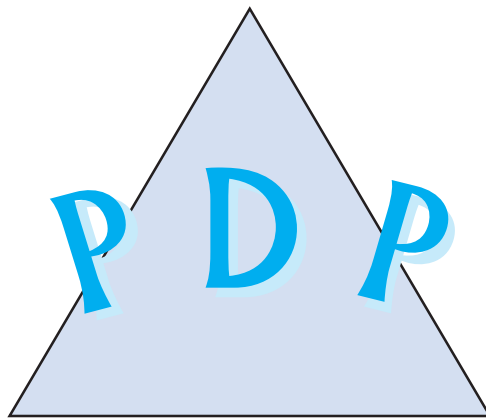


1996-1997



Professional Development Programme
for Educational Psychologists in Scotland

EARLY IDENTIFICATION AND INTERVENTION

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EARLY IDENTIFICATION AND INTERVENTION

Jean Kerr, Coordinator

FOREWORD

Early identification and intervention processes are driven by two complementary models: prevention and amelioration. In the former, approaches are similar to those of preventative medicine, where factors which optimise health and development are seen to be beneficial for all. In educational terms, this translates into identifying curricular content and teaching methodologies to optimise the learning process.

Where the philosophy is that of amelioration, the focus is on identifying those children who will require adaptations to be made to the curriculum or to the learning environment to meet their learning needs. The first requirement of ameliorative intervention is an effective identification procedure. The population to be identified is not, however, a homogeneous one. Two sub-groups can be identified, although these are not wholly discrete groups. Firstly there are the children whose special needs are evident from infancy, those children with disabilities who will require special learning and teaching provision to be made and where the extent of the disability will influence the required level of special educational provision.

The second group of children can be viewed as educationally 'at risk' due to adverse contributing factors in their development: social, economic or familial. An ameliorative approach in this respect would involve targeting resources at identified need. This, however, raises the issue of ensuring the validity and reliability of the identification process itself, minimising false positives and false negatives to optimise the efficiency of resource allocation.

Models employed in the process of early identification and intervention cover the spectrum from child deficit, through interactionist to curricular deficit. Also, identification without consideration of appropriate intervention systems can serve to promote child deficit models whilst intervention without strategies for identification run the risk of lack of clear targets and inefficient use of resources.

It can be argued, however, that where teaching is based on formative assessment, there is a blurring of the preventative and ameliorative distinctions. Such an approach, in the context of the early stages of education, has implications for the role of nurseries and other pre-five provision and for the delivery of the 0-5 curriculum.

The remit for the 1996/97 Professional Development Programme on Early Identification and Intervention was:

to identify and collate information on good practice in early identification and intervention, in a form that will be accessible and practicable for Services, Authorities and schools.

The first task for the group was to decide on the age range within which the topic would be examined and it was felt that to focus on the 0-8 age range would allow issues at both pre-school and early stages primary to be examined. Screening initiated at the P3 stage, has therefore not been addressed within this study.

Two aspects were identified, which, although not mutually exclusive, were felt to warrant separate investigation:

- pre-school systems for identification and intervention in relation to children with severe disabilities ie where medical conditions are normally involved
- systems for identifying children who are educationally disadvantaged or at risk and for addressing these needs through preventative or ameliorative intervention.

The initial task of 'unpacking' the issues began at the launch of the 1996/97 PDP in May 1996. This led to members of the group working both individually and in collaboration across Services to collate information through literature searches and through direct contact with local authorities. The groups focused on the following areas:

- a critique of Assessment Centre and Pre-school Community Assessment approaches for children who experience marked learning difficulties / developmental delay, often with a medical component.
- a critique of issues involved in 'educational disadvantage' involving differing identification and intervention strategies
- the nursery-primary transition process
- information on new and current initiatives across Scotland in respect of early identification and intervention
- key references.

The sections within this publication reflect the work carried out in each of these areas. Each section is intended to be able to stand alone but there are clear links between each. In the first three sections, key principles for good practice have been distilled from the information gathered. It is hoped that these will provide valuable 'checklists' for colleagues.

Margaret McGregor, Aberdeen City and **Julie McPherson, North Ayrshire**, have focused on identification and intervention for children with marked disabilities and provide an overview of the benefits and limiting factors operating within Assessment Centre and Pre-school Community Assessment structures. A range of intervention structures and provision are outlined and principles for good practice in relation to both the identification and intervention processes are highlighted.

Engelina Davids, West Lothian and **Margaret McGregor, Aberdeen City**, have examined the complex issues involved in the identification of pupils who are likely to be educationally 'at risk'. They caution that the effect of stress factors (social, economic or familial) to underachievement are 'multiplicative rather than additive'. A critique of preventative approaches is provided, together with key points relating to identification and intervention in relation to 'educational disadvantage'.

Margaret Crankshaw, East Ayrshire has provided an overview of recent research into liaison processes between nursery and primary schools and has also examined issues in induction practices within primary schools. A set of key recommendations for good practice has been provided to operating at local authority, school and pre-school levels, as well as identifying the contribution of parents.

Cedric Cramer, City of Glasgow and **Sandra Papworth, City of Edinburgh**, have collated the information gathered from Psychological Services and Local Authorities within Scotland in respect of current and proposed initiatives in the area of early identification and intervention. The overview of projects, in database format, provides information on the range of initiatives and trends in practice across the country.

Finally, a section on Key References has been prepared by **Sandra Papworth, City of Edinburgh** and **Cedric Cramer, City of Glasgow**, providing a brief outline of some of the sources felt by this year's PDP group, to be useful starting points for reference for those with an interest in the area of early identification and intervention.

A list of contributors, with current addresses is included in an Appendix B at the end of this document. Please make direct contact with the authors if you would like further information on aspects of that section.

EARLY IDENTIFICATION AND INTERVENTION : DIFFERING MULTIDISCIPLINARY APPROACHES

Margaret McGregor and Julie McPherson

In most areas of Scotland, it would be unusual for a child with a significant developmental delay or disorder not to be known to some medical agency prior to the age of three. Children with severe congenital, developmental or pathological conditions are likely to be identified during or shortly after birth by hospital doctors or general practitioners and referred on to medical specialists for further assessment. With an increasing tendency for GPs to carry out their own pre-school assessments, however, previous links into inter-agency working which were facilitated through community medicine routes, may require to be re-examined and, where necessary, restructured.

Children whose developmental delay, sensory impairment or physical disability is first medically identified should ideally experience multidisciplinary assessment in order that information regarding their difficulties can be shared and support to both child and family efficiently coordinated and planned over time. Such assessment is usually made by a community based assessment team (often coordinated by an Education Department) or through an assessment centre (usually funded and managed by a Health Board). In some areas both systems will run in tandem, with the medical assessment facility being involved largely in early identification and the provision of therapeutic supports (ie physio, speech and language and occupational) and the community based, educationally coordinated system being involved with somewhat older children and accessing educational facilities

often in addition to therapeutic supports. Both types of multidisciplinary assessment systems have advantages and limitations.

THE ASSESSMENT CENTRE MODEL

This is normally a hospital or clinic based procedure whereby a child is assessed over a period of days by a range of professionals: doctors, therapists, psychologists, on one site. A coordinator is appointed for the duration of the assessment and opinions are usually shared at a case conference and decisions taken in a group forum, regarding subsequent intervention.

Advantages

- Access to a variety of specialists is available under one roof. Parents can therefore see the various professionals in one familiar setting, relieving the stress of visits to many different clinics.
- Communication opportunities between professionals is enhanced. Coordination and delivery of services to children and families should be optimised.
- It provides a locus for expertise, increasing opportunities for teaching, research and staff development.
- Centralisation of provision means that staff and equipment are utilised to the full. Time and money are not expended on travelling.
- Follow-up and monitoring of children can be easily coordinated.

Limiting Factors

- Centralised resources and services may result in less being available out in the community. There may therefore be less contact with children in their home settings than might be desirable.
- An undue focus on 'within child' medical difficulties may arise with insufficient emphasis on the part played by community, family and environment in the child's development.
- There is a danger of parents being dominated by an 'expert' model. Parents may as a result undervalue their contribution to the child's progress.

One reported example of an attempt to make multidisciplinary assessment less stressful to parents and children occurred in Brent, London (Smith, Keen and Daley, 1996). PRESAM - Pre-School Assessment Team, is a short time scale multidisciplinary approach to assessment. Referrals are made by a variety of professionals. Assessment is by observation and video in a playroom setting. The professionals involved view two play sessions and observations based on these form the basis for case discussion, intervention and planning and may lead to further multidisciplinary assessment. This combines the 'one-stop' advantages of centre-based assessment with the advantage to the parent of not being bombarded by a series of appointments with different professionals. It is intended to meet the requirements of the English Code of Practice 'Stage 3' assessment.

THE COMMUNITY ASSESSMENT TEAM MODEL

Many areas in Scotland now have in place pre-school / pre-five community assessment teams (Prescat or Prefcat). Such teams are composed either of a constant group of medical, therapeutic and educational representatives or of a constant coordinator with varying educational, medical, therapeutic representatives and parents.

The aim of such systems is to share information and to try to provide a coordinated service over time in order that every child will receive the support most appropriate to their needs.

A key feature of the system is that those involved in planning and decision making are those who are directly involved with a child and his/her family.

This system tends to run on the basis of minuted case conferences with planning, review and replan, review and so on over time. This ensures an ongoing process mirroring in some ways the process involved in the recording of special educational needs - a system into which many of the children involved in the Prescat system will move.

Advantages

- Assessment is more likely to be carried out in the child's home or in more than one setting. Greater attention may be paid to environmental factors and the child is more likely to behave in a more relaxed and naturalistic way.
- Information is gained from those who are involved with a child on a regular, ongoing basis.
- There is an ongoing flexible process over time enabling planning and provision through largely local facilities and involving familiar professional people.
- It encourages good working relationships amongst the professional groups involved.

- Parents are active partners in the assessment process and may feel less threatened and more confident about expressing their own opinion of their child.

Limiting Factors

- The time scale can be extended for parents, particularly in respect of the first meeting.
- Clear links are required between medical agencies involved in early identification and the Prescat system in order to ensure that each group is aware of its role. Ensuring that these communication channels are functioning optimally can be problematic.
- Parents may have to be in contact with several professional groups who are not based at the same location.

SUBSEQUENT INTERVENTION

Multidisciplinary assessment of a pre-school child with learning difficulties should be an intrinsic part of planned intervention. For the under threes, local authorities have developed a range of support provision. This includes:

- pre-school home visiting teachers (most areas of Scotland): offers emotional support and encourages developmentally appropriate activities in the home. This service is often coordinated through psychological services. In some cases practice is informed by the Portage scheme but generally a more eclectic approach is taken (Armstrong 1984).
- mother and toddler groups or playgroups developed and supported by the home visiting teachers

- day nursery provision: this may be associated with a hospital based assessment centre as in the case of Raeden, Aberdeen. This is staffed by nursery nurses headed up by RGN's and in Raeden's case, supported by part-time nursery teacher input, with therapy on site.
- day nursery provision within a social work department framework. Family or pre-five centres which provides access to parent support groups and professionals on the premises eg health visitor.
- community nursery / children's centre provision within an education department framework. Support can be available on site from speech and language, physio and occupational therapists

The first three of these options provide solely for those children with special needs whilst the other two would include the whole spectrum of the pre-three population.

Other reported provisions include:

- A 'keyworker' approach such as is provided by '100 hours', West Yorkshire (Limbrick¹). This is a support service to parents which aims to assist parents liaise with the various professionals involved with their child and offers a menu of support services from which parents can choose.
- A parent adviser service such as that provided by Guys Hospital, London (Davis, 1993). This is a parent support programme aimed at raising parental self esteem and feelings of competence and thus indirectly positively influencing developmental outcomes for the child. A parent adviser is not a home teacher but is a trained counsellor (a parent or any relevant professional) whose remit is to support and empower parents.

¹ P. Limbrick, founder of and contact person for the 100 hours support system)

Over the age of three years, children with special needs, in most Scottish authorities, would be offered educational provision which might involve:

- placement in an SEN nursery school unit where teaching and therapies can be provided side by side. These units can be on site within a general nursery provision and more or less integrated within it, or on a separate segregated site.
- early school placement in a specialised school providing for children with special educational needs.
- social work family centre/day nursery. Social work nurseries can provide additional nursery nurse staffing for children with special needs.
- supported places in mainstream nurseries using additional or specialised nursery nurse or auxiliary support.
- specially focused nursery playgroup offering a distinctive theoretical approach such as that provided by the High-Scope method, used in the nursery run by the Livingston Families Project (Barnardos). The emphasis is on encouraging the child to plan and organise his/her day.

Priority, early places in mainstream nurseries are routinely offered in most authorities to children with a variety of social/ medical/ educational difficulties. Additional types of support and intervention available in most areas include:

- Respite Care Services
- Self Help Groups
- Parenting Skills Groups eg Veritas (Family Caring Trust)
- Caring Start (Barnardos)
- Parent Link

Ideally, a variety of supports should be on offer, in order that parents can make a real choice which meets their child's and their needs at any one time. It is likely that at times of

differing social, emotional and economic circumstances, families would select different items from the options available. Few authorities would be able to offer the whole range of facilities described above, nor may see this be desirable, but a range of facilities is nevertheless beneficial.

