

# Early Years, Parenting and Family Relationships Conference

‘Early Intervention in the early years of life: Latest evidence on what works in local application’

Tuesday, 12 July 2016



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In partnership with



Public Health  
England



# Welcome, introduction and purpose

Mark Rogers,  
Chief Executive,  
Birmingham City Council

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# Progress to date on evidence and implementation

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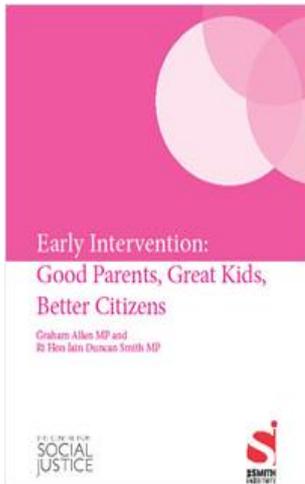
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# Starting the journey in 2011



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## Early Intervention: The Next Steps

An Independent Report to Her Majesty's Government  
Graham Allen MP





- Growing research on case for early intervention drawing on research from – psychology, economics, neuroscience and social research.
- Strong evidence for a number of specific programmes implemented internationally esp. in the US - Family Nurse Partnership introduced in UK
- Lack of evidence for programmes in UK context
- Activity in local areas: Sure Start Children’s centres, childcare, school based activity, early intervention grant, parenting programmes, Family Intervention Project, Troubled Families, health visitors commitment
- The Early Intervention Foundation created in 2013 with all-party support



# Planting the seeds

- 20 Early Intervention Pioneering Places
- Key evidence reviews on:
  - *The Best Start At Home*
  - *Social and Emotional Learning – Skills for Life and Work*
  - *High risk: Domestic Violence, Gang and Youth Violence*
- Guidebook of programmes – based on ratings made by others
- Costs of late intervention



**An independent charity and a 'What Works' Centre:  
we support effective early intervention for children so  
every child can fulfil their potential. Focus on:**

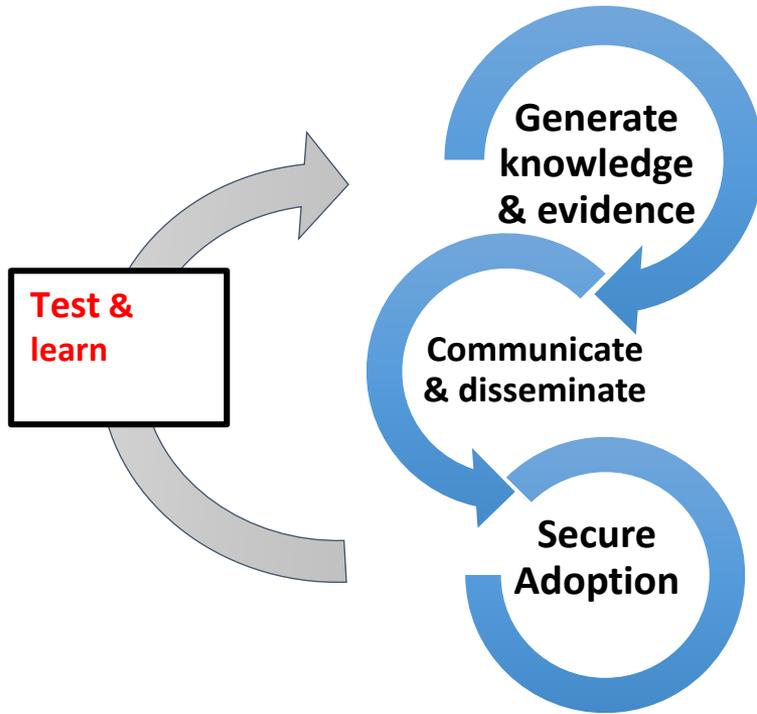
- Children with signals of risk
- Most effective responses
- Cashable savings/effective use of resources

Early Intervention: targetted support to children with signals of risk before problems become entrenched and costly





# How do we work?



-  Pioneering places
-  Better Start areas
-  Additional areas
-  Police leaders

# Foundations of Life, What Works to support parent child interaction in the early years



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- Represents the next stage in the Allen Review
- Creating foundations for a UK evidence base for Early Intervention
- Use EIF's own ratings, approach, cost scale
- Drawing on expertise of partners
- Focus on *relationships* – parent and child and parent and parent



# Foundations for Life: What Works to support parent-child interaction in the early years



- A period of momentous change
- A baby grows into a child who can walk, talk and relate to others
- Parents and carers help lay the foundations for a child's life chances and life skills
- 3 primary outcomes: attachment, behavioural, cognitive development
- Report provides insight into the overall research underpinning these outcomes
- Assessed the evidence of 75 programmes available in the UK

# What works to enhance the inter-parental relationships and improve outcomes for children? University of Sussex, DWP, EIF



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- How parents relate to each other as a couple is a primary influence on children's mental health and long-term life chances.
- Children exposed to frequent, intense and poorly resolved inter-parental conflict are at risk of a range of negative outcomes: mental health, attainment, social and emotional skills.
- Parenting interventions in the presence of frequent, severe and unresolved inter-parental conflict – without addressing that conflict – are unlikely to be successful in improving child outcomes.
- Assessed evidence and cost scale of 15 interventions in the UK.





# A more sophisticated understanding of evidence and implementation

- What works for whom, when, where
- Big Lottery - Better Start – example of new funding to test and learn
- Developing a UK evidence base, focus on an evidence journey
- Invest not only in evidenced based programmes, but also innovation where there are gaps
- Implementation is as important as evidence
- Whole system approaches balancing universal Healthy Child Programme, targeted and specialist services
- Champions for early intervention across services
- Monitoring and evaluation as you go along



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# Early years, Parenting and Family Relationships Conference

- Bringing together the insights from 2 reviews: one focused on parent child relationship, the other on the relationship *between* parents
- A family focused approach to tackle inter-generational disadvantage
- The first event in a major programme of workshops, events, exchanges to support good commissioning – evaluating impact
- Creating a new partnership between national government, local commissioners and developers to generate greater knowledge about What Works
- Drawing on our and your knowledge of how you turn knowledge into practice and make a difference to children and family lives



# Keynote address

**Jane Ellison MP,**  
Parliamentary Under  
Secretary of State for Public  
Health

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# Using evidence to change services: opportunities and challenges over the next 5 years

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# Foundations for Life: What Works to Support Parent Child Interaction in the Early Years

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Early Intervention Foundation

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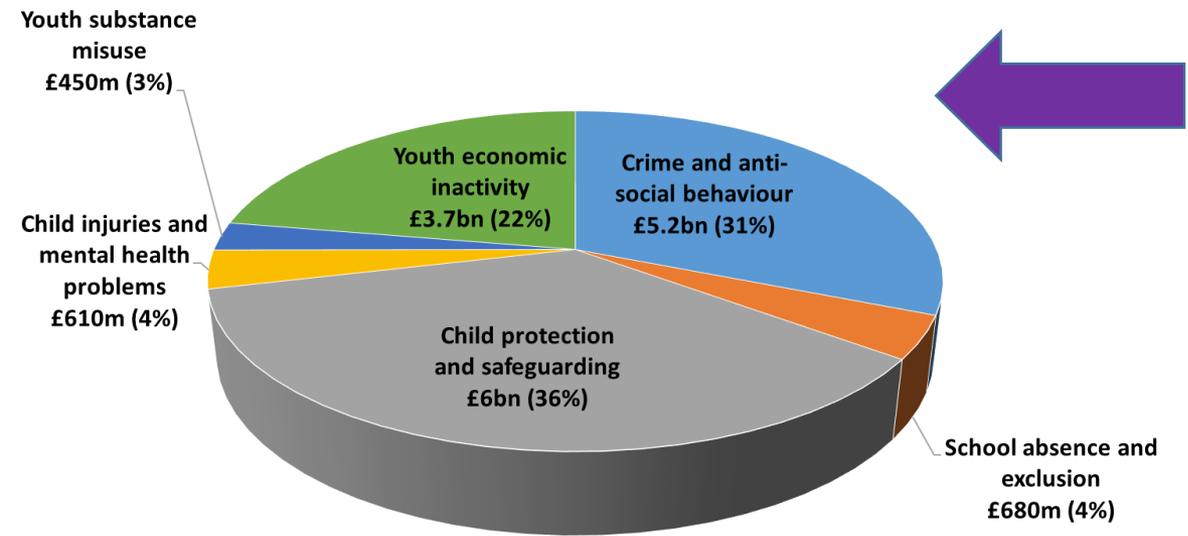


