

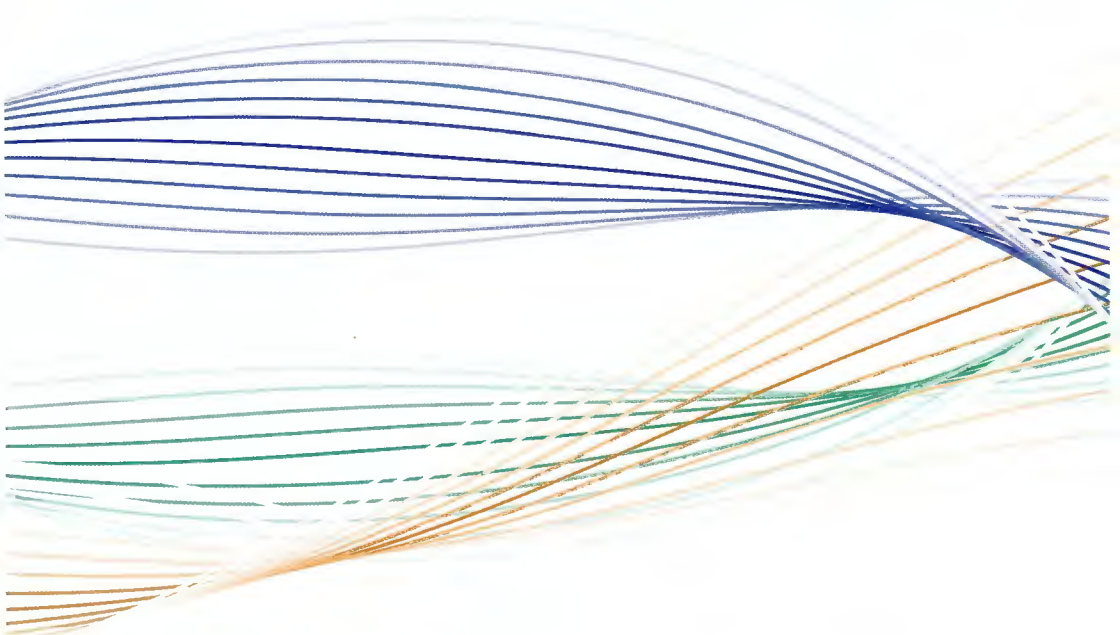
The Evaluation of Educational Psychology Services in the Light of Outcomes for Children

A report from a Joint Working group of:

The Association of Educational Psychologists

The Division of Educational and Child Psychology

The National Association of Principal Educational Psychologists



PREFACE

This report was funded by the three major organisations representing educational psychologists in the United Kingdom:

The Association of Educational Psychologists (AEP):

The Division of Child and Educational Psychology of the British Psychological Society (DECP),
and

The National Association of Principal Educational Psychologists (NAPEP).

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1. INTRODUCTION

In 2004 the government published the green paper "*Every Child Matters: Change for Children*". This paper set a new agenda for all public and voluntary services working for and with children. The resulting Children Act (2006) instigated a tumultuous change in the way local authorities provide services for children. Most of the implications of those changes are still being worked out at local and practitioner levels. Significant for educational psychologists among those changes were the moves to integrated services and the requirement that services be judged not by what they do but against the published five desired outcomes for children and young people (CYP).

The launch of Every Child Matters initiated changes in the ways services to children are provided in England by the various agencies involved. The most visible change was the creation of Children's Services Authorities (CSAs), envisioned as much as commissioning agencies as agents of delivery. As a group of professionals working with vulnerable children, educational psychologists have been at the forefront of these changes. In many authorities, this has led to the creation of multi-agency area teams and a developing concept of joined-up working.

Every Child Matters described five outcomes for children that they themselves had indicated were important to them. These were:

- Being Safe
- Staying Healthy
- Enjoying and Achieving
- Making a Positive Contribution
- Economic Well-Being.

The important thrust from these five outcomes was that services to children should be judged against their ability to help children achieve these outcomes. It is appropriate that those, whose work is focussed on intervening in the education and lives of children with the objective of positive gain, should have the value of their work measured in terms of what it has achieved for the child or children, the heart of their work. However, the ways in which educational psychologists work do not easily reflect direct measures against the outcomes for children. This report seeks to address that issue and to provide individual educational psychologists and Educational Psychological Services (EPS) with signposts to ways that they can individually or collectively measure the effectiveness of their work in the terms of the five outcomes for children.