Over-centralisation of resources at the expense of community and home-based work can be detrimental to the emotional development of families coping with adversity as overemphasis on an 'expert' model of intervention can itself contribute to feelings of exclusion from the mainstream of society, helplessness and low self-esteem.

PRINCIPLES FOR GOOD PRACTICE WITHIN BOTH ASSESSMENT CENTRE AND COMMUNITY ASSESSMENT MODELS

- Ensure that parents feel valued, included and adequately consulted
- Ensure smooth and adequate communication occurs amongst professionals
- Provide a framework for ongoing review, based on a staged assessment process for children with special needs as recommended in Circular 4/96 (SOEID, 1996) and Effective Provision for Special Educational Needs (SOEID, 1994).

KEY PRINCIPLES OF GOOD PRACTICE IN RELATION TO INTERVENTION

- Actively involve parents
- Ensure clear communication and good working relationships across professional groups
- Ensure that there is a process of ongoing, coordinated planning
- Provide a variety of available interventions and supports to suit the needs of individual children and families and provide choice.

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EARLY IDENTIFICATION OF YOUNG CHILDREN WHO ARE EDUCATIONALLY 'AT RISK'

Engelina Davids and Margaret McGregor

INTRODUCTION

Local authorities have for some time had mechanisms in place for the early identification of those young children who have pronounced and/or complex special educational needs. These mechanisms, as we have seen earlier, have as their prime objectives the matching of supports and resources to the identified needs of individual children.

However, for more than thirty years (even before the Plowden Report in 1967) there has been concern and debate about a much larger group of children whose special educational needs would not normally become evident until after school entry. Usually equated with 'Warnocks 18%', it was (and still is) argued that for these children too, early identification and intervention would be the answer. As Crossland (1994) put it 'The argument runs something like this: if the essential conditions for failure lie within the child then it should be possible to identify them before failure actually occurs'. As well as this child deficit model, the perspective of a curricular deficit can also be taken: if the curriculum does not address the needs of groups of children, then a cycle of failure and underachievement is perpetuated.

The literature on educational disadvantage shows that the issues surrounding identification and intervention are far from clear cut. This, arguably, because 'educational disadvantage' is generally linked to social deprivation - and would therefore impinge on the domain and interests of a wide range of professionals working, for instance, in community health

services, housing departments, social work, education. Interest in 'educational disadvantage' has as a consequence led to a plethora of research studies investigating one or other (or a combination) of potentially 'depriving' conditions, with an even more diverse range of related intervention studies. The literature is vast, encouraging (or at least stimulating) though, perhaps inevitably, the overwhelming majority of studies are narrow in focus, short-term and limited in validation. The literature offers many suggestions, raises a considerable number of questions, and, unfortunately, gives only a few reliable answers as yet that could form the basis for good practice.

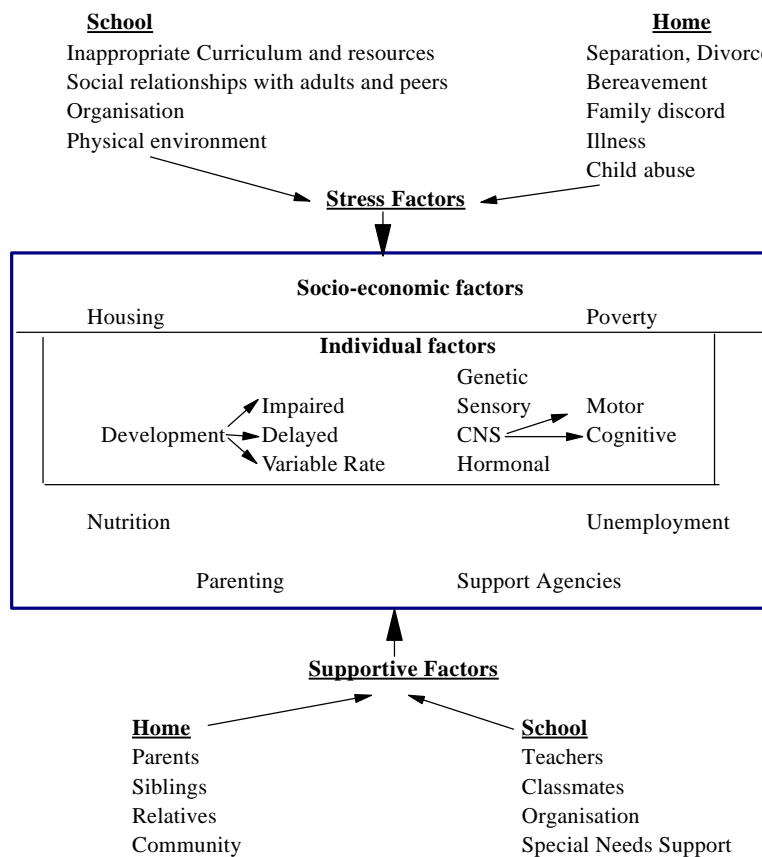
To clarify some of the complexities of the issues surrounding the early identification of educational disadvantage, it may be useful to focus on four different (but not necessarily separate) areas of debate. These are perhaps most clearly stated in the form of three basic questions:

- **What do we identify?** (ie what are the 'at risk' factors?)
- **How and why do we identify?** (screening versus observation, normative versus criterion referenced assessment; and for what reason)
- **How do we link intervention effectively with identification?** Once we have identified the most vulnerable children, what do we do next? (preventative and ameliorative approaches)

FACTORS CONTRIBUTING TO DISADVANTAGE (WHAT DO WE IDENTIFY?)

Studies investigating the relationship between risk factors and educational outcomes tend to highlight two broad clusters of predictive indicators: those related to essentially environmental influences such as the child's socio-economic background and those who are considered largely within - child factors connected with a certain biological

predisposition. These two broad clusters are obviously far from mutually exclusive, and the interaction need not necessarily be negative. In other words, there may be ameliorating conditions in the child's environment that will serve to improve a biological weakness, as there may be strengths within a child to counterbalance a depriving environment. This has been clearly illustrated by Desforges and Lindsay's (1995) diagram:



The National Child Development Study (Davie, Butler and Goldstein, 1972), arguably the most comprehensive study into the link between socio-economic background and educational outcome, identified that the greatest predictor of reading problems at the age of seven was social class: 48% of children from class V were poor readers, as opposed to 8% from class I. This persisted at age 11. Other factors in poor educational progress were

family size (five or more children) and overcrowding (especially households sharing amenities). The study also identified a clear accumulative effect: if all the factors applied, children were found to be on average three years behind their peers at the age of seven. The steep increase of 'risk' by an accumulation of different factors was also highlighted by Rutter (1985) in a study of family adversity. Clearly, as Durlak (1995) points out, 'the effects of factors are often multiplicative rather than merely additive'. Werner (1986), in reviewing the data from her eighteen year longitudinal study pointed out that poverty alone was not a sufficient condition for educational disadvantage. It was, she said, 'the *joint* impact of the perinatal stress and early family instability that led to serious and persistent learning and behavioural problems in both middle-class and lower-class children.

Siegel (1982) found that different combinations of variables predicted differently at various ages. For instance, socio-economic status, birthorder, maternal smoking and, for premature babies, severity of illness in the perinatal period, were consistently the best predictors of development at three. With parental educational levels added at five, these continued to be highly predictive. Sanson, Oberklaid, Pedlow and Prior (1991) in a larger scale longitudinal study found a combination of infant temperament, maternal perception of the child being 'difficult' and other factors such as prematurity or perinatal stress, highly predictive of adjustment difficulties at age 4 to 5, especially for hyperactivity/distractibility. The problem with the studies, as with many others, is that there is no further link with educational performance at seven, and, say, eleven.

A number of early behavioural characteristics are also predictive of poor social/educational outcomes, such as a high level of pre-school aggression (Cairns, Cairns and Neckerman, 1989), but also behavioural eccentricity (withdrawal, moodiness, extreme restlessness, compulsions) and immaturity (bedwetting, overt separation anxiety, temper tantrums).

Chazan (1976) emphasised it was especially the frequency, intensity and multiplicity of problem behaviours that mattered for later adjustment and progress.

In a community study in New Zealand, Pavuluri, Luk, Clarkson and McGhee (1995) found poor family functioning, poor maternal mental health and parental separation were associated significantly with behaviour disorder. These factors were also highlighted by Bee, Barnard, Eyres, Gray, Hamond, Spietz, Snyder and Clark (1982), especially when they occurred in the very early years.

The most recent and local study, of Grampian schools (Croxford and Cowie, 1996), linked some of the following socio-economic factors with lower pupil attainment:

- ♦ lone or step parent
- ♦ above average number or no siblings
- ♦ parents without qualifications and in unskilled occupation
- ♦ father unemployed
- ♦ mother working full time
- ♦ living in rented accommodation

Looking more specifically at reading failure, Tyson (1976) found that social class, speech/articulatory difficulties at school entry, and language comprehension - but not hearing difficulties - were significantly correlated with later reading scores.

Using criteria such as those identified in the preceding studies as an aid to screening, can be fraught with difficulties. Tyson (op. cit), warned that his identification process led to significant over-referral (false positives). Finkelstein and Ramey (1980) found that environmental indices over-referred lower-risk children by a 6 to 1 ratio. If intervention programmes and resource allocation are directly linked to screening based on such 'at risk' variables, there is likely to be a significant level of false positives within the target group, constituting an ineffective use of resources.

Under identification (so called false negatives) is equally unsatisfactory as some vulnerable children are not identified and are denied the help they need. The issue of false positives and false negatives appears to be especially acute when:

- ♦ ‘at risk’ measures are used for young children, generally before school age, but especially before age three.
- ♦ single-source measures are used (either medical, *or* behavioural, *or* parental socio-economic variables).
- ♦ applied to children who are at ‘low risk’, i.e. not at the extreme ends of special educational need (differential predictability).

‘At risk’ assessment is therefore likely to be more meaningful if it includes a range of predictive variables, including the child’s social-emotional status, and if it takes place during the early stages of schooling. This could encompass the child’s pre-school year within nursery education.

METHODS FOR IDENTIFICATION OF THOSE “AT RISK”

(Screening Systems versus Formative Assessments and Record Keeping)

Interestingly, critical conditions related to the child’s environment (both home and school) tend to be absent from “on entry” screening procedures. Perhaps this is because experience has alerted people to its unreliability. Perhaps this is also because of an awareness that by highlighting these conditions, schools may attribute failure to factors outwith their control and thus set up self-fulfilling prophesies. But most probably it is because, within the school context, skills on entry are seen as most directly related to learning outcomes at a later stage. Most early identification screening is therefore based on a collection of skills deemed to be prerequisite for success. These tend to include items

related to language and comprehension, perceptual-motor skills, play and social skills. Some also include items related to emotional status and social adjustment, and at times attitudinal factors. Those specifically focusing on the development of literacy usually comprise items related to the knowledge of the alphabet, phonemic awareness and concepts of print. The items are most often set out in terms of ‘can do’ behaviours, such as ‘can use past tense’, ‘can reproduce a circle’ or (more vaguely) ‘listens to stories with interest’ and ‘can persist on task’. The assumption is that these items are predictive, and there is certainly some face-validity for this. The questions to ask are ‘predictive of what?’ and ‘predictive for how long?’ as well as ‘do they discriminate fully and at what cut-off point?’. This is perhaps not the place to discuss in detail the strengths and weaknesses of the various types of screening/baseline assessment instruments (but see Blatchford and Cline, 1992). Evaluation studies, however, point to some general guiding principles:

- ♦ screening or baseline assessment ‘batteries’ usually encompass a few items at most which can be considered genuinely predictive for later specific skills. For instance Blatchford, Burke, Farquhar, Plewis and Tizard (1987) found that letter identification and handwriting at school entry were the only skill measures significantly related to reading scores at 11 - and then only accounted for 26% of the variation.
- ♦ early screening procedures (i.e. before age 7) are predictive for the next two years at most. This in many ways makes great sense when we consider how very rapidly most young children develop within a six to twelve month period. Moreover, progress is not uniformly forwards and upwards. As they accumulate and accommodate new experiences, knowledge and skills, whether by chance or purposeful instruction, children may develop laterally, or may even regress temporarily while sense is being made of it all.