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# Action to deliver cashable savings

## Late intervention costs



## The EIF Guidebook

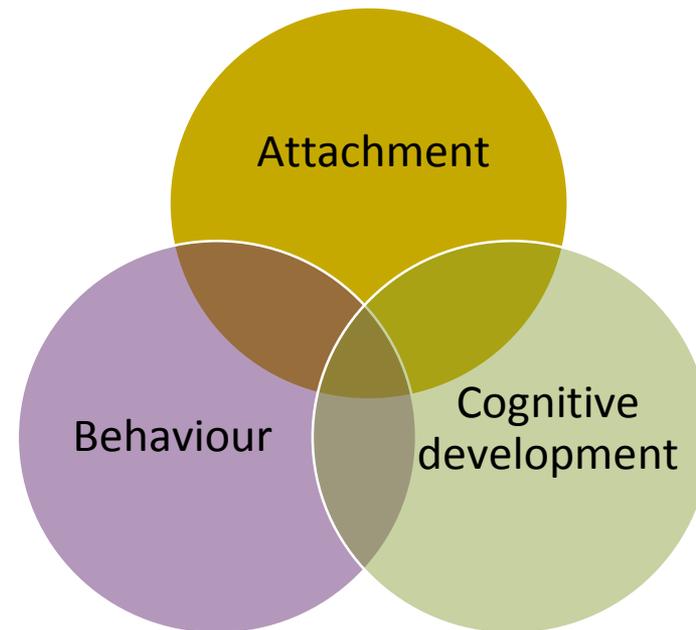
### 1 What outcomes do you want to improve?

The family and the home	Positive early child development
Support children's mental health & well-being	Prevent child maltreatment
Enhance school achievement & employment	Prevent crime, violence & antisocial behaviour
Prevent substance misuse	Prevent risky sexual behaviour & teen pregnancy
Prevent obesity & promote healthy physical development	SEE ALL PROGRAMMES



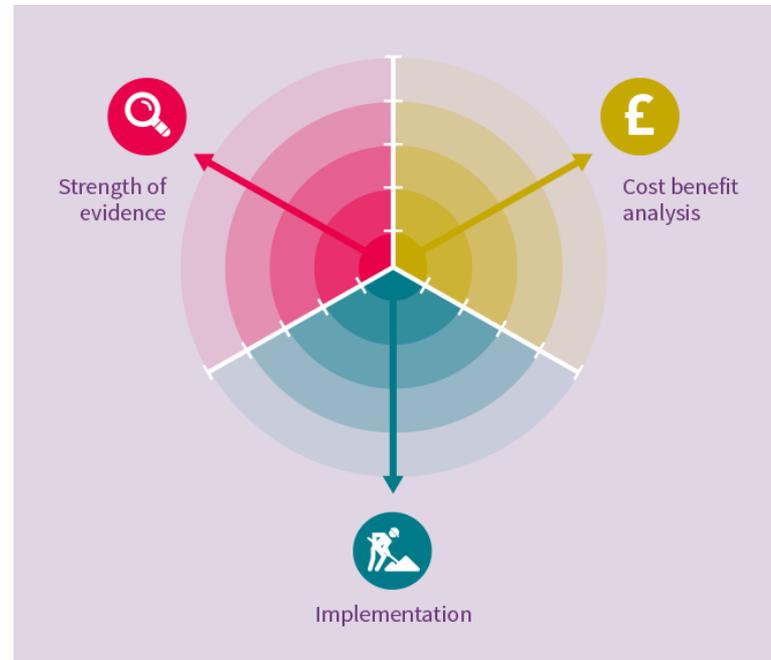
# Why parent-child interactions?

- Parents and carers provide the context for child development and so support and shape it.
- Learning and development within these three domains takes place through interactions between parent or carer and child
- These dynamic interactions have important impacts on life chances