The Department for Education and Skills (DfES, 2006) published a research report; "*The contribution and function of educational psychologists in the light of Every Child Matters: Change for Children*" The researchers, in this report, carefully and systematically analysed the activities of educational psychologists and sought to consider the views of a wide range of stakeholders on the contribution educational psychologists make in relation to the achievement of the desired outcomes for children. While the report indicated that many activities, or part of those activities, that were undertaken by educational psychologists could be undertaken by others, the report affirmed that the practice of educational psychology has a clear and uniquely distinctive contribution; that

of the application of psychology for children. It is particularly the application of psychology and the bringing of a psychological dimension to the understanding of children, particularly those with complex needs that the report highlights as being the most highly valued contribution that the profession makes. This would suggest, then, that the contribution of educational psychologists and the educational psychology profession should be measured in the terms of its effectiveness in delivering the application of psychology. However, the thrust of the Every Child Matters agenda is one of measuring the value of the contribution of professionals in the terms of the desired outcomes for children.

Education authorities throughout England have been replaced by CSAs that combine education services with social services for children. The changes have necessitated more multi-disciplinary and multi-agency working. CSAs now have a responsibility to ensure that they provide adequate services for children from their own purview. They are also now judged on the effective delivery of services to children that are delivered by others, including the local health services and voluntary agencies. The Corporate Area Assessment (CAA), is the mechanism that is used to assess CSAs effectiveness. It highlights progress in terms of the desired outcomes for children, as expounded by Every Child Matters. A direct effect of that process is, that the effectiveness of educational psychologists, like other professionals working with and for children, are judged not by what they have done but by what difference their contribution has made for children. It is essential then that any evaluation of the effectiveness of the contribution of educational psychologists is measured in these terms.

The issue of evaluating the contribution of educational psychology in terms of outcomes for children is a problematic one. The nature of educational psychologists' work is varied. It may be directly with specific children or indirectly, working through others. An educational psychologist may work with a teacher, a learning assistant, a parent or any other of the many professionals and careers involved in supporting an individual child or groups of children. Many educational psychologists engage in wider work building capacity such as delivering training to groups of teachers, learning assistants, parents or any other of the many professionals and careers involved in supporting an individual child or groups of children. In such cases, the evaluation of the direct impact on a child or a group of children is not easily obtained.

Because much of educational psychologists work is carried out through others, there is a less direct link between his or her actions and the outcomes for individual children or groups of children. A consequence of this is that there are many potential variables between the activity and the evaluation. In a similar vein, many of the measures, particularly in the CAA, are related to academic performance as measured by SATs and GCSEs, which may come many months or even years after the intervention made by the educational psychologist and the measure. For this reason, it has been found difficult to consider direct before-and-after measures that can be used in such an evaluation. It is not always possible to find hard measures that directly assess the impact of an educational psychologist's contribution and some 'softer' data will be necessary to demonstrate the impact of the interventions.

Educational psychologists often work with other adults who have responsibilities for children. For example, they may work with parents on the management of their children,

or with teachers in developing activities and programmes for children and so on. The empowering of another provider will have an impact on the child. For example, a parent may feel greatly re-assured and empowered by advice from or discussion with an educational psychologist in such a way that they become parents that are more effective. That change will *a priori* have an effect on the outcomes for the parent's child(ren). Any measurement of the impact of the educational psychologist's intervention in such cases will have to be based on the impact on the adult and the adult's view of the effect of their improved skills or self-perceptions on their ability to affect their child's development.

This report attempts to address some of these issues and to provide a framework for educational psychologists and EPSs to measure the effectiveness of their impact on children in the terms of the desired outcomes expounded by Every Child Matters. As work has progressed, the inherent difficulties of the task have become increasingly apparent to the working group. Educational psychologists are well versed in measuring what they do, they are well versed in evaluating their work by impact, but there is little to support them in focussing evaluation on desired outcome measures including those that are either direct educational psychologist's activities or indirectly through others. The Working Group suggests to colleagues a process whereby they can relate their activities to the desired outcomes. The report suggests what evaluative techniques will be most effective in achieving an appropriate measurement. This report is not able, nor should attempt, to provide a prescriptive answer for every situation, but it does provide a process for evaluation and some examples.