As 'screening' procedures are based on the assumption of (i) linear development and (ii) a causal link between certain current behaviours and later educational attainment, it is perhaps not surprising that there are no screening or early identification devices known to meet Leach's (1983) three stringent criteria:

- ◆ they must select all those children truly 'at risk'
- ◆ they must discriminate between those 'at risk' and those 'not at risk'.
- ◆ they must have a high probability of correctness in any one positive identification (ie 'at risk' or 'not at risk')

As before with the 'critical conditions', the issue of 'false positives' and 'false negatives' is a serious and significant one, not only because of wasted resources, or children denied the help they need, but also because inappropriate screening results can undermine a class teacher's correct judgement, which is de-skilling. Additionally, as Crossland (op.cit) suggests:

'The seriousness of leaving vulnerable children without extra help is compounded by the fact that they are excluded in evaluations of programme effectiveness until re-identified. A large number of 'over-referrals' further distort the seemingly beneficial effects of intervention as many children appear to improve substantially (to average levels and beyond), again reinforcing the impression that the screening device is more efficient than it actually is.'

Bryant's (1985) and Tizard's (1988) studies highlight examples of this. For instance in Bryant's study, after two years in school, only 30% of the unusually good 'sound categorisers' had become exceptionally good readers and only 20% of the exceptionally poor ones remained so.

With such questionable results, what reason or reasons could there be for the current resurgent interest in early screening, especially on school entry? Only the most cynical would deny that the central point of early screening should be the identification of children who may have difficulties in school (Lindsay & Pearson, 1981). Although it has already been argued that screening devices are not usually accurate enough in predicting future learning difficulties, there is a strong case for the use of such instruments in identifying *present* problems in a particular group of children for whom planning and the close monitoring of progress are especially important.

Another useful reason for screening would be to get a profile of the new entrant(s) to facilitate appropriate classroom teaching and organisation (for instance when there is a proportion of children for whom English is a second language). This may also provide an impetus for closer partnership with parents.

The accumulated information may also assist schools in understanding (and thus targeting resources for) trends in the annual intake, as well as improving their assessment processes across the school.

But what appears to be attracting heated discussion at present in England and Wales, is the use of testing on entry in order to measure progress over time - a statistical purpose to show the value added by the school at the end of a specific period. The point to be made here is that simple gains are an inadequate measure, so that the screening device needs to include other (statistical) intake measures as predictor variables. The debate on so-called baseline assessment results from the need for any such device to be easily and quickly administered by the teacher, as well as to be objective, which may lead to a very narrow skills focus, and subsequent teaching to these skills - especially if 'value added' is linked to attracting additional resources. But the continuing debate is a healthy one, and continues to highlight the need for careful, longitudinal studies. This, for instance, has been

acknowledged by Desforges and Lindsay (1995) who have revised the Infant Rating Scales in the light of current views, and are addressing test reliability and validity, as well as undertaking a long term study to test its predictive validity.

Until such times that screening devices have greater reliability and validity and are able to identify all (and no more) of the 'at risk' group in general (including differential profiling of skills), *and* give some insight into how best to plan intervention strategies, it would continue to be meaningful to support nursery staff and infant teachers in the use of observation (both structured and unstructured) and careful recording of a child's skills, learning style and general development, in order to plan a daily curriculum to suit that individual child's abilities and needs. The usefulness of careful observation (instead of, or to add to, formal assessment) is also acknowledged in Circular 4/96 (SOEID).

A crucial role for structured observation and criterion referenced assessment, is to assess the individual child within the context of the learning environment: to take account of the child's approaches to the task, the suitability of the curriculum for the child, the possible effects of the 'hidden curriculum', teaching style, classroom organisation and the larger school 'ethos'. All these factors should inform the cycle of planning, delivering and evaluating the individual child's learning programme - a process that should, arguably, not only improve the child's educational attainment but also increase teacher skills. Such an approach, because it takes account of the interactive effect of within-child and context variables, is much more likely to lead to efficient and successful intervention.

PREVENTATIVE APPROACHES - A CRITIQUE

Early intervention studies can be divided into three broad categories: Community Based Intervention, Parent-focused Intervention and Curriculum-focused work. Over the past few decades there have been thousands of such intervention initiatives. However, dissemination of this information can often be limited, remaining at a local level. Good results have not often informed subsequent policy. There are perhaps a few notable exceptions:

Community-Focused Intervention

Following the Plowden Report (CACE, 1967) educational priority areas (EPAs) were set up in the 1960s and 1970s, to combat educational failure as a result of deprived home and family conditions. The aim was ‘compensatory education’ in its widest sense by targeting certain electoral wards. Community initiatives were established to improve adult education, as well as pre-school facilities (PPA funding), and to provide extra teaching resources. The scheme was abandoned when it was thought there was a ‘wash out’ effect, i.e. children who had been involved in a project did not maintain their early progress.

Parent-Focused Intervention

With so many studies finding strong links between parent/family factors and child educational failure, the main focus for many years has been on parent (often mother) focused projects. The biggest and best known of these is no doubt the US based project ‘Headstart’ which started in the early sixties largely as a home-based teaching programme involving parents as educators of their children. Although follow-up found that, here too, there was a “wash-out” effect, long-term effects were noted in terms of greater emotional

stability: more found employment, fewer got involved in criminal activities, fewer had one-parent families, more remained involved in education.

The Strathclyde based Partnership in Education project (Hall and Struthers,1992) involved a range of initiatives to involve parents in their children's education. These included workshops for parents on aspects of children starting school, paired-reading programmes, and curriculum oriented workshops for parents of first and second year children as well as parental involvement in running satellite libraries. Other initiatives were focused on encouraging parents to go on courses to improve their own skills, or bring the whole family out into a community group (family nights). Evaluation was action-research based and appeared to indicate on follow-up, that parents were significantly more likely to have found employment, and to be more involved in their children's education. The children of these involved parents performed consistently better in reading, spelling and free writing at P2, P4 and P6 level than a control sample.

The FAST-Track (Families and Schools Together) project has been in operation since the early nineties in four areas in the United States. It targets young children with identified behavioural problems from school entry, and has a multisystemic focus, in not only trying to improve parenting skills, children's social skills, their academic progress, and classroom ethos, but also in deliberately linking up home and school through educational programmes and regular home visiting. The project offers a two year multifaceted programme, but is intended to be longer term (into the Middle School Years), both in terms of intervention and evaluation (Conduct Problems Prevention Research Group, 1992).

Involving parents in the teaching of their own children is also the basis of the successful Portage Programme. An HMI report (1990) stressed that, when properly operated, "Portage" children (usually with significant special educational needs) made accelerated

progress. Portage is not just a structured teaching programme. Services up and down the country also offer social events for children and their families, engage parents as Portage workers, and offer parent groups where this is seen as helpful (e.g. in Knowsley).

Similarly, the Early Literacy Development Project², developed by Hannon and his Sheffield team (1991), encourages parents to provide essential learning opportunities within the home environment, based on a useful theoretical framework (ORIM). A parent-friendly video is also available, showing practical situations of parents and children working together

There are many more community based parent support groups, often funded by charities such as Barnardos and Save the Children Fund, which focus especially on breaking the cycle of neglect and deprivation, by preventing isolation and depression, improving self-esteem and self-reliance, among young and/or lone parents. Home-link is another parent/family support service aiming to prevent the damaging effects of family dysfunction on young children. Projects such as these also at times involve 'Parenting Skills' classes. Both the Open University and Health Education have produced useful packs.

Although schools would like parents involved in their children's education, this generally tends to be in terms of overseeing homework, or to help in fund-raising and school social events. Where schools have been more welcoming in parental partnership, seeing parents as co-educators (in, for instance, paired-reading programmes, as classroom helpers, or as partners in home-school learning packs) children have benefited (Wolfendale, 1983; Topping, 1986). The difficulty has often been to engage those families whose children were most likely to be at risk, because of their own educational failure, their poor self-esteem and feelings of powerlessness when faced with professionals. It is not that it

² Early Literacy - Education with Parents: A Framework for Practice (1996) Video training pack available from Sheffield University Television.

cannot be done - it just takes more time and organisational skills to start where the parents are. (see eg Long, 1986 and Wolfendale, 1989 for suggestions).

Curricular-Focused Intervention

One approach to preventing educational failure has been the provision of pre-school experience for children in a stimulating nursery-type environment. In the sixties there was a rapid rise in the number of children's centres as well as playgroups. Although there is little doubt that these are of benefit to children, studies such as Hutt, Tyler, Hunt and Christopherson (1989) have shown that nursery schools have a stronger preventative effect in comparison with other pre-school establishments.. Tizard and Hughes (1984) have also highlighted that across the socio-economic spectrum, parent-child interactions were more linguistically enriching than between adult and child within a nursery setting. Another drawback is that children from deprived backgrounds are less likely to attend pre-school provision: 76% of class I versus 29% of Class V (Osborn and Milbank, 1987).

Of great value, in terms of accelerated progress which has a long term effect, is the High Scope programme which involves children in the planning and evaluation of their activities. (Schweinhart and Weikart, 1993). This "reflective" process arguably prepares children better for academic work.

More recently, there has been renewed interest in early intervention to prevent reading failure in particular. Intensive programmes such as Reading Recovery, or projects such as the Pilton Project attract much attention. Further research into the 'wash out' effect is awaited, although American research appears to indicate that if "enrichment" programmes are maintained during the first three to four years of schooling, progress is also maintained (Weikart, Bond and McNeil, 1978; Schweinhart and Weikart, 1993).

Not so much preventative as ameliorative are recent strategies to keep children longer within the school context (especially now that those parents that are in employment work

increasingly long hours). After-school clubs, homework clubs, supported study initiatives and Birmingham's "Children's University" are some examples of this. Indications are that children benefit from this, but again these services may not be taken up by those most "at risk". Here, as with so many other initiatives, there is a need for a properly researched longitudinal investigation.

KEY POINTS ON EDUCATIONAL DISADVANTAGE

Factors Contributing to Disadvantage

- risk factors are related to the child's socio-economic background, the child's own 'biological' vulnerability and the school context
- risk factors, when accumulative, substantially increase disadvantage
- risk factors can be counteracted by positive conditions within the child and/or his environment (school and home)
- risk factors are not stable over time: some are more predictive of developmental delay in the early years, others have more long-term educational implications.

Early Identification/Screening

- the earlier identification takes place, the less reliably predictive of longer-term educational failure
- early identification procedures are more predictive if they include a number of variables, such as context of learning, child skills and social-emotional facets
- screening procedures are more reliable if it is clear what is being screened for
- early identification is more likely to be linked with appropriate intervention if it also involves teacher observation and record-keeping leading to curriculum planning and evaluation
- norm referenced screening involves significant over and under identification. This leads to inefficiency and inaccuracy
- skills based screening may perpetuate a deficit model, self-fulfilling prophesy and narrow teaching focus
- screening is based on a view that there is a causal link between educational success and certain prerequisite skills, and that educational progress is a linear process

- reasons for screening may be complex. Not only to prevent, or compensate for, educational failure, but also to make schools more accountable, or link additional resources where they will be used most efficiently (value added).

Preventative/Intervention Programmes are likely to be most effective:

- if they involve parents
- if they start in the early stages of education
- if they are long term (at least two to three years).

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PRE-SCHOOL - PRIMARY TRANSITION: A CRITICAL STAGE

Margaret Crankshaw

INTRODUCTION

The transition from the world of pre-5 provision to that of formal statutory education has traditionally been celebrated as a rite of passage, characterised by discontinuity. Increasingly this key point is seen potentially as a 'recontextualisation' (Barret 1986), for which particular skills and experiences may be identified as critical. Instead of a sharp break, pre-5 to post-5 experience is viewed increasingly as a developmental continuum, and curricular guidelines which span the divide are being developed by several Scottish local authorities. Emphasis on early literacy intervention and baseline assessment in the infant class have brought this transition process more sharply into political and ideological focus.

Most children eventually accomplish the transition with enthusiasm and confidence, but for a small minority there may be potential trauma and insecurity, with associated learning failure. Those who are disadvantaged economically, or through sensory or physical impairment, developmental delay or communication difficulty may find it particularly hard. It seems useful therefore, to focus on the arguments for a changing perspective and on what is emerging as a consensus model of good practice.

KEY ISSUES

Diversity of Experience

The diversity of non-statutory provision and practice for pre-5 children, ranging from full time nursery places, private nurseries, community playgroups, rural play buses, to being at

home, means that there is a wide range of experience, most of it positive but distinctive. Children emerge from the pre-5 stage with different skills, knowledge, attitudes to learning and expectations which will affect their ability to interact effectively with a new system. The chronological range of children likely to begin school at the same time adds more complexity to this situation. Children have a right to equality of access to the curriculum but at no other stage will their experience be so diverse, and the need to acknowledge the individuality of experience be so great. There is therefore intense pressure on within school factors such as flexibility of the primary curriculum, teacher effectiveness, classroom organisation, task relevance and school ethos, to optimise the best match for the pupil.

Problems of Partnership

The lack of clear and predictable routes from pre-5 provision to primary school, particularly in urban areas, stems both from wide parental choice and the arbitrary nature of formal pre-5 provision. An example of the difficulties which can be encountered has been demonstrated in Grampian Regional Council's 1987 Pre-School / Primary Liaison Report which cites examples of a primary school with P1 intake from 15 different pre-5 settings (as well as some pupils who had not attended any Pre-5 provision), and of some pre-school groups sending children to 17 different primary schools. In addition, Placing Request processes may mean that P1 class lists are finalised at a very late stage. These constraints make it difficult to initiate and maintain effective liaison and good practice, and to overcome these difficulties requires a high degree of resourcefulness. Balanced against this are the many examples of small communities where the whole nursery class moves happily round a corner in a familiar building to become the new P1.