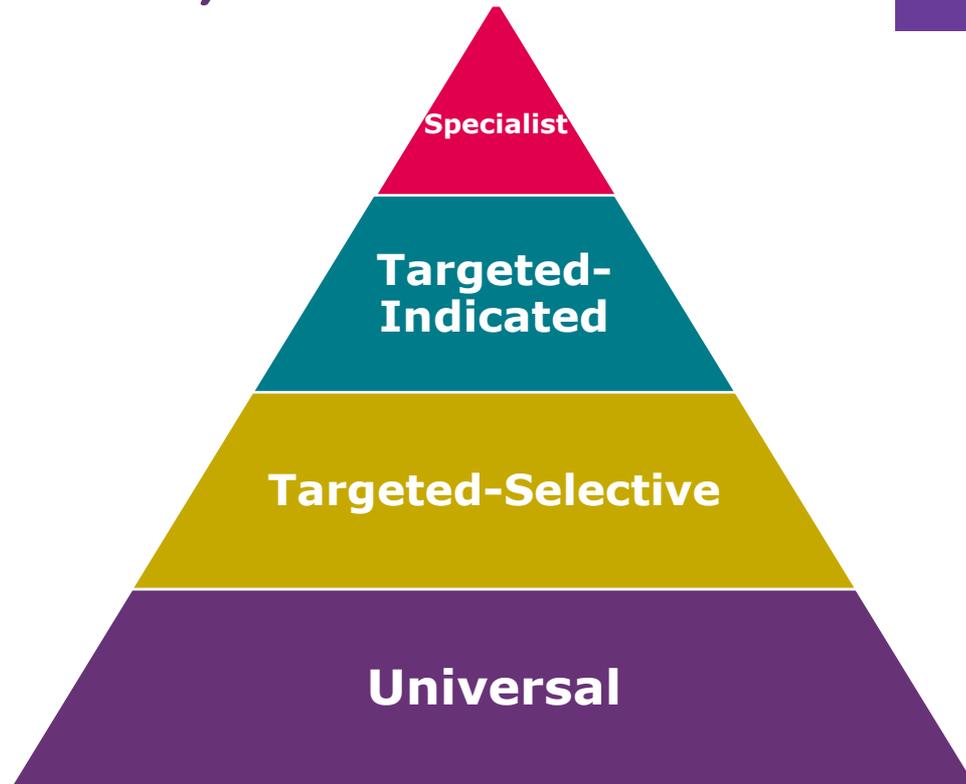
# 3 ASPECTS OF COMMISSIONING





# What works for whom, when...

Preschool
Toddlerhood
Infancy
Perinatal
Antenatal





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# Evidence Panel



**PROFESSOR JANE  
BARLOW, UNIVERSITY OF  
WARWICK**



**PROFESSOR GORDON  
HAROLD, UNIVERSITY OF  
SUSSEX**



**PROFESSOR ANN PHOENIX,  
INSTITUTE OF EDUCATION**



**DAVID P. FARRINGTON,  
O.B.E., UNIVERSITY OF  
CAMBRIDGE**



**PROFESSOR VIVETTE GLOVER,  
IMPERIAL COLLEGE LONDON**



**NICK AXFORD, SOCIAL  
RESEARCH UNIT**



**PROFESSOR KATHY  
SYLVA, UNIVERSITY OF  
OXFORD**



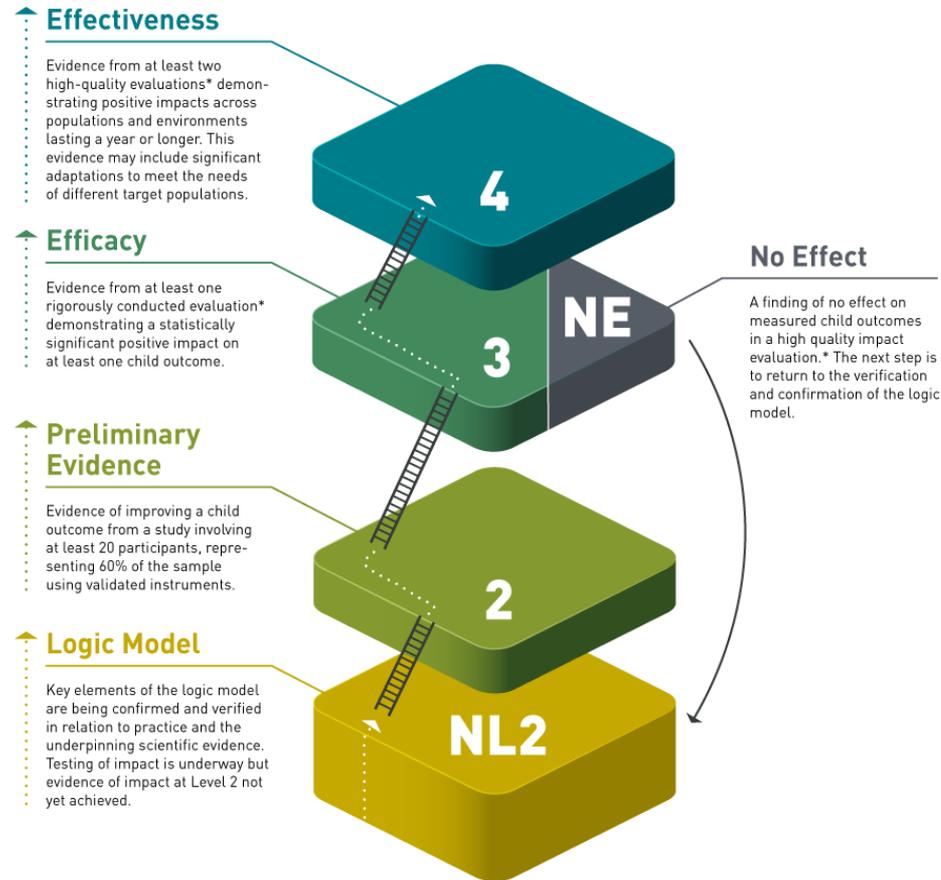
**PROFESSOR STEPHEN  
SCOTT, KING'S COLLEGE  
LONDON**



**DR SHIRLEY WOODS-  
GALLAGHER, GREATER  
MANCHESTER PUBLIC SERVICE  
REFORM**



# The EIF strength of evidence rating



\*High quality evaluations do not need to be randomised control trials if a relevant and robust counter-factual can be provided in other ways.



# EIF intervention cost rating scale

	1	2	3	4	5
Description of cost to set-up and deliver	Low cost		Medium cost		High cost
Indicative Range (Estimated unit cost range per child participant)	<£100	£100-£499	£500-£999	£1,000-£2,000	>£2,000

## This is not a rating of market prices/fees.

The rating summarises a wide variety of data about **how resource-intensive a programme is to deliver**. This can include market prices, but will also take into account a programme's training, implementation and staffing requirements, as well as the length of intervention dose and the size of the treatment unit.

# A Programme Report

## Programme Description

**Brief Description** – Based on the version of the programme evaluated in its best evidence.

<b>Primary outcome domain:</b>	Behaviour	<b>Delivery Model:</b>	Group
<b>Child Age:</b>	Infancy, Toddlerhood	<b>Level of Need:</b>	Universal

**Full Description** - Based on information agreed with the programme developer, this section describes the programme more generally in terms of recommended or typical implementation.

## Example programme description

## Ratings Summary

<b>Strength of Evidence of Child Outcomes</b>	<b>3</b>
Placeholder text	
<b>Programme Costs</b>	<b>1</b>
Placeholder text	
<b>Impact</b>	
Placeholder text	

## Implementation Summary

Based on information provided by the programme developer, this section describes the programme more generally in terms of recommended or typical implementation.

Example text

### In Detail

<b>Level of need</b>	Low need	✓
	Moderate need	✓
	High need	X
<b>Classification</b>	Universal	✓
	Targeted: Selective	✓
	Targeted: Indicated	✓

### Programme requirements

Format	Example format
Sessions	15 sessions of 3 hours duration each
Number of practitioners required	2

### Practitioner requirements

Job Title of Practitioner – 1st	Family support worker
Qualification Level – 1st	Recommended QCF 2
Programme training – 1st	32 hours

### Supervision requirements

Number of supervisors	2
Type of supervisor – 1st	Host-agency supervisor providing case-management supervision
Qualification level – 1st	Recommended QCF 6

### Host agency requirements

Licensing fee	No
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# Headline findings 1

There are a range of effective and proven programmes, differing by approach and rationale.





# Headline findings 2

Overall, the evidence is strongest for programmes that target based on early signals of risk in child development.



## Headline findings 3

Available programmes which focus on children's behavioural development tend to have better evidence of effectiveness than those focused on attachment or cognitive development



## Headline findings 4

Although the case for early intervention is very well made, the overall evidence base for the programmes available now in the UK needs further development

