table 3: Total Difficulty categories as measured by the SDQ pre- and post-intervention for both groups	80
Table 4: Areas of most improvement for C1 from the observations records.....	81
Table 5: Areas of most improvement for C2 from the observations records.....	86
Table 6: Areas of most improvement for C3 from the observations records.....	90
Table 7: Areas of most improvement for C4 from the observations records.....	94

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Abbreviations and Definitions

Blue Book	Home/school/NG communication book
Blue Room	Room at the NG where children try to regulate their negative emotions
C1	Child 1 (Experimental Group)
C2	Child 2 (Experimental Group)
C3	Child 3 (Experimental Group)
C4	Child 4 (Experimental Group)
C7	Child 7 (Control Group)
C8	Child 8 (Control Group)
C9	Child 9 (Control Group)
C10	Child 10 (Control Group)
Emergent theme	Themes that emerged in the qualitative data analysis
EP	Educational Psychologist
EPS	Educational Psychology Service
Impact Scores	Difference between pre- and post-Boxall measures
IPA	Interpretative Phenomenological Analysis
NG	Nurture Group where research was based
NG1	Nurture Group Teacher
NG 2	Nurture Group Teaching Assistant
NG 3	Nurture Group Teaching Assistant
P1	Parent 1
P2	Parent 2
P3	Parent 3
P4	Parent 4
RQ	Research Questions
SC	School Teacher (for C3)
SDQ	Strengths and Difficulties Questionnaire
SEBD	Social, emotional and behavioural difficulties
SSI	Semi-Structured Interview
Super-ordinate theme	Term used to describe a cluster of related emergent themes
TA	Teaching Assistant
TAC meetings	Team around the child meetings
TEP	Trainee Educational Psychologist
Thrive assessments	Assessment and planning tool of children's social and emotional development
VIG	Video Interactive Guidance

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.

Analysis and Interpretation

Interpretative Phenomenological Analysis was used to analyse semi-structured interviews and consultation meetings. Boxall Profiles, SDQs, VIG clips and observations were analysed descriptively. Results for the experimental and control group are compared. Results for the experimental group are then presented case by case.

Findings

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

Findings

See main body of text for presented findings for Paper 2.

Discussion

Findings from Paper 1 are discussed.

Discussion

Findings from Paper 2 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.