Formal and informal links appear to have developed on a patchy and ad hoc basis, but some effective groundwork has been done. The Scottish Council for Research in Education (SCRE) report on Social and Educational Services for Children under Five, based on data in Strathclyde, Borders and Fife between 1992 and 1994 and covering 54% of the Scottish pre-five population, found that some form of liaison with primary schools took place at almost all nursery schools, but this was predominantly one way, as primary staff rarely visited pre-5 placements. Similarly, in Lothian Region during the same period (SCRE, 1995) well over three quarters of nursery schools were involved in pre-entry work with primary schools. These contacts appeared to consist mainly of informal children's visits and staff visits to primary schools, and less frequently, induction sessions for children, passing on of written records, cooperative work on the curriculum and staff visits to nursery or other pre-5 facilities.

The Curriculum Gap

The traditional curricular and ideological gap between nursery and primary sectors in education has been a product of separate historical developments, characterised by different aims, approaches and styles, and consolidated by professional and organisational factors.

The traditional educational polarised divide between transactional learning through play on one side, and transmission of basic skills of literacy and numeracy on the other, is still commonly perceived by practitioners. It is however lessening in impact as, increasingly, it is the continuing aspects of the curriculum which are under focus. SCRE (1995) reports that observation of four year old children in a variety of group settings showed that two thirds of time was spent in activities directly related to the primary school curriculum

(5-14 development programme). Development of these skills is clearly transferable across the nursery/primary gap and this should be acknowledged.

In the past, and perhaps on a continuing basis, the lack of mutual experience and trust from both sectors was readily acknowledged and contributed to discontinuity in the preschool-primary transition.

Cleave (1982) reported that 'some of our sample schools had absolutely no contact with any pre-school provision in their area, nor did they want any, and this attitude is still not uncommon. A new perspective is, however, emerging: 'A Curriculum for the Early Years' produced by Lothian Regional Council emphasises the importance of the context in which the child learns and the need for teachers to recognise the child's initial experiences in the home and community as the 'first context for learning'.

The continuity of experience is emphasised and the authors point out that 'the nursery school or class has clear aims and objectives and it is important that the primary school staff know and understand what these are and appreciate their relevance in relation to the child's educational experience'. In addition, it is noted that 'where there is misunderstanding of the aims and purposes of each stage of education and a feeling of not being needed then a whole area of support for the child is being neglected'.

A change in setting

Many of the problems associated with transition relate to the school environment and its idiosyncrasies. The size of the building, the layout of toilet facilities, play areas etc are significant features. Cleave found that 'transition is likely to be smoother for the child if pre-school and infant settings are comparable in scale, range and freedom of movement'.

Each unfamiliar aspect of the school environment, particularly those outside the classroom, require a carefully planned process of familiarisation and explanation.

Cleave's study found that only a third of children were reported by parents to have settled well in school from the beginning. The rest either cried, were over-tired, afraid of crowds, had toilet accidents or became withdrawn. By the end of the first month, while 'two out of three were reported as enthusiastic and loving school' (Cleave 1982). the rest, presumably, were not. Children tended to display distress when a large number of infants were admitted together, where there was noise and congestion and where new entrants had to wait for individual attention. Most of the children surveyed had minimal contact with the school prior to entry and reception teachers had minimal information about their new pupils or tended to ignore what they had.

Cleave did not find that starting age was critical. Difficulties were experienced across the age range, and children from different forms of pre-school provision experienced a variety of difficulties or none at all. Children who settled most easily were those who had older siblings in the school and 'opportunities at home for using pencils, crayons and books'. Cleave's critical three ingredients to avoid shock were :

- a gradual introduction of new experiences
- people, places and things which were to some extent familiar
- a sense of security.

An American study (Fowler, Schwartz and Atwater, 1991) describes how 'classroom survival skills' needed by children with special needs, can be identified through 'future environment surveys' and addressed in the nursery setting - teaching the children 'how to learn in their new environment'. These skills were behavioural and included participating in large instructional groups as well as working independently. While there cannot be a universal checklist of transition skills because the requirements of individual schools,

classrooms and children vary so much, the writers emphasise the need to identify, teach and facilitate the generalisation of essential classroom skills - a strategy which, as good practice, would be relevant not only to children with special needs.

Profiling

The content and form of written information which passes to primary schools, is another area where practice varies widely and strong views are held. Moore and Sylva's 1984 research found that less than half of English local authorities always transferred written records to the primary school. More recent SCRE research found that at least 25% of playgroups and 35 % of private nurseries and childminders did not keep any records at all and fewer than half of nursery schools kept records of curricular progress. (SCRE 1995). There was a wide range of practice regarding the nature of information which was kept, and the reasons for it: 22% of nursery schools and 3% of private nurseries passed on written information. A few assessed pre-reading and pre-writing skills and some used video and voice activated tapes to record individual activities.

Some head teachers of nursery schools reported that 'children should not be labelled too early' and also mentioned controversy around the role of nursery nurses in the assessment process. (SCRE 1995). Lomax (1977) found that 'most of the (nursery) head teachers would not as a matter of course pass any information about the children's behaviour and skills to the primary school and many were doubtful about doing this even in the case of marked disability'.

Even when records were passed on, these were often devalued or misused. In Cleave's study, information from play groups was regarded as 'suspect' (Cleave 1982), and official nursery record cards 'were ignored by those teachers who wanted to form their own

impressions of the child first'. If, as Crocker and Cheeseman's (1988) study shows, children quickly adopt a pecking order ascribed by the reception class teacher through intuitive assessment, it would perhaps be more helpful if that assessment was better informed (David, 1990).

Blyth and Wallace (1988) report that nursery head teachers and primary teachers had differing views about the reasons for record keeping in the nursery and its contents.

Nursery head teachers favoured a skills checklist showing a child's achievements, whereas infant teachers preferred to know more about personal qualities and social background. Information about achievements was seen as 'unreliable' in the school setting, and teachers preferred to make up their own minds. Infant teachers considered that nurseries only required internal records for children with special needs.

Clearly, effective records can only evolve in an atmosphere of shared interest and trust, facilitated by staff development and policy making. Morrison (1993) observes in this context that that 'if a baseline is to be identified it should be a baseline that is qualitative : one that identifies and describes what a child knows and understands in order to avoid discontinuity with his/her learning', rather than a baseline determined by the accountability fears of the school.

School Type

The varied characteristics of primary schools have been identified as highly significant in effecting smooth transition. Riley and Martin (1993) identified the Community School, the Academic Achievement School and the Bureaucratic School, each with marked difference in approach and ethos. Cleaves' detailed study takes this to classroom level,

with her description of twins' experience of two different classrooms and two different teaching styles, with what appear to be significantly different levels of success.

Parent Attitudes

All parents have memories of their own school experiences and preconceptions about what their own child's experience will be. These are readily passed on to the child, deliberately or not. The buying of uniform and packed lunch box are often accompanied by the message that the child is undergoing a major change in status. 'You'll have to grow up when you go to school' and 'Wait till the teacher gets you' are still occasionally expressed dire warnings from exasperated parents.

Some parents may be undergoing a major transition themselves as a youngest or only child moves into the school system. It is critical therefore that parents' needs and their critical role are considered as part of the transition package and beyond.

KEY RECOMMENDATIONS FOR GOOD PRACTICE

The following pointers are for the most part already in use, or are planned by one or more Scottish local authorities :

At Local Authority Level

- The production of clear broad guidelines on transition process
- Encourage consistency of pre-5 provision
- Inclusion of local authority pre-5 provision in school clusters
- Appointment of staff development advisers / officers for 0 -8 years
- Consideration of early years' curricular issues
- Encourage dialogue and joint initiatives between sectors
- Make clear recommendation on structure and content of written records
- Encourage staff exchanges between nursery and primary sectors
- Address training issues for nursery and primary staff
- Resource schools adequately to allow cover for visits and liaison
- Make information on policy and practice readily accessible to parents

At Primary School Level

- Address discontinuity and low compatibility issues affecting their system
- Develop a clear pre-school induction programme which might include:
 - small group visits on a regular basis during the summer term
 - staff exchanges
 - observation of children in pre-school settings
 - inter-agency planning
 - parent workshops
 - inviting children and families to appropriate school social activities
eg sports day, concerts etc
 - produce a pre-school pack for parents and their child
- Make explicit school policy and practice on transition
- Use Pre -5 profiles to plan and build on earlier experience
- Consider friendship patterns in class allocation
- Encourage parents to remain involved throughout, and value their contribution
- Identify children who may have fallen through the pre-5 net, and make early contact with the families
- Provide 'safe' areas for beginners in the playground with adult supervision
- Set up a 'buddy system' using older pupils
- Introduce new experiences and routines gradually
- Consider a phased start to school over several days /weeks
- Encourage an ethos of security and calm

At Pre- School Level

- Encourage access by primary school staff
- Facilitate 'school' skills - eg lining up, listening in large groups etc
- Help children prepare for the differences
- Collate simple, objective and meaningful information about each child and be prepared to pass this on
- Identify children at risk in any sense
- Participate in joint agency planning for children with particular needs

What Parents can do

- Contribute to the child's profile
- Participate in parent programmes, visits and curricular workshops
- Listen to the child's fears and talk them through
- Familiarise the child with any new care or transport arrangements well in advance
- Encourage independence with dressing, shoes, packed lunch etc
- Be positive

CONCLUSION

For children, confronting discontinuity at Pre-school / Primary transition can be a major learning experience, but for a group of children, it may be a source of distress.. It may also further disadvantage children who, for a variety of reasons, are already under pressure. Cleave concluded that 'for the child moving from one provision to another, a smooth transition requires that the change is sufficient to be stimulating but not so drastic as to cause shock'. It is important that all those involved in the process acknowledge this.

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EARLY IDENTIFICATION AND INTERVENTION DATABASE OF CURRENT PRACTICE WITHIN SCOTLAND

Cedric Cramer and Sandra Papworth

AIM

The aim of this section is to provide information on the range of early intervention initiatives currently taking place in Scotland, with a view to facilitating information exchange between authorities as well as examining existing trends or patterns. Each project summary contains a brief outline of the initiative, together with the name of the contact person from whom further information can be obtained.

METHOD

The 32 new Scottish Local Authorities were contacted, through both psychological services and the respective education departments, for information about recent initiatives in early identification and the transition between nursery and primary school. Responses received were summarised in database format. Criteria for inclusion of entries used were:

- initiatives involving children with an upper age limit of 8 (P4)
- projects reported to have been carried out no earlier than 1995.

The sequence of communication with the services and authorities was as follows.

- October 1996 first letter to all principals, depute principals and area principal psychologist, requesting information about projects
- November 1996 second letter of similar format to the education directorate of each new local authority

- January 1997 a follow up letter to respondants, with recorded information in database format for checking and return
- April 1997 final letter to principals of psychological services to allow entries to be checked for accuracy
- April 1997 final letter to principals who did not reply to the original request for information to alert them to deadline for submissions.

RESULTS

Responses were received from 26 of the 32 authorities in which current or planned initiatives in the field of early identification / intervention were described. Only three authorities responded with 'nil returns'. Two entries were also received from voluntary organisations.

There are a total of 38 entries on the database. Of these, 18 are focused on early literacy, the other 20 initiatives could be described as having the following range of emphases: multi-disciplinary approaches to identification and intervention; screening; preschool / primary liaison; parenting skills and other parent supports; language development; social, emotional and behavioural; special units; special needs; collaborative working on the curriculum in early stages primary; early entrant programme.

DISCUSSION

The numbers of entries should be regarded as an underestimate of the current projects in Scotland in this field. The lack of information on the established practice of services makes it difficult to judge how new initiatives fit into the overall pattern of services in an authority and its level of development in the area of early intervention. Therefore what is a

relatively new initiative to some services, may be established practice in others. The preponderance of early literacy projects with location in the cities, the east and south of the country is the most notable trend. The wide range of other initiatives reported do not appear to yield clearly discernible patterns.

The database is a snapshot of the initiatives at the time of the last 'take'. Since these are in a cycle of birth, growth and demise or eventually becoming a part of established practice, the usefulness of a database may not necessarily be in analysing the patterns or trends of initiatives but rather as a regularly updated information giving and receiving device that is accessed by all those with an interest in the area of early intervention. The purpose of such a database, if it were to be updated regularly, would be to encourage wider sharing of ideas and approaches between authorities and psychological services in Scotland.

It has not been our intention to provide an exhaustive list of all projects currently taking place across Scotland but from the responses received from authorities and psychological services, to provide information which it is hoped will be informative and which will facilitate the exchange of information on current developments.

Summary of Current Initiatives Within Scottish Local Authorities

Title Reading Discovery in Primary School **Number of Projects** 2/4

Summary of Recent Developmental Initiative or Project

Two groupings of primary schools (2 and 3).