# Foundations for Life: What Works to Support Parent Child Interaction in the Early Years

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Director of Evidence,  
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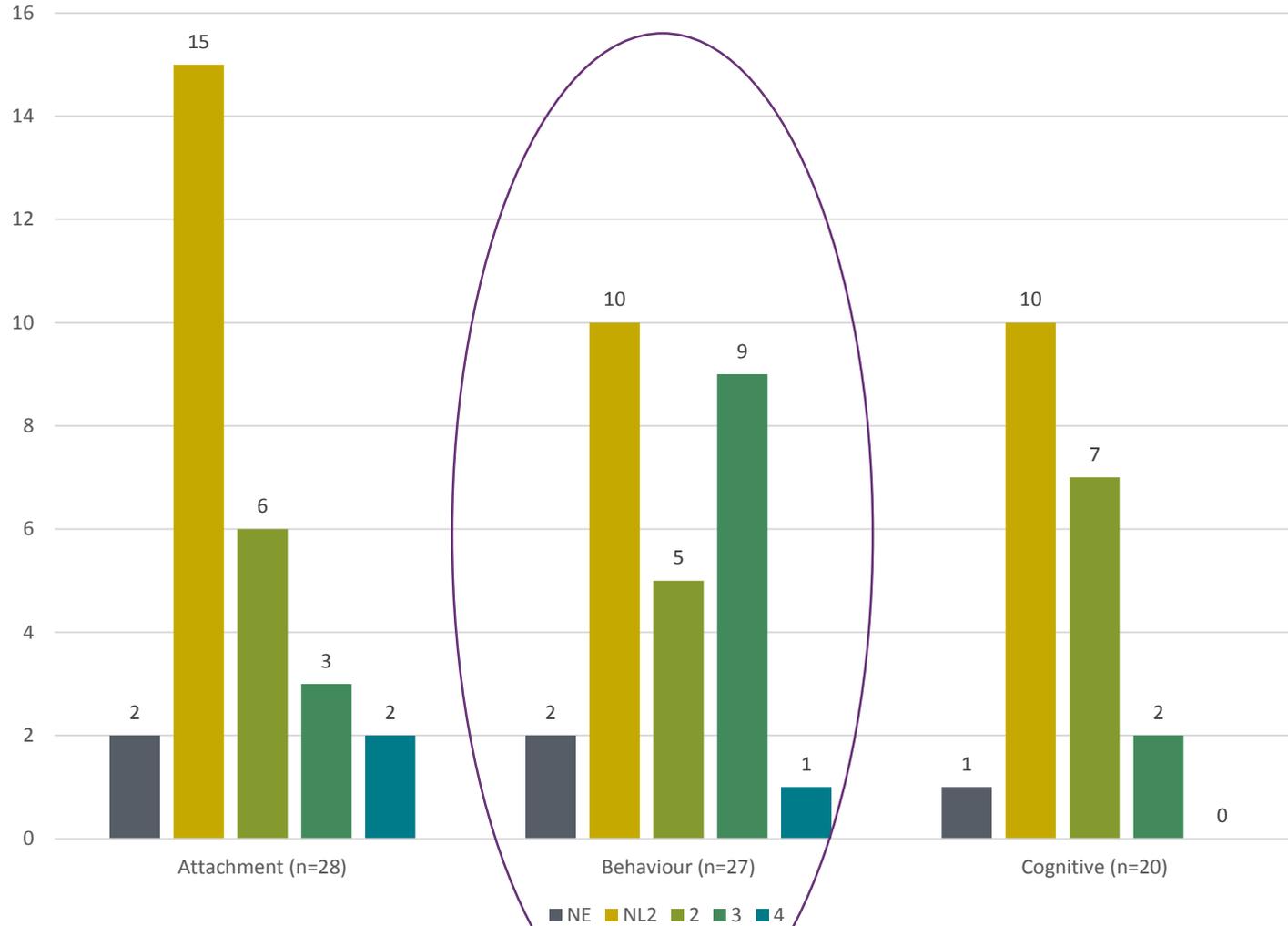
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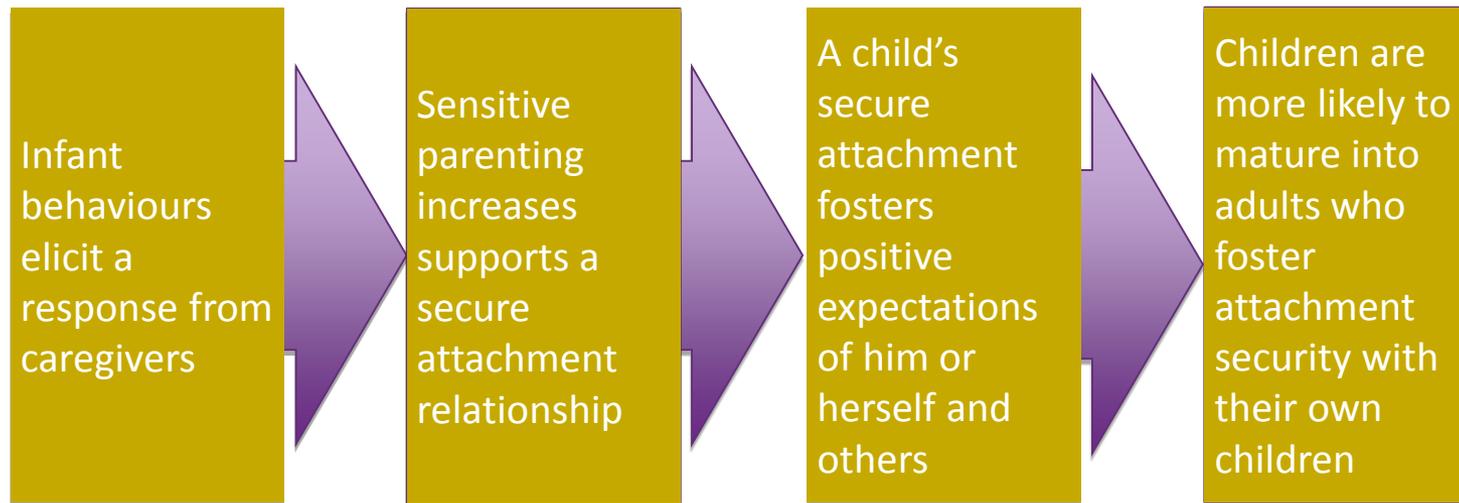
# Attachment Security



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The majority of parents are able to support attachment security in their children

A minority will struggle. Factors that interfere with parents' ability to respond sensitively to their child include:



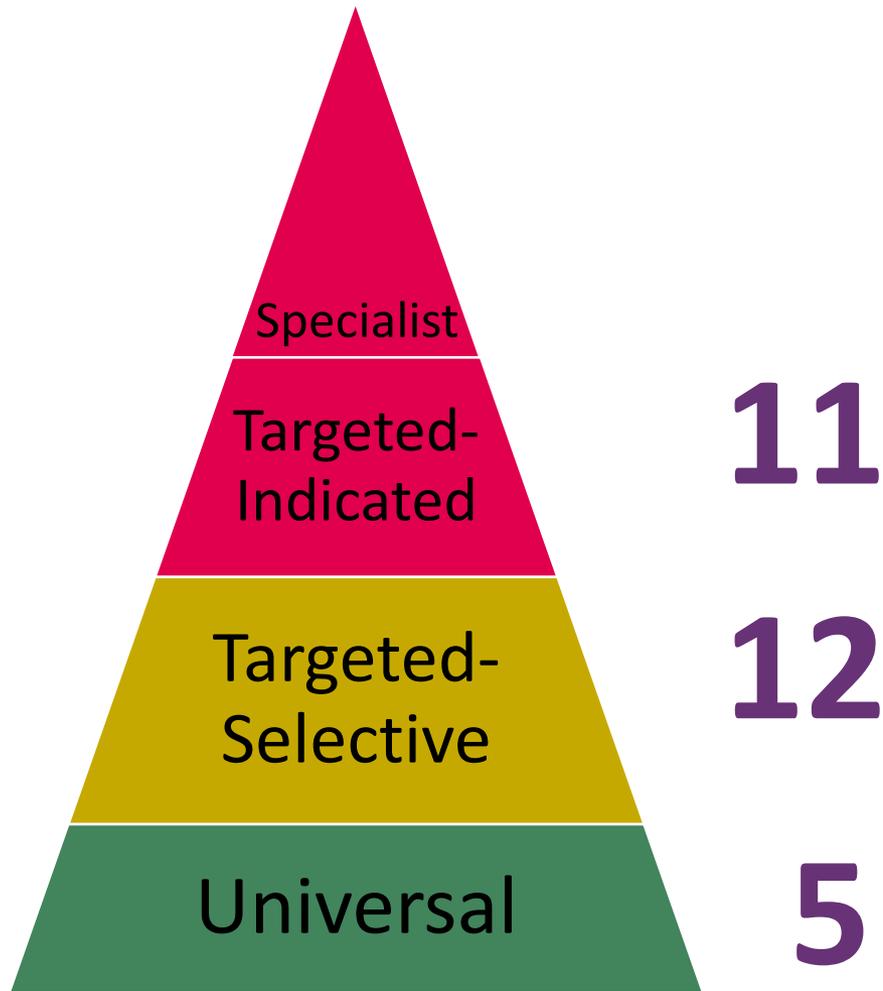
Social Disadvantage  
Single Parenthood  
Unwanted pregnancy