2. LITERATURE REVIEW

2.1 Structure of the literature review

This literature review has involved an extensive survey of academic and lesser academic journals. It also includes contributions from EPSs which represents 'work in progress'. The literature therefore is varied and interesting and the 'evidence' from the literature review and other sources is used here as a liberal term to describe work from any of the following:

- Academic research
- Research practitioner
- Practitioner
- Trainee Educational Psychologists
- Service manager
- Senior Educational Psychologists
- Specialist Educational Psychologists
- Work 'in progress'¹.

The review covers the literature in the following journals, publications and other sources in some depth. These sources date from approximately 2000 through to 2006:

- *The Psychologist*
- *Educational Psychology in Practice*
- *Educational and Child Psychology*
- *Debate*
- Web based publications
- AEP submission to the DfES Review
- NAPEP (initial work) Conference papers 2005 and 2006
- DECP contributions to BPS Consultations (lead responsibility).

In order to make sense of the evidence reviewed it was necessary to set this in a context of the significant changes in which the profession finds itself. These changes are both national legislative changes and changes and important developments within the profession itself.

The literature review is therefore structured to address the Working Group's scope but acknowledges that nearly all of the literature reviewed was either replicating that already evidenced by previous reports or submissions of evidence by professional organisations. In addition, a search was made for new or supplementary evidence which built on this evidence to provide additional examples of the distinctive contribution the profession makes to the lives of children and young people (CYP).

The report includes three lists of references to provide helpful sources of good practice. These are:

1. References: Sources referred to directly in the body of literature review

¹ EPSs named are those who were able to respond to the request for information and therefore are small, non-exclusive sample.

2. Appendix 2 Supplementary References: Articles which supplement previous reviews and demonstrate further good practice, and
3. Useful web addresses providing examples of good practice.

2.2 Summary of findings

What became clear in compiling the literature review is that, as a profession, educational psychologists have difficulty demonstrating fully a distinctive contribution to individually specified Every Child Matters outcomes because of the very nature of how psychological skills are applied in an educational or community context (Cameron and Monsen 2005). Many of the involvements reported are evidence of the profession's endeavours to work with and alongside significant others in children's lives.

Also that a primary issue for the profession is developing evidence-based practice (Frederickson, 2002, Fox, 2003) but that to do so requires establishing or recognising the epistemological underpinnings of suitable research methodologies.

The DfES Report (2006) provides a very positive overview of current and potential areas of practice, but how the work of educational psychologists is perceived is frequently at odds with how the profession sees itself. This in part, it is argued, is because of the competing legislative agendas which influence how schools might themselves implement aspects of Every Child Matters compared with the requirement to meet the demands of the standards agenda. However, MacKay (2002) argued that it is also an issue of the location of educational psychologists in local authorities and the predominating special educational needs focus, where the emphasis on educational psychology.

It appears to be the case that in order to change the (mis) perceptions of the educational psychologists' role and remit, referred to in the DfES Report (2006), a vast number of factors need to come together and be addressed within the professional arena which equally must take into account the legislative context.

2.3 Context of the literature review

The profession of Educational Psychology in England has been subject to two substantial research reviews in recent years; the DfEE Report: *Educational Psychology Services (England): Current Role, Good Practice and Future Directions* (2000) and the DfES Report: *A Review of the Functions and Contributions of Educational Psychologists in England and Wales in light of "Every Child Matters: Change for Children"* (2006).

Both reviews draw on a significant range of evidence to demonstrate the value of the work of educational psychologists. This evidence includes case studies, consumer or client opinion, employer opinion and professional self assessment and review. The DfES Report, published September 2006, built on the recommendations of the DfEE Report (2000) to link working practices more specifically to the Government's agenda for change. The DfES Report (2006) was based on research carried out subsequent to the DfEE Report (2000) and in response to the DfES initiated research brief of the Every Child Matters initiative for improving children's services.

The context in which the DfES review (2006) takes place is however much broader and

complex than that of a single professional group under review. What needs to be noted is the potential impact of some other far-reaching reviews and developments on the profession of psychology, including educational psychology, in the United Kingdom (UK).