Gp A

In P1 Implementation of Phonological Awareness Training Programme and teaching by analogy, letter symbols, assessment.

In P2 Continued work on literacy across curriculum, including analysis and synthesis of polysyllabic words, identification of differentiated needs.

In P3 As for P2, Contribution from the Writer in Residence, multisensory process

Gp. B

In P1, Assessment of all P1 pupils, establishment of Phonological Training Programme, Intro of Teaching by Analogy and Multi-Sensory Methodology, Language across Curriculum, Identification and Targeting of Differentiated needs.

In P2 as for Group A, In P3 Needs analysis.

Participants

(Senior Psych.) Project Leader, Maingrade Psych., Head Teachers of Schools, School Coordinators and all P1, 2 and 3 class teachers in 5 Primary Schools, Project Teacher, Writer in Residence, Museum Ed. Services. Project Teachers,

Project Phase

April 1996 - April 1997

Area of Focus

Early Literacy Development within a Metacognitive framework with particular attention to Phonological training, teaching by analogy and multisensory methodology.

Age Groups

(Geographical) Location

Primary 1 Primary 2 Primary 3

Greater Easterhouse

Written Information on Project, Materials etc.

More detailed written information available from contact person.

Contact Person

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Summary of Current Initiatives Within Scottish Local Authorities

Title	Reading Discovery in Pre 5 Centres	Number of Projects	1/4
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Summary of Recent Developmental Initiative or Project

With 5 Pre Centres

1. Identified Literacy targets set within weekly development plans.
2. Implementation of a phonological and symbolic training awareness programme to include listening, recitation, rhyme completion, rhyme dissonance, rhyme sorting from picture stimulus, word rhyming, word syllabification, alliteration and concepts of print.
3. Continuation of In-Service task in collaboration with Project Teacher to collate a glossary of cross curricular activities which facilitate acquisition of literacy targets.
4. Exploration of effective parental involvement in achieving literacy acquisition.

Participants

Sen. Psychologist (Project Leader), Psychologist, Head and staff of 5 Pre- 5 Centres, Project Teacher, Trainee Psychologist .

Project Phase

August 1996 till April 1997

Area of Focus

Early Literacy Development, Embracing Phonological awareness (Rhyme, Word syllabification, Alliteration Concepts of print), Symbol Development and Language

Age Groups

3-5 years

(Geographical) Location

Greater Easterhouse

Written Information on Project, Materials etc.

More detailed written information available.

Contact Person

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Summary of Current Initiatives Within Scottish Local Authorities

Title	Literacy Development Group	Number of Projects	1 / 1
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Summary of Recent Developmental Initiative or Project

Remit : To Consider developments in Early Intervention and prevention of Literacy difficulties.

Activities.

The group have met to discuss possibilities in this field.

Tentative Plans to have awareness raising sessions with Primary Head Teachers (Spring 1997)

Organise and Deliver Staff Development Sessions to Primary and Nursery Staff (Autumn 1997)

Pilot effective teaching strategies in a small number of Primary Schools ,yet to be identified (Autumn 1997 onwards.)

Materials Probable use of Materials purchased from Gregor McMillan City of Edinburgh, Psychological Services.

Participants

Curriculum Manager, Advisers(of early years, Primary and SEN), Head Teachers (Primary and Nursery), Network Learning Support Coordinators, Psychologist.

Project Phase

Spring '97 autumn '97 and onwards.

Area of Focus

Early Literacy

Age Groups

(Geographical) Location

Nursery/Primary

South Lanarkshire Council

Written Information on Project, Materials etc.

not known

Contact Person

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Summary of Current Initiatives Within Scottish Local Authorities

Title	Early Intervention Aberdeen City Council	Number of Projects	1 (5)
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Summary of Recent Developmental Initiative or Project

Progress Report to Committee (8.10.96) Proposals: Reintroduction of Group Screening 1997/1998. Tests chosen by 14.02.97 Investigate Primary Schools Value Added research project; discuss relating health screening to education screening; Review role of Learning Support; Community Development Committee 0-8 advisory group to look afresh at working with parents; Development joint proposal with Barnardos for Early Years Parent Support Project.

Appendix A: A Report on Survey of Screening Practice in Primary Schools

Appendix B: Review of Screening Materials

Appendix C: Induction Survey

Appendix D: Early Intervention, Gp. Screening and Value Added Analysis

Appendix E: Child Health Surveillance and Screening.

Participants

Director of Education, Assistant Director of Education, SEN Officer, Adviser Nursery/ Primary Education, PEP, Assistant PEP, Nursery/ Primary Officer, Research and Development Officer, HT a Primary School, PT Learning Support Sec.School, Union nominees.

Project Phase

April 1996 to July 1998

Area of Focus

Progress Report (26.06.96) refers to Achievement levels, social and developmental context and need to address socio-economic factors and parent involvement. Value added Research.

Age Groups

(Geographical) Location

0-16 Continued at Supplementary Information

Aberdeen City

Written Information on Project, Materials etc.

Received:

Screening and Early Intervention Working Group 14.05.96

Report to the Education Committee on Early Intervention 26.06.96

Third Meeting of the Screening and Early Intervention Working Group 04.09.96

Education Committee Progress Report on the Development of the Aberdeen City Early Intervention Strategy 8.10.96

Minute of SEN Review Group 14.11.96 Position Paper from Early Intervention Working Group (undated)

Contact Person

J.W. Mager (Policy Issues L.A. wide initiatives)

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Director of Education

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Summary of Current Initiatives Within Scottish Local Authorities

Title Reading and Early Intervention **Number of Projects** 1/3

Summary of Recent Developmental Initiative or Project

- A proposal under consideration
- | Survey of representative sample of Pr. 4 Pupils to discuss outcomes of current practice
 - | A Seminar on reading and early intervention to schools and support services.
 - | Collation of good practice and subsequent staff Development Programme for Nursery and Infant Staff.
 - | Action research with three primary schools on early reading with rolling plan for all Angus schools over 3 years.

Participants

Senior Manager, Advisers, Educational Psychologists, Schools, Parents.

Project Phase

Education Committee Report

Area of Focus

Literacy

Age Groups

(Geographical) Location

Pre-School and Primary

Angus

Written Information on Project, Materials etc.

Contact Person

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Director of Education

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Summary of Current Initiatives Within Scottish Local Authorities

Title Aiming High **Number of Projects** 1/1

Summary of Recent Developmental Initiative or Project

An Early Intervention Scheme which will:

- identify and build on current and good practice
- involve a range of experienced staff
- promote positive self esteem and self-respect
- promote working in partnership with parents and others
- promote programmes of learning within an appropriate context
- encourage high expectations.

Participants

Core Strategy group: Representatives from Nursery, Primary, Psychological Services and Parents

Project Phase

Pilot scheme operational from August 1997

Area of Focus

Nursery Education; Targeted programme of Learning in Literacy and Numeracy in Nursery, P1 P2; Parental Involvement; Staff Development; Learning Support.

Age Groups

Nursery, P1, P2

(Geographical) Location

Stirling Council

Written Information on Project, Materials etc.

Contact Person

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Director of Education

Mr. Gordon Jeyes
Stirling Council,
Viewforth,

Stirling FK8 2ET

Summary of Current Initiatives Within Scottish Local Authorities

Title Early Literacy Skill Development **Number of Projects** 1/1

Summary of Recent Developmental Initiative or Project

Working Group established by Authority to consider Early Literacy Skill Development and early identification strategies. This has led to some small scale action research initiatives. One rural school with nursery attached is looking at a formal strategy for early identification of learning difficulties using material from Wirral and Surrey. Another head is trying to implement strategies to improve P1 children's level of phonological skill using Jo Wilson's material.

Participants

Project Phase

Area of Focus

Development of Literacy Skills- Particularly Reading

Age Groups

(Geographical) Location

Nursery- Pr. 7

Across Dumfries and Galloway

Written Information on Project, Materials etc.

Letter from Ralston MacKay
Letter from Director, Mr. McLeod
Letter from Ian McEwan

Contact Person

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Director of Education

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Summary of Current Initiatives Within Scottish Local Authorities

Title	READ- Raising Early Achievement in Dundee	Number of Projects
		1/1

Summary of Recent Developmental Initiative or Project

READ

Aims: To help children make positive and a successful start in first years in Primary school; support staff in project schools by provision of staff development, curricular guidance, advice from central support services and resources; provide staff development on information about learning to read which draws on best practice and current research for all primary schools in Dundee City; Develop central contribution of Parents in helping their children learn to read; Inform future education dept. policy. P2 and P3

Early Intervention: review of school approaches, baseline testing of P2 pupils, shared staff development, development of individual school strategy, additional staff support (nursery nurses employed to support literacy in six P1 classes) and materials support for parents and children reading at home.

Staff Development Programme: Training for Baseline testing; Awareness Raising for P1 Teachers/ Nursery Nurses/HTs/Psychologists/EDS/ other school staff; termly shared inset for participating staff; Awareness raising for parents; **Project Evaluation:** baseline retesting, evaluation report, involving EP Service.

Participants

6 Full Status participating schools, 4 Associate status participating schools. Ongoing support from EDS, Dundee EPS and external providers. Learning Resources Coordinator, nursery nurse employed by project.

Project Phase

Funding commitment for 23 month project. Starting August 1996

Area of Focus

Early Literacy Development

Age Groups

(Geographical) Location

P1/P2

Dundee city council area

Written Information on Project, Materials etc.

READ- Document produced by Educational Development Service received, Precis of information made from this.

Staff development package and guidelines are in production.

Contact Person

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Director of Education

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Summary of Current Initiatives Within Scottish Local Authorities

Title	East Dunbartonshire Early identification Working Group	Number of Projects	1/1
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Summary of Recent Developmental Initiative or Project

The group has met once and plans to carry out an audit of what is currently happening in East Dunbartonshire Primaries.

The longer term objective is to develop an early identification procedure for all East Dunbartonshire Primary schools and strategies for meeting identified needs. The hope is to look beyond literacy skills as well as to acknowledge the more able child.

Audit Questionnaire submitted.

Asks whether schools have procedures to identify P1- P3 Pupil Needs; at other stages; what procedures involved; what other personnel involved; asks suggestions for good practice; asks suggestions for staff with special expertise.

Participants

Nursery, P1 children, Teachers, Head Teachers, Network Support, EP, SEN Adviser

Project Phase

November 1996- Present

Area of Focus

Identifying the needs of all children early with a view to developing appropriate intervention.

Age Groups

Nursery -P1

(Geographical) Location

undecided at present open to Primary schools

Written Information on Project, Materials etc.

Audit of Identification Procedures Form received.

Contact Person

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Director of Education

Mr. Ian Mills
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Summary of Current Initiatives Within Scottish Local Authorities

Title	Developing Resource to meet the Needs of Pre-School Children with Language and Communication Disorder	Number of Projects	1/2
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Summary of Recent Developmental Initiative or Project

A new Unit has recently been established in East Renfrewshire to screen, assess and treat children (3-5 years) with Language, Communication/Autistic difficulties. There is a procedure for ensuring as smooth a transition as possible to the mainstream primary school, to full-time specialist placement or some combination of these. Physically the provision is located within a classroom base in Carlibar Primary. It operates only on p.m. s. It is staffed by a teacher, nursery nurse and auxiliary. It is supported by a Senior Speech and Language therapist and a Senior Psychologist. While line managed by the Head Teacher of the School the development of the work is managed by the teacher, the Speech and Language Therapist and the psychologist. At present evaluation is ongoing as the provision has just been set up.

Participants

The recipients are preschool pupils in the authority suspected as having a language and communication disorder. Most would be on split placement with a mainstream provision.

Project Phase

Started September 1996 and is ongoing.

Area of Focus

Language and Communication Disorder

Age Groups

3-5 years

(Geographical) Location

East Renfrewshire Council

Written Information on Project, Materials etc.

An initial policy paper was produced but is currently being revised in the light of experience.

Contact Person

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Psychological Services,
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Summary of Current Initiatives Within Scottish Local Authorities

Title Pilton Project **Number of Projects** 1/5

Summary of Recent Developmental Initiative or Project

Early Intervention in the Prevention of Reading Difficulties. (The earliest and most widely known early literacy project in Scotland) in recent years The architect of this project has been involved in 2 years of evaluation. The project has led to further developments in the local area.
Gregor McMillan together with Moira Leslie has carried out in-service with several councils including West Lothian, Fife, Borders, Glasgow .

Participants

Project Phase

Area of Focus

Age Groups

(Geographical) Location

Nursery and Early Primary

Written Information on Project, Materials etc.

Package of Materials Quality Assurance Division Lothian Regional Council :
A Policy for Reading
1. Managing Reading Development. Staff Development Package 1
2. Teaching and Learning Strategies in the Development of Literacy. Staff Development Package 2
3. Supporting Reading Development and Reading Difficulties. Staff Development Package 3
Parent Booklet- An Exciting Journey along the Road to Reading.
continued in full version of database under supplementary information heading....