Age  
Relationships problems  
Mental health

# Attachment Security



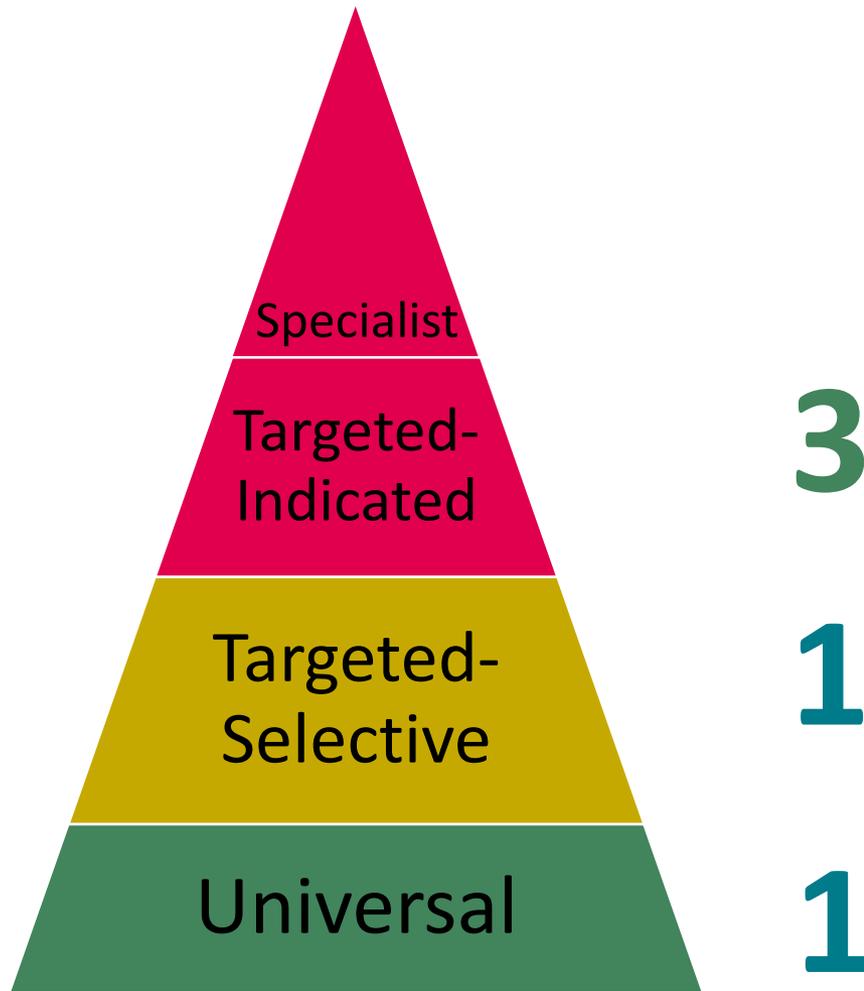
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# Attachment Security



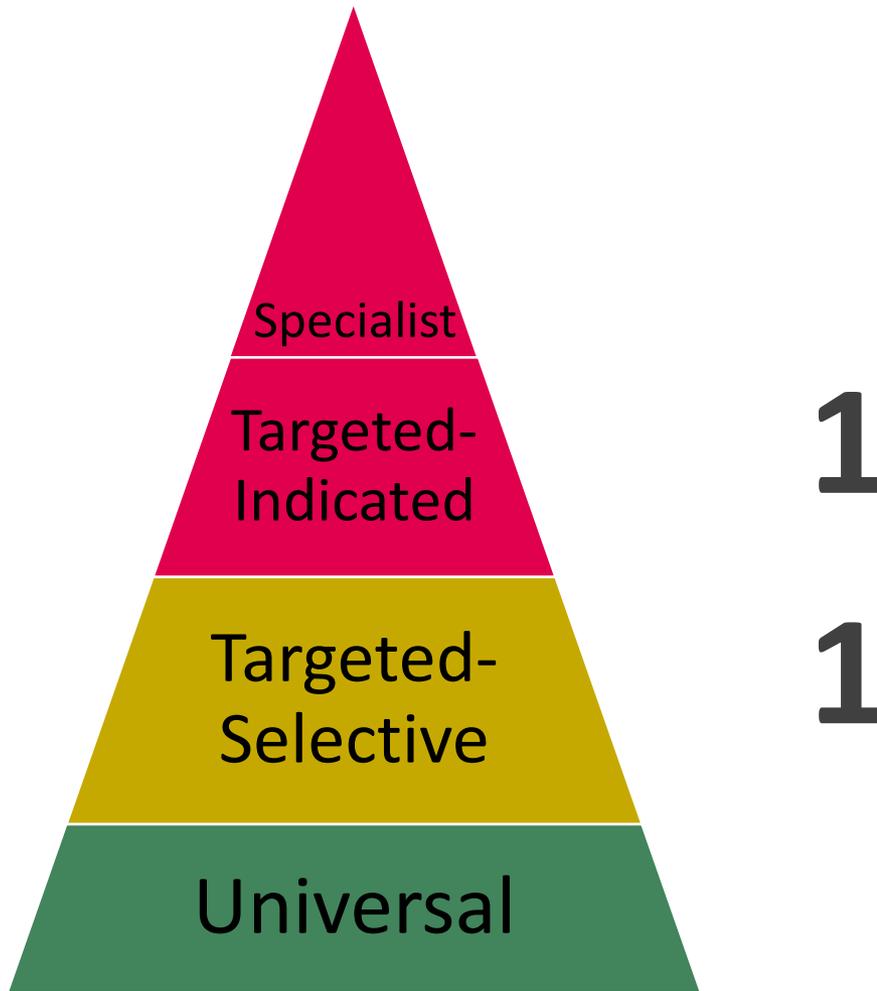
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# Attachment Security



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# Attachment Security



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There is a high need for Targeted-Selective and Targeted-Indicated interventions that support infant and children's early attachment relationship starting during the perinatal period and infancy

5 interventions with good or established evidence were identified

- 3 Targeted-Indicated Child/parent psychotherapy
- 1 Targeted-Selective (Family Nurse Partnership)
- 1 Universal (Family Foundations)

Programmes with no effect suggest that programmes are likely to be more effective for highly vulnerable families if offered for a longer period of time to most vulnerable families

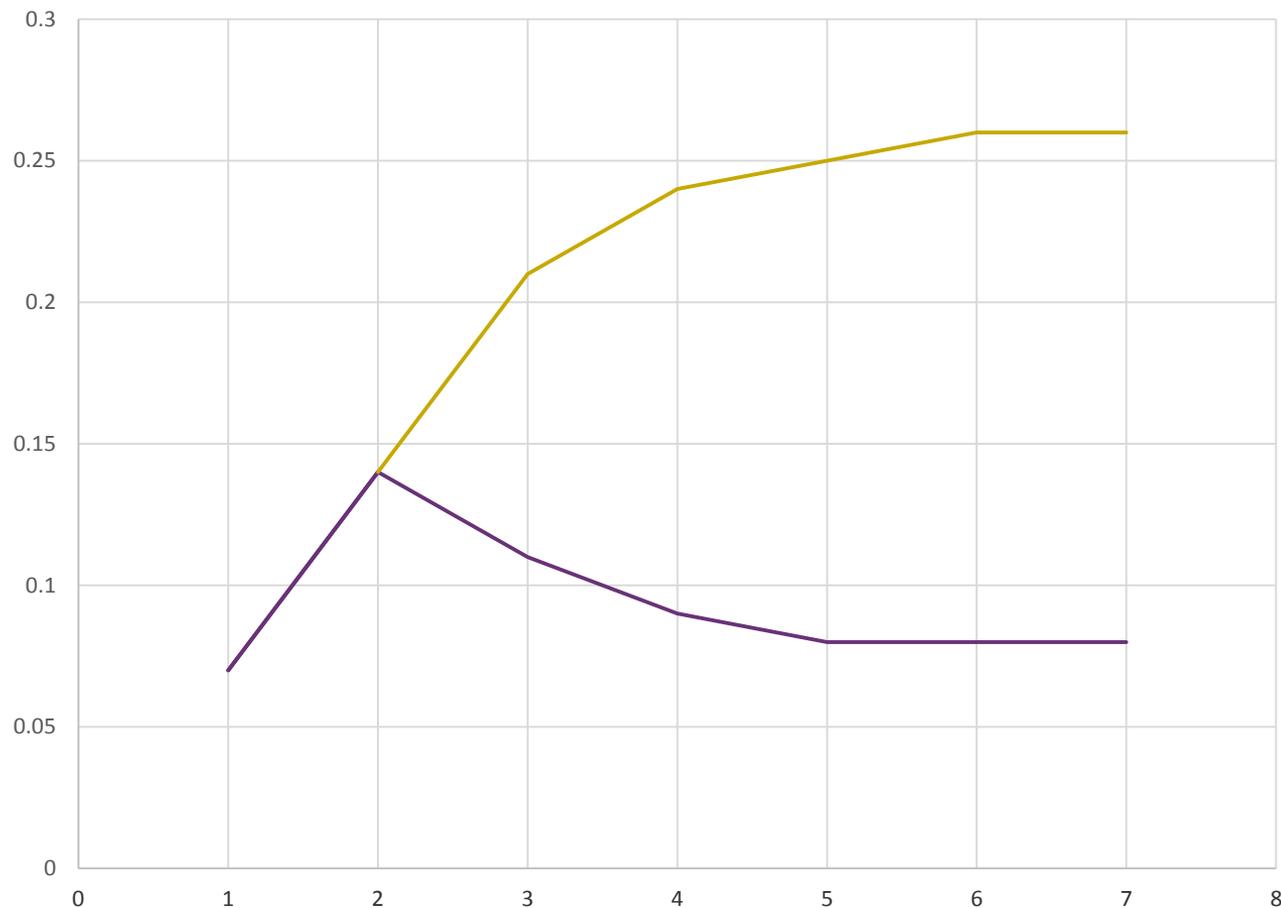
Effective programmes tend to be **high cost**, but can provide **high impact** – including increased attachment security, reduced risk of child maltreatment and improved parental mental health