These factors can be listed briefly as:

- Statutory Regulation
- National Occupational Standards
- Single career path
- Nomenclature
- Children's Work Force Strategy
- Changes to training for educational psychologists
- Common Assessment Framework
- Joint Area Reviews
- Annual Performance Assessment
- Corporate Area Assessment
- Best Value
- Children's Services
- Children's Trusts
- Multi-disciplinary locality teams.

Whilst comment on these developments and legislation is generally outside of the remit of this review it is important that the work of educational psychologists and services is seen in the context of a complex and changing landscape. Indeed, what this literature review suggests is that whilst the profession has always practised 'quietly and unassumingly' in the background in order to make a difference for children educational psychologists have, historically, also been at the forefront of promoting multi-agency and multi-disciplinary work long before it became a political initiative (Stoker, 2002). Stoker stated that:

'There are around 2500 educational psychologists in the UK....according to my estimate....we can assume that the profession has directly contributed to improved life opportunities for approximately 350,000 children and young people in any one given year.'

Further, that:

'Whilst there will still be a need and a priority given to outcomes, the distinctive contribution of applied psychology in education will be to recognise the importance of process in delivering the outcomes'.

There is evidence that educational psychology service managers are in the midst of addressing the agenda of every Child Matters with respect to identifying how to demonstrate the distinctive contribution of educational psychology. However, as educational psychologists are now often members of a children's service, Trust or locality teams, rather than a psychology service, impact assessments and outcomes maybe differently configured to meet government measures than previously described by EPS managers (Cameron and Monsen, 2005 pg.285). The DfES Report (2006) suggests that the holistic contribution of educational psychologists is difficult to quantify.

2.4 Issues for the future of the profession and change management

The aim of this review has been to build on the evidence contained within the DfEE Report (2000) and the DfES Report (2006). Much of the literature argues that as a profession educational psychologists are well placed to address the agenda for change that Every Child Matters introduces (Baxter and Frederickson, 2005, Rowland, 2005, Gersch, Turner and Gilani, 2006, Cameron and Monsen, 2005).

Baxter and Frederickson (2005) argue for 'An evidence base of effective practice....to provide the profession with a confident role in delivering services which have impact'. With respect to similar issues in the National Health Service (NHS), Fox writes (2003): *'The development of evidence-based practice is seen as a process that has three components. The first, and most important, is that the research should provide the evidence on which professional practice is based. The second component is that professionals will base, and change, their practice on best available research evidence. The third component is that, by keeping accurate outcome measures (or what is known as audit within the NHS), services can monitor the effects of their interventions.'*

Baxter and Frederickson (2005) also argue that educational psychologists are 'among the best qualified professional groups to undertake research and development, training and supervision of staff who are delivering services directly'.

Similarly, Rowland (2005) writes:

'... about once in every 40 to 50 years....a significant change in the macro-structure occurs (Children Act 2004) and brings with it a range of opportunities to re-define a profession and allow a new generation of practices to emerge. With the advent of Children's Services and the radical agenda of 'Every Child Matters', and the much welcome beginning of the end of 'special greeds' and 'dash for cash' (AKA 'statementing'), Educational Psychology has a 'window of opportunity' to present a new vision of the profession...'

Common themes throughout the literature relating to the management of change under the Every Child Matters agenda is the need for the profession to promote its leadership role, (Rowland, 2005) establish a value system, (Baxter and Frederickson, 2005), establish basic principles and standard guidelines for practice (Stobie, 2002) and explore the impact of Workforce Reform in the field of applied psychology (Kinderman, 2005, Gersch et al 2006).

2.5 Evaluation of the impact of the work of Educational Psychology Services

An evaluation of EPSs must acknowledge the context in which it is placed. In this case it is the changing context in which all EPSs have been placed and which forms the backdrop to both this literature review and more importantly the DfES Report (2006):

'The emergence of integrated children's services, focused upon key outcome areas for children, is a workforce context markedly different to that within which the previous DfEE research upon role and good practice of EPSs was undertaken. Within this context there are also a number of related initiatives to improve services for children such as BESTs,

CAMHSs and YOTs. In addition there is ongoing concern as to whether the needs of specific groups of children and their carers are being met such as those with low-incidence disabilities, those with BESD and those who are subject to local authority care order (0-19) ('looked after') (pg 16).