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Director of Education

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Summary of Current Initiatives Within Scottish Local Authorities

Title	Parental Awareness of the Importance of Reading in the Nursery Setting	Number of Projects	4/5
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Summary of Recent Developmental Initiative or Project

On the back of the introduction of the "Thats my Letter" Early Intervention Literacy Project at the Nursery, parents were invited in to talk about their role in the teaching of reading and writing. At their request, three follow-up sessions were devised to discuss and inform them of the recent research and their part in the learning of literacy and numeracy. A small booklet of their experience was made and distributed.

Participants

Educational Psychologist, parents

Project Phase

1995-1996

Area of Focus

Early Intervention, Early Literacy Awareness with Parents, Parental role in promoting early reading and skills in writing

Age Groups

3-5 years P1

(Geographical) Location

City of Edinburgh Council

Written Information on Project, Materials etc.

Contact Person

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Summary of Current Initiatives Within Scottish Local Authorities

Title	PREFCAT Pre- Five's Community Assessment	Number of Projects
		1/1

Summary of Recent Developmental Initiative or Project

PREFCAT Pilot Project Focus is on 25% of the previous Central Region's population. Projected annual referrals were 100 for the Region. Pilot Project Coordinator appointed, role to link between referrers and the PREFCAT team. Project Providing:

One door referral system for under 5s; A quick response to Pre-5 referrals, specialist services user friendly, future resource implications to be identified. The project claims to be unique in terms of its geography, a reflection of good working relationship between the Health, Education and SW Dept. Interim Evaluation states projection figures on target. Majority of referrals have come from Primary Care workers, especially health visitors. No direct referrals from parents as yet. Generally service able to provide a rapid turnaround. Parent survey indicates parents found the service comprehensive, comprehensible and thorough in its approach. Major weakness appears to be difficulty in attracting parental referrals.

Participants

Consultant Paediatrician, Senior Educational Psychologist, Senior Paediatric Physiotherapist and Senior Speech and Language Therapist, Senior Paediatric Occupational Therapist, Senior Paediatric Physiotherapist, Specialist Health Visitor, Representative of SW Dept.

Project Phase

April 1995-

Area of Focus

Age Groups

(Geographical) Location

Written Information on Project, Materials etc.

Booklet Pre- Five support Service A Guide for Those Wishing to Refer. Central Regional Council
 Leaflet Pre- Five support Service
 PREFCAT Pre- Five's Community Assessment Team Report on : Interim Evaluation November 1995

Contact Person

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PDP PDP PDP

Summary of Current Initiatives Within Scottish Local Authorities

Title	Early Literacy	Number of Projects
		1/2

Summary of Recent Developmental Initiative or Project

A Pilot Project with Primary/Nursery schools in West Fife. In 1995 early reading intervention pilot project planned, designed by several EPs and 2 Advisers(Nursery, Early Years) in selected primary/ nursery schools in APT areas in West Fife.

The Aims were to:

- (a) foster early reading experiences, including concepts of print, phonological awareness, letter names, listening to and talking about stories
- (b) Prepare nursery children appropriately for the learning to read process
- (c) Assist P1 children in learning to read
- (d) Prevent children experiencing difficulties in learning to read
- (e) Be proactive in terms of potential secondary effects of early reading failure
- (f) Influence nursery and P1 reading curriculum
- (g) Evaluate process over a 3 year period through mainly qualitative methods
- (h) Prompt the development of a reading policy in Fife.

Participants

EPs who serve the Pilot schools; their staff; advisers. In addition a council-wide EP network on early reading intervention has been established meeting termly. This was necessary as many other schools and nurseries have become interested and wanted to introduce early reading activities of the nature described above.

Project Phase

1995-1998 Ongoing

Area of Focus

Early Reading Intervention Project

Age Groups

Nursery; P1-P3

(Geographical) Location

West Fife

Written Information on Project, Materials etc.

In May 1996 a First Report on the Early Reading Intervention was compiled based upon feedback received from Nurseries/Primaries regarding early reading activities used. A further report will be written in the Summer of 1997 dealing with an analysis of Nursery/Primary practice in relation to 'early reading' based on structured interviews conducted with nursery/school staff of the pilot nurseries/primaries to evaluate change of good practice.

Contact Person

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Summary of Current Initiatives Within Scottish Local Authorities

Title	Pre5/Primary Liaison	Number of Proje	3/4
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Summary of Recent Developmental Initiative or Project

Aims : To enable each child to make the transition from nursery to primary in a happy and positive manner. To build on positive links between Preschool and Primary schools and provide a focus for working together. To further develop parental support in their child's education.

Process: Visits to Pre5 Establishments , Pre-Entrant visit to School, Settling in - 2 Nursery Nurses were in each school with P1 teachers for the first week.

Positive Links - Programme of once monthly events from August to June.

Curricular Links Pre-Reading, Pre writing pre number work, letterland continued and developed, foundations of writing.

Support for Parents

Formal Reports to HT's with Recommendations, Evaluation- based on staff feedback on transition, links, curricular links,

Next Steps..

Participants

2 Primary Schools and 2 Nursery Establishments

Project Phase

1995/1996 Repeated 1996/1997 with modifications

Area of Focus

Transition between Primary and Nursery, Early Literacy, Early Number, Curriculum development

Age Groups

4yrs. to 5yrs

(Geographical) Location

Pollok Area

Written Information on Project, Materials etc.

Report: Pre-5/Primary Liaison 1995/96 Mrs. B.Ballinger, Mrs. S. Boyle Mrs. J.Docherty, Miss K.Gibson

Contact Person

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Summary of Current Initiatives Within Scottish Local Authorities

Title Pre School Language Programme **Number of Projects** 1/1

Summary of Recent Developmental Initiative or Project

1. Pilot investigation of usefulness of Hanen Programme in one Pre-5 Establishment. Programme involves 14 sessions working with parent on developing awareness of children's needs in relation to Language Development.

Programme run by Speech and Language Therapist. Pre and Post assessments by Speech and Language Therapist and Senior Educational Psychologist.

Participants

Parents, Speech and Language Therapist, Senior Educational Psychologist.

Project Phase

09.96-09.97

Area of Focus

Working with Parents

Age Groups

(Geographical) Location

3 year olds in one establishment

Inverclyde

Written Information on Project, Materials etc.

Contact Person

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Director of Education

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Summary of Current Initiatives Within Scottish Local Authorities

Title	Fostering the Development of Literacy through the Pre-School Curriculum	Number of Projects	1/1
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Summary of Recent Developmental Initiative or Project

- (1) Completed Literature Search, Designed Project
 - (2) Conducted meetings with Heads of Centres and schools and then with representatives from the selected sample of establishments.
 - (3) Provided INSET to representatives of Pilot Nurseries.
- To support nurseries in developing early literacy skills to enhance later development using research evidence and implementation through curricular strands.
- To provide a forum and and relevant material
- To foster stronger curriculum links between nursery and primary education in the area of literacy.

Participants

J. McPherson, P. Taylor, C. Paterson, J. Rutherford

Project Phase

1st Phase, see 1, 2, 3 above

Area of Focus

Minimising failure to develop literacy through early intervention

Age Groups

Nursery Age

(Geographical) Location

North Ayrshire

Written Information on Project, Materials etc.

North Ayrshire Council, Agenda item 7 Education Committee 3rd December 1996. For further information contact Jim Tulips Head of Education Services, North Ayrshire Council X4416

Contact Person

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Director of Education

Mr. John Travers
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Summary of Current Initiatives Within Scottish Local Authorities

Title The Early Intervention Initiative (Renfrew) **Number of Projects** 1/1

Summary of Recent Developmental Initiative or Project

Called "EII" A Structure for collaborative early identification of learning needs, with the intention of altering the curriculum and teaching methods to address barriers to learning. It is in contrast to traditional practice which emphasises norm-referenced testing and within child deficits. Project Principles are: 1. Ongoing, open-ended (as opposed to one off snap-shot assessments) 2. It is multi-disciplinary in nature, the contribution of each professional used to full effect. The CT is central to the collaborative process. Primary 3 was chosen as a point when the schools knew the child well enough to have had the chance to evaluate the effectiveness of school based strategies. All children in P3 class are included and followed up throughout the year so that not only those with most severe problems that benefit. The skills of the class teacher are enhanced and whole class approaches to learning can be adjusted.

EII begins with an Observation Phase during which the CT, with support from the Network Teacher also if necessary, the psychologist, gathers information and examples of children's work. This is followed by the Multidisciplinary Assessment meeting at which the educational progress of each child is discussed.

Participants

EP, CT, LS coordinator, visiting Network Support teacher,

Project Phase

Started in 1991 and is ongoing.

Area of Focus

All areas of the school curriculum.

Age Groups

P3

(Geographical) Location

Written Information on Project, Materials etc.

Received:
The Early Intervention Initiative- A Summary

Contact Person

Dorothy Lowe & Billy Bonar
Renfrewshire Council,
Psychological Services
Carbrook St.,
Paisley,
PA1 1NW

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Associated Psychological Services (Area)Principal

Mr Robert B Rutherford
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Director of Education

Ms.Sheilagh Rae
Renfrewshire Council
16 Glasgow Road
Paisley PA1 3QG

Summary of Current Initiatives Within Scottish Local Authorities

Title	Planning and Assessment in the Early Years	Number of Proje	1/1
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Summary of Recent Developmental Initiative or Project

A document for teaching staff in nursery and infant classes which offers
*guidance in planning the curriculum
*consideration for assessment
* key dates and points for assessment focus for early intervention.

Participants

The Adviser, Staff of 14 existing Nursery classes and 2 primary schools due to open nursery classes.

Project Phase

Jan.1997 -ongoing estimated 2 years

Area of Focus

Curriculum Planning, Considerations for assessment, key points of intervention.

Age Groups

4 -8 Years

(Geographical) Location

Scottish Borders Council area

Written Information on Project, Materials etc.

Contact Person

Jennifer Kerr,
Adviser, Education Department,
Scottish Borders Council,
Newtown St. Boswells,
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Associated Psychological Services (Area)Principal

Mr Kenneth P Dutton
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Director of Education

Mr. John Christie,
Scottish Borders Council
Council HQ.,
Newtown St. Boswells,
Melrose TD6 0SA

Summary of Current Initiatives Within Scottish Local Authorities

Title Identifying and Supporting Primary Pupils with Social, Emotional and Behavioural Difficulties **Number of Projects** 1/1

Summary of Recent Developmental Initiative or Project

Audit of needs in social, emotional and behavioural terms in 2 Primary Schools in one neighbourhood. Plan to identify different factors in operation in the schools and pilot support structure.

Participants

Tommy McKay, Alison McDonald, Jim Malone (Educational Psychologists)

Project Phase

Area of Focus

Age Groups

(Geographical) Location

Written Information on Project, Materials etc.

Contact Person

T. McKay,
Educational Psychologist,
Moss Cottage,
Bridgend
Dumbarton

Associated Psychological Services (Area) Principal

Mrs. Christine Vassie
The Principal Psychologist
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Director of Education

Mr. Ian McMurdo
West Dunbartonshire Council
Council Offices,
Garshake Rd
Dumbarton G82 3PU

Summary of Current Initiatives Within Scottish Local Authorities

Title	The Livingston Families Project	Number of Projects
		2/2

Summary of Recent Developmental Initiative or Project

Provision of 19 day care places, Twice weekly parent groups, A toy library, written assessments for all children referred to the admission panel. High Scope Approach based on Perry Pre-school project in Michigan is used, "Plan, do, review" sequence.

The "Caring Start" package consists of 6 Sessions working on parenting and coping skills particularly appropriate for socially disadvantaged families.

Joint Initiative between Barnardos and Lothian Regional Council

The above has now come to an end and a new Project is being evolved.

Participants

Parents, Group Leader

Project Phase

April 1995-March 1997 Project now at an end. New project evolving April 1997

Area of Focus

Parenting Skills

Age Groups

(Geographical) Location

2-5 year olds

Livingston Area

Written Information on Project, Materials etc.

Information Sheet on Livingston Families Project.
Livingston Families Project Annual Report 1995-1996
Caring Start Package
Article

Contact Person

Helen Campbell
Project Leader,
Hazel Grove,
Craigshill,
Livingston
EH54 5JW

Helen Happer new project leader
April 1997 onwards
Tel: 01506 438666

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Director of Education

Mr Roger Stewart
West Lothian Council
Lindsay House
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Bathgate EH48 1TS

Summary of Current Initiatives Within Scottish Local Authorities

Title	Early Intervention Strategy Group	Number of Projects	1/1
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Summary of Recent Developmental Initiative or Project

To Propose specific actions to address issues surrounding development of reading skills.
5 Subgroups focusing on particular themes. These groups will include representatives from voluntary sector social services, and possibly health services (e.g. Health Visitors)

Themes of Subgroups:

- 1.Promotion of Acquisition of Language Skills in the Pre-School Years.
2. Current Failure and how to address it.
- 3.Promotion of Acquisition of Language Skills in the early years of Primary school.
4. The Role of Parents in promoting the Acquisition of Language Skills to include issues surrounding adult and family literacy.
5. The role of the library service in supporting staff, pupils and parents.