# Behavioural self-regulation



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Noncompliant behaviour in the early years



# Behavioural self-regulation



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The majority of parents will learn how to manage their child's non-compliant behaviour

Some will struggle. Factors that increase the likelihood of non-compliant behaviour include:

- Child temperament

- Language delays

- Coercive parenting behaviours

Interventions that aim to improve children's behaviour therefore aim to teach parents effective strategies for replacing coercive parenting behaviours

# Behavioural self-regulation



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Young children behave in aggressive and non-compliant ways

Parents reinforce these behaviours through coercive cycles

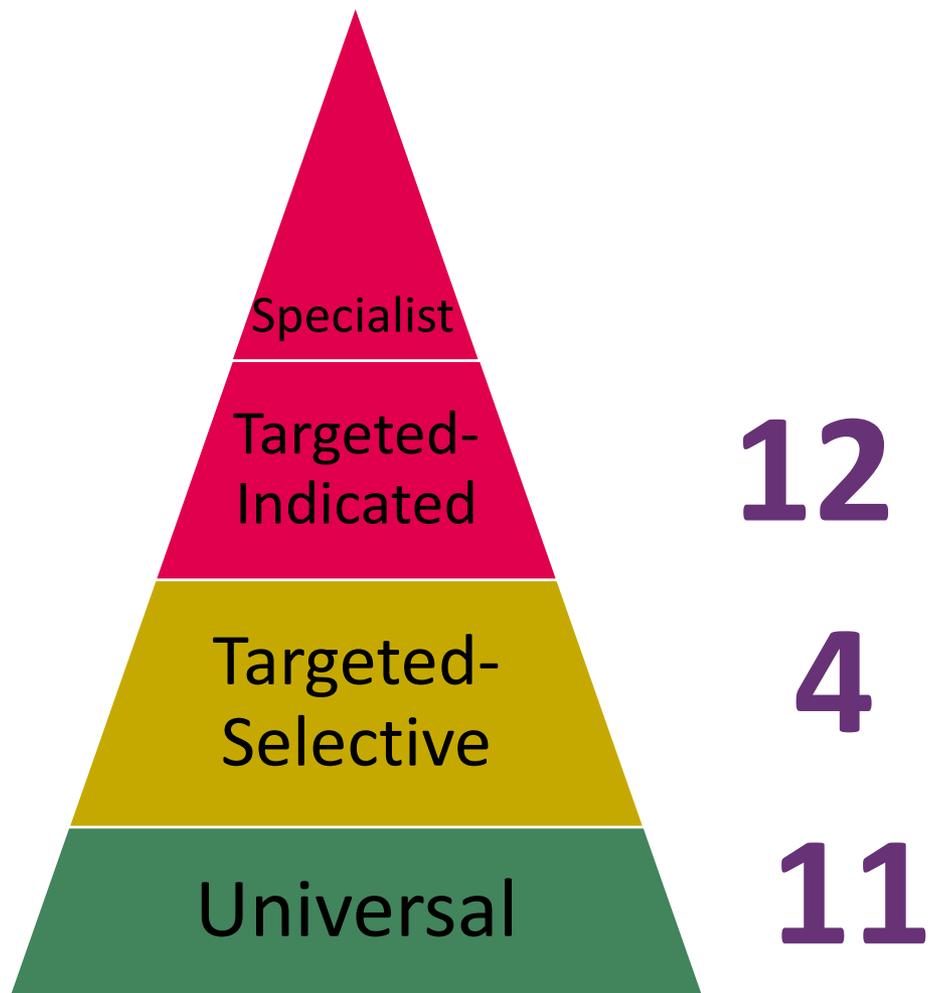
Parents learn effective strategies for encouraging compliant behaviour

Children's behaviour improves, children can be regulate their own behaviour

# Behavioural self-regulation



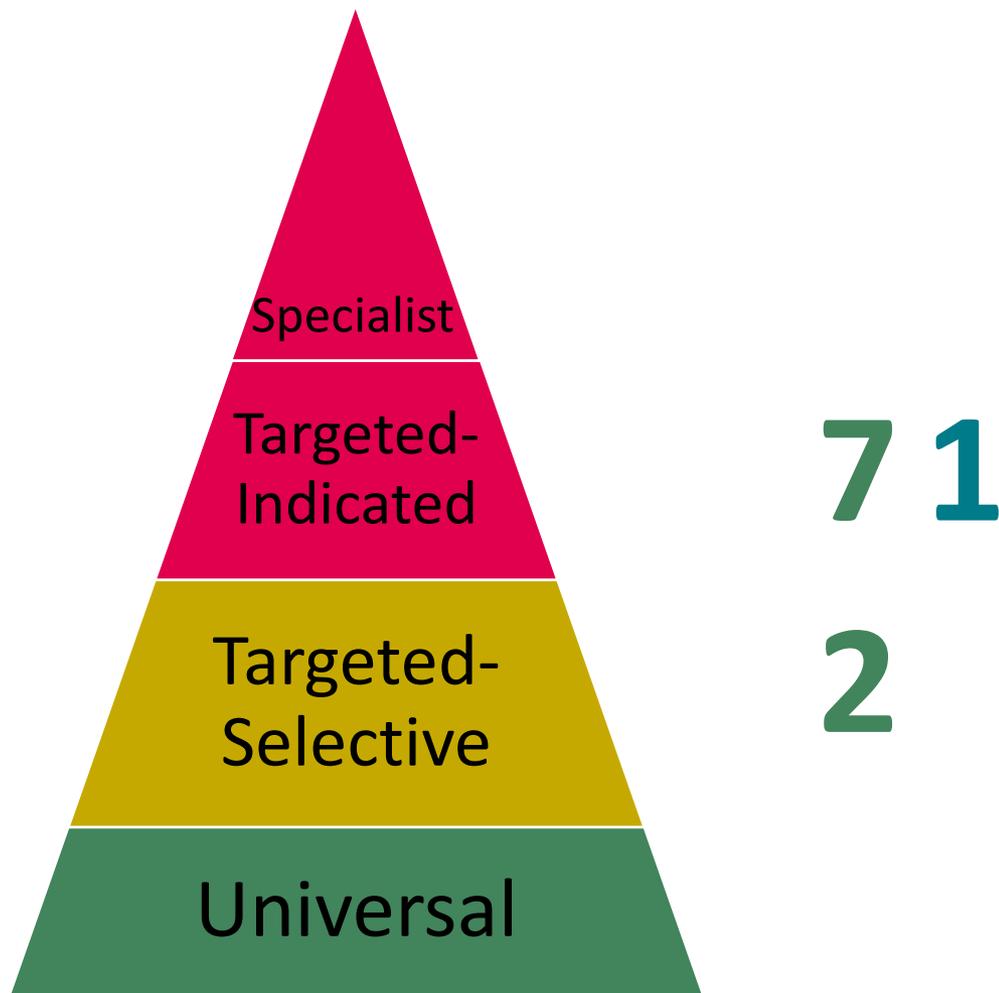
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# Behavioural self-regulation