Participants

Representatives from Pre-5 (Nursery and Family Centre), Primary Schools, Psychological Services, supervisory assistants, EDS, Library Services, Adult Education and 2 Relevant Heads of Service.
Recipients will include children in pre-school education and P1-P3 plus parents.

Project Phase

Development of detailed proposal Dec. 1996- June 1997 : Start of implementation August 1997

Area of Focus

Pre-reading and Early Reading; Support for Parents

Age Groups

(Geographical) Location

Pre-preschool/pre-school/P1-P3

Clackmannanshire

Written Information on Project, Materials etc.

First draft of overall policy paper and of detailed action plan.

Contact Person

Mr. Sandy Wilson
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Alloa
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Director of Education

Mr Keir Bloomer
Clackmannanshire Council
Lime Tree House

Alloa FK10 1EX

Summary of Current Initiatives Within Scottish Local Authorities

Title Fraserburgh Area Project **Number of Projects** 1/1

Summary of Recent Developmental Initiative or Project

Toddler Taming Evening

This Evening, organised by Health Visitors opens with a short presentation by Educational Psychologist on Pre-school development focusing on problem areas such as sleeping patterns and challenging behaviour. We then have question/answer session with a panel including GP, Health Visitors and Educational Psychologist. With improved staffing the hope is to offer evenings on a range of relevant topics and run child management training groups for parents.

Annual Pre-School Fun Day

Well attended by all local agencies and shops who provide a service for young children, e.g. school health, educational psychology, dentist, shoes. Games, activities, information and advice are available.

Participants

Project Phase

Area of Focus

Age Groups

(Geographical) Location

Written Information on Project, Materials etc.

Precis from single sheet of written information received.

Contact Person

Mrs. Janette Fotheringham,
Depute Principal Psychologist,
Aberdeenshire Council,
Stevenson Centre,
Victoria Street,
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Associated Psychological Services (Area) Principal

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Director of Education

Mr. Michael White
Aberdeenshire
Education Dept,
Woodhill House, Westburn Rd.,
Aberdeen AB9 2LU

Summary of Current Initiatives Within Scottish Local Authorities

Title	Collaborative Intervention between support staff for a difficult Infant Class	Number of Projects	5/5
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Summary of Recent Developmental Initiative or Project

Work is being carried out with management staff and the outreach teacher in P2 with a group of 8-10 disruptive pupils on a weekly basis until Christmas 1996 looking at basic social skills and reward systems in class and in the school. The parents are meeting fortnightly with us in parallel to talk about their handling difficulties and concerns about school behaviour and how they support their children and staff in school, again at their request.

Nursery/Primary Transition and the transfer of information at transition is a continuing cause for concern. The plans are to tackle this in the local area at an early stage.

Participants

Class Teacher, Educational Psychologist, Outreach Teacher, School Management Staff.

Project Phase

1996 -1997

Area of Focus

Behaviour, Social Skills, Reward systems, Work with Parents (and Primary School)

Age Groups

P2

(Geographical) Location

City of Edinburgh Council

Written Information on Project, Materials etc.

Contact Person

Anne Littlefair,
City of Edinburgh Council (NE),
Psychological Services
7 Merchiston Park,
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Associated Psychological Services (Area) Principal

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Director of Education

Ms. Elizabeth Reid
City of Edinburgh Council
40 Torphichen Street,
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Summary of Current Initiatives Within Scottish Local Authorities

Title	Induction Programme: Playgroups / Nursery to P1 (parents included)	Number of Proje
		1/3

Summary of Recent Developmental Initiative or Project

On-going development of extensive induction programme.
 Series of meetings (afternoons) with activities for children and parents- Visits by DHT to playgroups and nursery- involvement of Pre-School children in school events during summer term.

In addition to programme of five induction meetings for parents and children, opportunities are created to bring preschool groups into other school activities e.g.

1. They come to a Friday morning assembly.
2. They come for a PE class with P1 and PE specialist.
3. They come to Sports Days, Games Night, Fete etc.

We intend adding this year, in Induction Meeting 5 an input from one or two of this year's P1 parents.

Participants

Parents, Infant staff, DHT of primary school

Project Phase

Ongoing March - June 1997

Area of Focus

Social Development- Introduction of Parents and pupils to school Curriculum- Information

Age Groups

Nursery/ primary

(Geographical) Location

Primary School

Written Information on Project, Materials etc.

Induction leaflet for parents
 Playgroup record sheet
 Handouts at Induction meetings

Contact Person

Irene Manson
 Depute Head teacher
 Mosstodloch Primary School,
 Garmouth Road,
 Mosstodloch,
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 IV32 7JB

also Frank Reynolds,
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Director of Education

Mr. Kevin Gavin
 Moray Council
 Council Office
 High Street
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Summary of Current Initiatives Within Scottish Local Authorities

Title Alves Primary **Number of Proje** 2/3

Summary of Recent Developmental Initiative or Project

NFER Nelson EYES Screening
Used this year with first infants and found to be interesting although time consuming. Diagnostic qualities of test useful as are follow up activities for remedy. 6 week period after entry to school.

Participants

Infant Teacher /P1 intake

Project Phase

1996-1997

Area of Focus

Language

Age Groups

Primary 1

(Geographical) Location

Primary School

Written Information on Project, Materials etc.

EYES Package

Contact Person

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Director of Education

Mr. Kevin Gavin
Moray Council
Council Office
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Summary of Current Initiatives Within Scottish Local Authorities

Title Craigmillar Project **Number of Projects** 2/5

Summary of Recent Developmental Initiative or Project

Early Intervention in the Prevention of Reading Difficulties. Involving 6 Primary Schools and 4 Nursery classes. Carried out without funding or additional resources.

Participants

Project Phase

Area of Focus

Age Groups

(Geographical) Location

Nursery and Early Primary

Written Information on Project, Materials etc.

Package of Materials Quality Assurance Division Lothian Regional Council :
A Policy for Reading :1. Managing Reading Development. Staff Development Package 1
2. Teaching and Learning Strategies in the Development of Literacy. Staff Development Package 2
3. Supporting Reading Development and Reading Difficulties. Staff Development Package 3
Parent Booklet- An Exciting Journey along the Road to Reading.,Deprivation, Early Intervention and the Prevention of Reading Difficulties, Gregor McMillan, Diana Fox and Keith Wood, PDI 1992-93, Early Intervention Handbook. G. McMillan,Developing Literacy in the Early Years City of Edinburgh.

Contact Person

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and Moira Leslie, Lecturer,
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Director of Education

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Summary of Current Initiatives Within Scottish Local Authorities

Title	Encouraging Parental Involvement in Learning at School Entrant Stage	Number of Projects	1/1
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Summary of Recent Developmental Initiative or Project

The project is aimed at encouraging active parental support for the children's learning from the school entrant stage. The focus is to give the children the earliest messages of themselves as successful learners with parents working in partnership with both the children and their class teacher. In encouraging these shared positive views of school it is envisaged that the issues relating to discipline within the school from the early years are able to be handled in a productive manner by the parents and school together with the children. The vehicle to achieve this aim is Shared Reading. The structure to achieve the Shared Reading will be put in place prior to the children coming in to school in their first weeks (staggered entry). Training will be offered to the Class Teacher and LS Teacher to act as parent trainers with the parents' own children. Individual appointments are offered to personalise the training in relation to need. Activities will be planned throughout the P1 stage to keep the programme alive and re-vitalised as required. The project money will allow teacher relief for the CT and LST to take up their respective active roles and the refurbishment of accommodation to create a family area with books and book racks etc.

Participants

Educational Psychologist, Class Teacher, Parents, LST, P1 pupils

Project Phase

August 1997-

Area of Focus

Preventive Approach to Discipline Involving Early Parental Partnership.

Age Groups

P1

(Geographical) Location

Midlothian - Single Primary School

Written Information on Project, Materials etc.

Information on A4 sheet.

Contact Person

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Director of Education

Mr. Donald MacKay
Midlothian Council
Greenhall Centre
Gowkshill, Gorebridge
Midlothian EH23 4PE

Summary of Current Initiatives Within Scottish Local Authorities

Title	Early Literacy Development, Early Intervention in Reading Difficulties	Number of Projects
		1/2

Summary of Recent Developmental Initiative or Project

Undertaking initial training for teachers and all associated with support for development of literacy skills. e.g. auxiliaries, LS teachers, Educational Psychologists in a total of 31 local nursery and primary schools. Plans to offer this training for all our nursery/primary school over the next year. The course has been delivered by Moira Leslie, Moray House Institute and has covered area such as Phonological Awareness, Alphabet, Phonics, Concepts of Print, Involvement of Parents, Reading and Writing (Emergent Writing). Project Officer has been responsible for supporting work in schools and a liaison group has been set up with representatives from School Library Service, Community Education, Adult Basic Literacy, Community Library Service, Education Services as well as a support group for teaching staff with invited speakers on topics such as working with parents. Screening of pupils has been encouraged to get a profile of difficulties and to measure gains to inform a feasibility study. Learning support teachers have had training on early intervention strategies and many schools have relocated staffing and resources to early years. Some Home link and outreach teachers have incorporated literacy in their remit.

Participants

Education Development Manager, Project Officer, Staff 31 of local nursery and primary schools and auxiliaries, LS teachers, Educational Psychologists, Parents

Project Phase

1996-1997

Area of Focus

Early Literacy and Early Intervention in Reading Difficulties

Age Groups

3-5 years, P1

(Geographical) Location

Written Information on Project, Materials etc.

Contact Person

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Director of Education

Mr Roger Stewart
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Summary of Current Initiatives Within Scottish Local Authorities

Title Home Start in Scotland (Home Start initiated in Leicester 1973, now international organisation) **Number of Projects** Multip

Summary of Recent Developmental Initiative or Project

1995/1996 There were 17 Home Start Schemes in Scotland visiting families in cities, towns, small communities and rural areas. Home Start Consultants will respond to proposals to set up a scheme in the local community, communicating with people from local statutory and voluntary organisations as well as with young families, help form a steering committee to agree and accept the Standards and Methods of Practice; enable the new HS scheme to be recognised as a charity; achieve funding; appoint a coordinator; ensure the scheme has adequate office accommodation and that the scheme has adequate insurance cover; support and guide the newly appointed coordinator

Participants

Coordinator, Local Volunteers recruited from local parents and undertake course of Preparation.

Project Phase

Organisation in existence in Scotland since 1984.

Area of Focus

Family Support, Friendship, Counselling, Practical help for families with at least one child under 5.

Age Groups

(Geographical) Location

Children under age of 5

National

Written Information on Project, Materials etc.

Introductory Booklet
Leaflet (1993)

Contact Person

Martha Simpson
Assistant Director (Scotland)
Home Start UK
84 Drymen Road
Glasgow
G61 2RH

Tel: 0141-942-3450
Fax: 0141-942-3479

Associated Psychological Services (Area) Principal

Director of Education

National

Summary of Current Initiatives Within Scottish Local Authorities

Title	Early Intervention	Number of Projects	2/3
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Summary of Recent Developmental Initiative or Project

A Special Needs Coordination Team meets monthly chaired by Community Child Health with core members from Education, Community Child Health and Social Work. The meeting flags up children with special needs at an early stage, not the usual referral routes i.e. at nursery and primary in order to coordinate involvement and assessment by appropriate agencies Specialist Nursery Provision is considered or designated placement within existing resources at mainstream nurseries The Psychological Service has yearly series of meetings with the Directorate regarding Children with special needs at the transition stages between Nursery /Primary and Primary / Secondary to plan provision.

Participants

Representatives: Senior Community Medical Officer, Senior Educational Psychologist, Liaison Health Visitor, Senior Social Worker, Support for Learning Officer.

Project Phase

In Operation

Area of Focus

Early Intervention for Children with Special Educational Needs

Age Groups

Pre-School and Primary

(Geographical) Location

Angus

Written Information on Project, Materials etc.

Contact Person

Jim Duthie
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Summary of Current Initiatives Within Scottish Local Authorities

Title	Monitoring Pupil Progress through Curriculum Referenced Assessment	Number of Projects	2/2
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Summary of Recent Developmental Initiative or Project

Rationale and Planning: Identifies pupils who require additional consideration within the teaching and learning process, replacing authority-wide P3 screening system. Criteria are integral to teaching learning cycle, uses knowledge and structured observation of teacher, operates from P1 to P3, leading to Action strategies, economical of time, identifies pupils more able and less able in curricular context.

Curriculum Referenced Assessment: CRA continuously gauges progress in context of whatever has been taught. Integral part of teaching process and content.

Project Elements: 1. Guidelines for class teacher Observation to identify pupils falling outwith given bandwidth of achievement in reading and maths. 2. Guidelines for Consultative Support for CT from school management team, further observation by CT, consultative support, contact with parents, EP support.

Requirements for operation 1. Calibrating common reading and number schemes with key criteria of achievement including 5-14. 2. Assessment within teaching process and identification of key reading skills.

Participants

Teachers, Educational Psychologists, Education Managers, Advisers.

Project Phase

Pending directorate qualification.

Area of Focus

Curriculum Referenced Assessment

Age Groups

P1-P3 initially, now extended P1-P7

(Geographical) Location

Fife

Written Information on Project, Materials etc.

Information available from Professional Development Programme Collaborative Approaches to Assessment 1995-1996, Monitoring Pupil Progress Pippa San Roman, Charles Gibb, Steve Narborough, Hamish McPhee pages 24-35.

Contact Person

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Ms. Pippa San Roman,
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Director of Education

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Fife House,
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Summary of Current Initiatives Within Scottish Local Authorities

Title	Emergent Literacy Inset Series	Number of Projects	4/4
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Summary of Recent Developmental Initiative or Project

Phase 1 -Series of 3 Insets on Emergent Literacy to a total of 180 staff
Covering: Concepts of Print, Emergent Writing, Environmental Print, Phonological Awareness, Research Background, Video and Workshop Tasks.
Phase 2- Inset bringing Nursery staff and P1 staff in joint Inset

Sub-Projects

Work with Parents on early literacy-EPs+Trainee
Work with Nursery staff on early literacy with- Educational Psychologist
Project on early literacy with single nursery- EP Trainee

Participants

Nursery Staff from Nursery Schools in upto 70 nursery establishments, educational psychologists and one E trainee from SW Area Team.

Project Phase

May 1996 - November 1996
Phase 2 currently under way

Area of Focus

Early Literacy at the nursery stage.

Age Groups

0- 5 years

(Geographical) Location

Glasgow SW Area some SE Area Nursery Establishment

Written Information on Project, Materials etc.

Inset Materials developed by educational psychologists from Research and use of other packages

Contact Person

Maureen Myant Lesley Thomson
Pat Steel/ Cedric Cramer/ Gary
McIree Trainee
Phase 2 above + Beth Hannah.
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Director of Education

Mr. Ken Corsar
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House 1, 20 India St.,
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Summary of Current Initiatives Within Scottish Local Authorities

Title	Early Identification and Intervention	Number of Proje	1/1
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Summary of Recent Developmental Initiative or Project

A Working Group has been set up within the Authority to address the following:

1. To develop a skills profile for children in Authority nursery provision. This would be used to assist nursery-primary liaison processes.
2. To improve the quality of the nursery to primary transition process (including primary induction systems).
3. To develop a system of early identification / screening procedures at P1 intake stage.
4. To set up a range of early intervention initiatives in literacy and numeracy within nursery and primary (early stages).

All of these aspects will involve parental involvement, staff training and evaluation.

Participants

Senior Director of Education, Quality Development Team, Network Learning Support Coordinators, Psychological Service.

Project Phase

April 1997- June 2000

Area of Focus

Identification and intervention initiatives within nursery and early stages primary.

Age Groups

3 years- 8 years

(Geographical) Location

Written Information on Project, Materials etc.

Letter from Margaret Burnell Education Officer
Dept. of Education, East Ayrshire Council, London Road, Kilmarnock, KA 3 7DG
More detailed information available from contact persons.

Contact Person

Jean Kerr and
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Dr Tom Williams
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Director of Education

Mr. John Mulgrew
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Kilmarnock KA3 7DG

Summary of Current Initiatives Within Scottish Local Authorities

Title SPIN in the Nursery **Number of Proje** 3/3

Summary of Recent Developmental Initiative or Project

Use of video to enhance teacher/nursery nurse communication skills with children who display language/communication/behavioural difficulties. The project focuses on video interaction guidance to lead to heightened awareness of both the verbal and non-verbal communication skills which promote the kind of positive interaction which in turn promotes language development.

Participants

Educational Psychologist: Nursery Staff : Parents

Project Phase

In operation

Area of Focus

Communication development/ behavioural difficulties

Age Groups

Pre-School

(Geographical) Location

Angus

Written Information on Project, Materials etc.

Contact Person

Alison Duncan
Educational Psychologist,
Angus Council,
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Director of Education

Mr Jim Anderson
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Market Street,
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Summary of Current Initiatives Within Scottish Local Authorities

Title	Moray Interagency Developmental Assessment Service (MIDAS)	Number of Projects	3/3
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Summary of Recent Developmental Initiative or Project

MIDAS (Moray Interagency Developmental Assessment Service) project aims establish a joint assessment and support service designed to be community-based, parent-centred and genuinely interagency.

Target Population 0-19 years (initial focus on younger children).

Assessment Process: Assessments to be coordinated and drawn together at multi-professional case conference. Key worker will act as single point of contact for parents. Maximum parental involvement envisaged. Parents to be given written care/action plan in plain language. Challenging diagnoses followed up within one week. Six monthly review cycle. Requires staffing, a central base and outreach facilities.

Action Research running from January 1997 to April 1997 using 4 children with 1. Screening phase 2. Assessment Phase 3. Case Conference 4. Communication and follow-up.

Participants

Core Team will include Consultant Paediatrician, Senior Clinical Medical Officer, PANS rep (eg SLT, OT, Physio), Child and Adolescent Psychiatry, Social Worker, EP, SEN Teacher, Maximum parental/family involvement is envisaged. Management Team representatives from each key agency will have oversight.

Project Phase

Interagency planning meetings are on-going. First phase of action research to run from January 1997 to April 1997 with independent evaluation.

Area of Focus

MIDAS project: 0-19 population with severe, profound or complex developmental disorders or special needs. Initial phase to focus upon the 0-8 year population.

Age Groups

0-19 years Initial focus on younger children

(Geographical) Location

Moray- Based in Elgin

Written Information on Project, Materials etc.

MIDAS proposals- initial draft March 1996. Updated information from PEP received February 1997

Contact Person

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Director of Education

Mr. Kevin Gavin
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Summary of Current Initiatives Within Scottish Local Authorities

Title	Home Visiting /Pre-Scat	Number of Proje	2/2
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Summary of Recent Developmental Initiative or Project

1. The home teacher was disaggregated from Renfrewshire, with a new authority and new psychologist, how the service will operate requires development.
2. There was no Pre-Scat system in this new authority and so it is being set up.

Participants

1. Ken Sweeney (Psychologist)/ Norma Murry (Home Visiting Teacher).
2. Ken Sweeney (Psychologist)

Project Phase

1. Was ongoing at the start of of the Authority April 1996 but needs to be revised.
2. January 1997 and is ongoing.

Area of Focus

1. Preschool pupils who have special needs.
2. Preschool pupils whose needs are likely to require a Record of Needs at school entry.

Age Groups

(Geographical) Location

0-5 years

East Renfrewshire Council

Written Information on Project, Materials etc.

1. Only guidelines on the referral process have been drafted. Further guidelines will be required.
2. This is only being initiated and we do not have written documentation.

Contact Person

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Director of Education

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Summary of Current Initiatives Within Scottish Local Authorities

Title	'That's My Letter' - Leith Primary School Nursery Class Developing Emergent Literacy in the Nursery	Number of Projects	3/5
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Summary of Recent Developmental Initiative or Project

The Project specifically targeted emergent literacy, picking up on the various strands apparent in the body of current international research. The strands addressed were phonological awareness, letter knowledge, letter identification, rhyming, alliteration, concepts of print and uses and purposes of print. All strategies used already exist within normal good practice. The key to the intervention lies in allowing literacy to pervade every aspect of the nursery curriculum. The aims are to prevent and reduce reading difficulties in Primary School. Comparison and matched control groups are used.

Participants

Nursery Teacher, Nursery Nurse, Educational Psychologist, Neighbourhood Support Coordinator, Pre-school Children aged 3 and 4, Informal input from parents, yearly quantitative assessment supported by various colleagues.

Project Phase

1993-1995 -Intervention, 1993 -1996 Qualitative assessment, 1993-1998 Ongoing Quantitative Assessment up to P3.

Area of Focus

Fostering and Developing Emergent Literacy in the Nursery

Age Groups

3 and 4 year olds

(Geographical) Location

Leith Primary Nursery Class, Edinburgh

Written Information on Project, Materials etc.

Phonemic Awareness and Concepts of Print in the Nursery - from Perspectives on Practice Gavin Reid (Ed.) Chapter 4 Phonemic Awareness and Concepts of Print in the Nursery, Meg Houston, Diane Pepper, Linda Watson - describes Project.

"That's my letter" Video with accompanying booklet. Illustrates the Project and summarises research done in this area. Available from City of Edinburgh Council, George IV Bridge Edinburgh

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Director of Education

Ms. Elizabeth Reid
City of Edinburgh Council HQ
George IV Bridge
Edinburgh EH1 1UQ

Summary of Current Initiatives Within Scottish Local Authorities

Title Procedures for Priority Admission to Nursery Provision **Number of Projects** 1/1

Summary of Recent Developmental Initiative or Project

Participants

Parents, Head Teacher Nursery, Psychological Services, Medical/Health Services, SW Dept., DEO, Adviser

Project Phase

Area of Focus

a) special needs (b) SW Dept. 'at risk' (c) Poor language development including non-native English speakers (d) Difficult/Unusual family circumstances e.g. parental illness, disability.

Age Groups

(Geographical) Location

3-5 years

Written Information on Project, Materials etc.

Received:
Guidance Notes on Priority Admission to Nursery Classes -Shetlands Islands Council
Screening Checklist A for Motor Difficulties

Contact Person

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Director of Education

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EARLY IDENTIFICATION AND INTERVENTION :

SOME KEY REFERENCES

Sandra Papworth and Cedric Cramer

The following references were selected by the EII group as providing helpful information on the topics of early identification and intervention. They are listed in alphabetical order, with a brief outline of their contents.

BATE, M, SMITH, M and JAMES, J (NFER Nelson) *Review of Tests and Assessments in Early Education (3-5 years)*

The majority of the tests detailed were originally reviewed in 1975 as part of a project 'Developing Materials for Assessment and Evaluation in Nursery Education'. The materials developed appear in 'Assessment in Nursery Education' (NFER). Reviews were updated and for this publication additional tests have been reviewed and incorporated.

The measures reviewed have been mainly of British generally published tests. The areas covered have been :

- Cognitive Skills
- Language
- Social Adjustment and Behaviour
- Physical Skills
- Developmental and Clinical Measures
- General Tests and Assessments
- Miscellaneous

For each test, in addition to the basic information, there is information on reliability, validity and norms.

**BLATCHFORD, P and CLINE, T (1992) *Baseline Assessment for School Entrants*,
Research Papers in Education 7.3**

This paper provides an overview of the debates on baseline assessment for school entrants.

**CLEREHUGH, HART, PITHER, RIDER and TURNER (1991) *Early Years Easy
Screen (EYES)* NFER Nelson**

This screening test covers 6 modules:

- pencil coordination
- oral language
- active body skills
- visual reading skills
- auditory reading skills
- number skills

A small scale survey of teaching staff who had used EYES over the last year, identified some perceived benefits and limiting factors (Smith³ - unpublished)

Perceived Benefits

- Useful information at the P1 intake stage to match curriculum to identified needs and provide a basis from which to gauge progress.
- Useful for ‘confirmatory screening’ - supporting teachers’ perceptions

Limiting Factors

- The test carries an assumption of cause and effect in relation to ‘readiness’ or ‘prerequisite’ factors in relation to children acquiring reading skills. (Crossland 1994)

³Smith, N (1997) Early Identification and Intervention (MSc Project, University of Strathclyde)

- Although designed to be group based for certain aspects, practitioners reported difficulty and stated a preference for individual observation. The latter can be time consuming.

CROSSLAND, H (1994) *Screening Early Literacy: Ideology, Illusion and Intervention* in *Educational Review*, Vol 46 No 1

This paper provides a thorough critique on early screening and advocates that greater use be made of formative assessment as an alternative to screening procedures.

DURLACK, J (1995) *School-Based Prevention Programs for Children and Adolescents* SAGE Publications

This publication provides a critical review of the outcomes of a range of intervention approaches and examines the models of intervention in operation.

SMITH, C AND PUGH, G (1996) *Learning to be a Parent: a Survey of Group-based Parenting Programmes*

This booklet has been published by the Family Policy Studies Centre for the Joseph Rowantree Foundation and outlines a range of group based parenting programmes. The booklet provides a brief description of each of the programmes and identifies the theoretical model underpinning each programme. The booklet is available from:

Family Policy Studies Centre, 231 Baker Street, London NW1 6XE.

A related report which provides further details of specific parenting programmes is:

SMITH, C *Developing Parenting Programmes*. This is published by the National Children's Bureau, 8 Wakley Street, London EC1V 7QE

APPENDIX:

EARLY IDENTIFICATION AND INTERVENTION GROUP: LIST OF PARTICIPANTS

The following are the names of participants in the 1996/97 Early Identification and Intervention group within the PDP.

<u>Name and Address</u>	<u>Local Authority</u>	<u>Tel. No.</u>
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