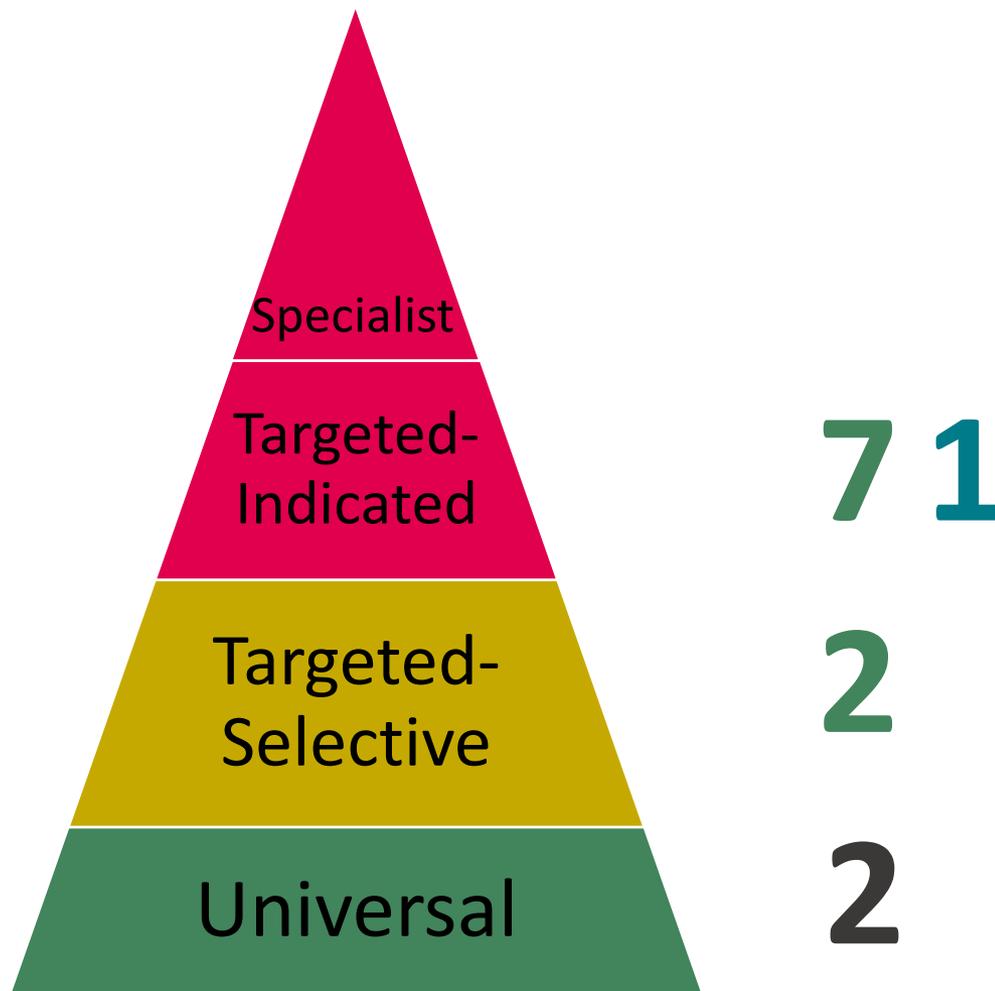
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# Behavioural self-regulation



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# Behavioural self-regulation



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There is a high need for Targeted-Indicated interventions that help parents manage difficult child behaviour

10 interventions with good or established evidence were identified

- 8 were available at the Targeted-Indicated level. One of these programmes had good evidence of improving children's behaviour for ten years or longer
- 2 were available at the Targeted-Selective 1
- 2 Universal interventions had evidence of **no effect** on any measured EIF child outcome

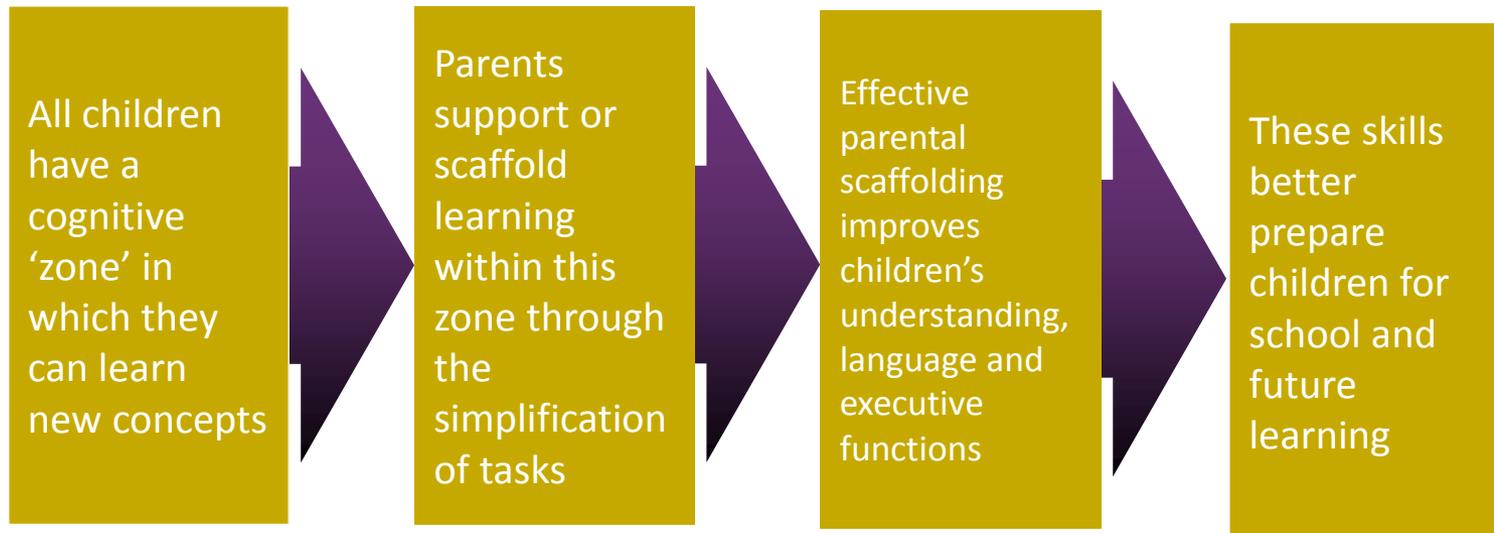
Non-compliant behaviour problems may be difficult to prevent. This may be because not all children will remain non-compliant and parents likely need to practice effective strategies

Effective programmes tend to be **low to low-medium** cost. These programmes appear to have good short term impact, but longer term impact remains unknown.

# Cognitive development



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# Cognitive development



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The majority of middle and upper middle-income families are able to provide their children with a suitably rich learning environment – no intervention is needed

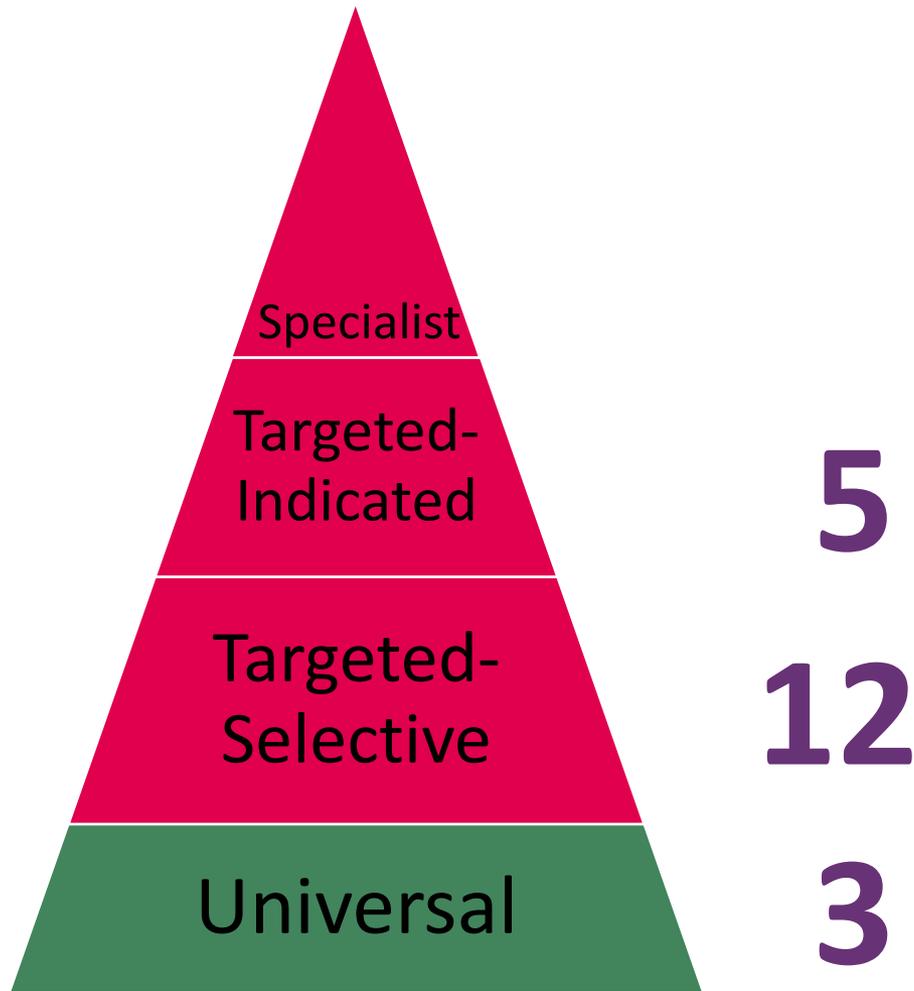
A strong and persistent gap exists between lower and middle-income families in children's early learning

Language delays are also apparent in children in lower, middle and upper middle income families

# Cognitive development



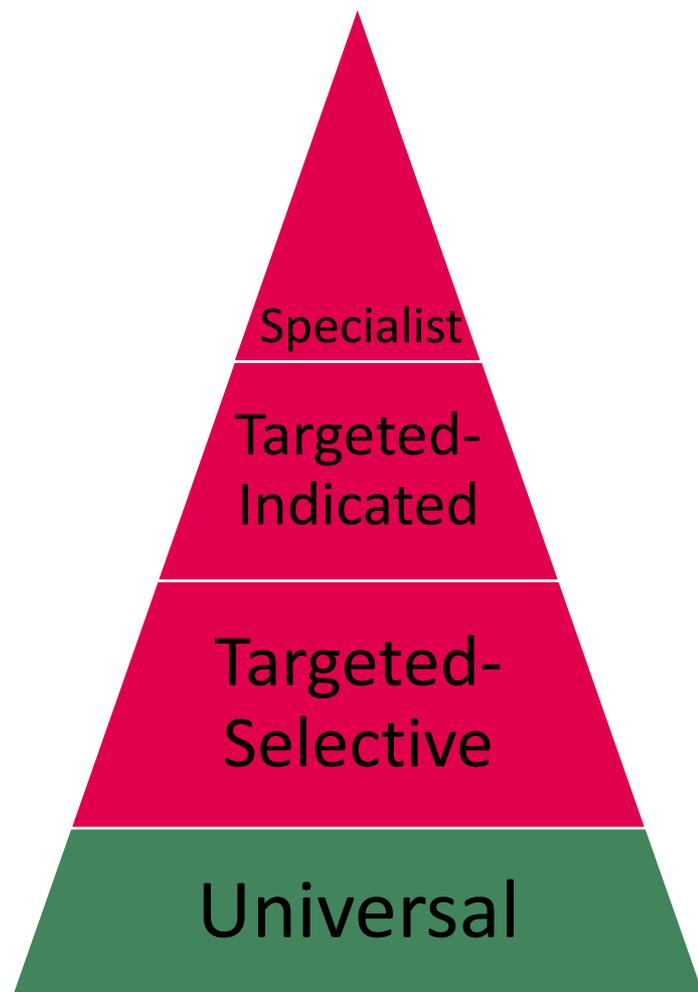
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# Cognitive development



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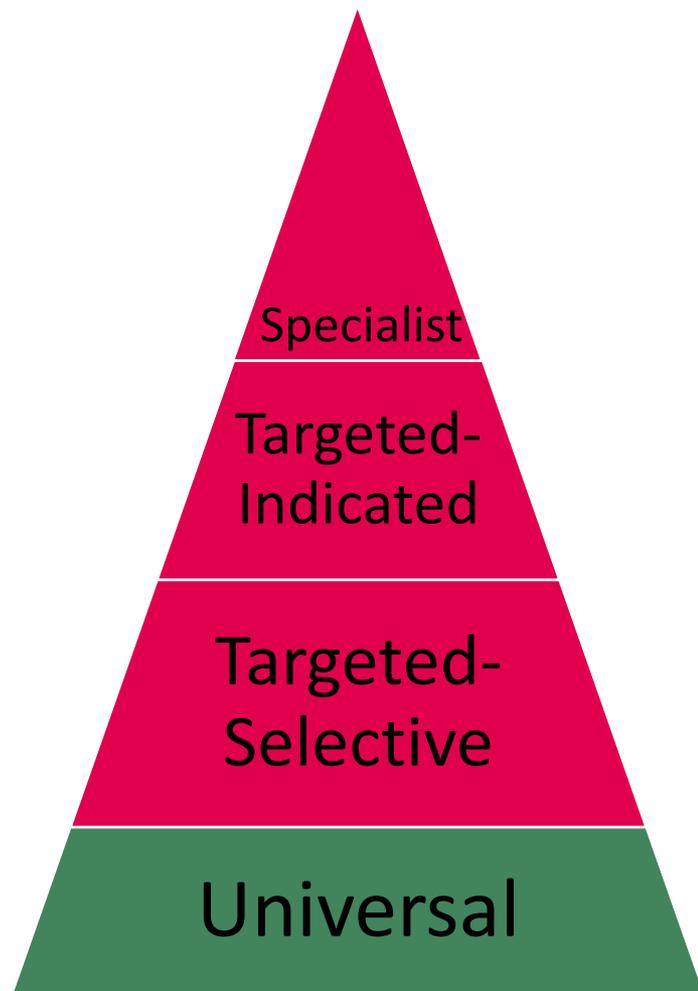


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# Cognitive development



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**3** home visiting interventions also had evidence of improving early learning outcomes

# Cognitive development

There is a high need for Targeted-Selective interventions to support the early learning of children living in disadvantaged community

There is a high need for Targeted-Indicated interventions for children who demonstrate early speech difficulties

2 interventions with good evidence were identified. Both were Targeted-Selective interventions for children living in disadvantaged communities.

Both interventions made use of home visiting lasting a year or longer. Three other home visiting interventions were also identified with good evidence of support children's early language.

Effective programmes tend to be **medium** to **high cost**. Evaluation evidence involving programmes developed in the United States also suggest they have the potential to provide high impacts in the short and long term.



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# Key messages

The evidence and cost of 75 interventions were assessed. 17 interventions were identified as evidence-based.

This represents a range of interventions with good evidence of supporting young children's attachment security, behavioural self-regulation and early cognitive development

There is already **good choice** of effective Targeted-Indicated interventions addressing children's noncompliant behaviour. There is good evidence to suggest that if offered at age 2.5 or later, they may reduce the likelihood of persistent non-compliant behaviour. These programme are low cost.

There is **less choice** of programmes addressing children's attachment security. More research is necessary to develop more programmes, especially in families where maternal mental health is an issue. These programmes are likely to be **high cost**.

There is **less choice** of evidence-based interventions that support children's early learning through parent child interaction. This represents a huge gap where more development is necessary. These programmes should be offered in addition to centre-based programmes and are likely to be **medium to high cost**.