The evaluation of the work of EPSs is something many service managers and teams have been engaged in for a number of years. Frequently however these are satisfaction surveys as noted by Baxter and Frederickson (2005). There are now more robust evaluations undertaken by a number of Services (some examples are Portsmouth, Barking and Dagenham, Leicestershire, Tower Hamlets, Birmingham and Greenwich EPSs). This small sample of EPSs' 'work in progress' is, now, asking further questions about the quality of service received as well as the quantity. Also it is becoming much more common practice to involve both parents and children in the evaluation of practice (op. cit). It is clear from the literature that many Services are addressing these issues but are also exploring what consultation means for service development and service delivery in the light of Every Child Matters (Wagner, 2000). For many EPSs work is 'in progress' but very much at different stages of development.

The evaluation of the impact of Educational Psychology Services needs to be seen then in the context of both 'macro-structural' change and developments within the profession of psychology. In particular, the impact of legislative changes on the move towards consultation models of service delivery (Wagner, 2000, and Dickinson, 2000), a model which has been heavily subscribed to by many EPSs i.e. (Wagner, 2000, and Dickinson, 2000).

Such developments in consultation have a sound theoretical basis of discourse, social constructionism and interactionism. The development of professional practice, the how, is now beginning to link practice with process. For example, Gameson et al (2005) describe a 'flexible model of integrated professional practice'. This Constructionist Model of Informed Action (COMOIRA) is designed to 'help all relevant people make conscious, informed choices about the principles, concepts and theories they cannot avoid applying to their practice decisions.' (pg45)

There are other theoretical models of problem solving from what Dickinson (2000) describes as a 'Tatty Model' to models such as the Purpose, Strategy, Outcomes, Review (PSOR) model which Clarke describes as 'the psychology of delivering a psychological service' (Clarke and Jenner, 2006).

An interesting point made by Gameson et al (2005) is that in using such models, the sum of practice is greater than its parts. Therein perhaps lies a problem for identifying the impact on outcome for children and young people of the work of an educational psychologist or EPSs. Alternatively, it might also be seen as the distinctiveness of educational psychology in practice where process, not immediate outcome, is at the core of its activity. It is this focus that contributes substantially to our unique contribution. The implication is that process management, as part of our unique contribution, should also be subject to evaluation even though it may not necessarily have an immediate measurable product or outcome.

The Association of Educational Psychologists (2005) cites a variety of reasons why it is

difficult to evaluate outcomes, not the least that 'Many variables intercede in the development of the child that cannot always be discounted when measuring the effectiveness of an educational psychologist'. It is noted further that the work of educational psychologists is often 'invisible' and 'psychological interventions often have long term outcomes....working at least one step removed from their primary client'.

As the profession moves towards integrated services and Children's Trusts this may further complicate the measurement of educational psychologist's impact on outcomes for children. Booker's (2005) personal reflection on the development of integrated teams raises many issues, not least the isolation of educational psychologists from professional support and what Booker terms (managerial) 'protectionism'. Further, the development of integrated teams and the Common Assessment Framework (CAF) may undermine consultancy as a way of working.

Further, the development of 'joined up' services may be putting the profession at additional risk, as a distinct profession, because of the misperceptions held by other professional groups about the role and remit of an educational psychologist. Ashton and Roberts' (2006) research confirms the findings of the DfES Report (2006). That is, that what is valued by schools is not what is of most 'known value' to the educational psychologist delivering the service. Rather, as seen in the DfES Report it is the 'expert role', usually statutory work, not consultation, which is most valued by schools. The DfES Report indicates that this is due to a lack of recognition or knowledge of the distinctive contribution an educational psychologist may make (pg 99).

The DfES Report (2006) states that many respondents considered that work carried out by educational psychologists could be undertaken by other professionals. This question asked by the researchers may initially be seen as undermining the profession.

However, this is extremely positive and marks a departure from an historically 'super SENCO' role that educational psychologists of sometimes adopted or were prescribed, to that of an applied psychologist in a community context. The review (DfES 2006) reflects current thinking by Gersch et al (2006), Stobie (2002) and Kinderman (2005) who, amongst many others, argue that a way of increasing the status of applied psychology is by establishing a single career route leading to the development of specialisms; i.e. child, adult, organisational psychology. In arguing for skilled specialists rather than 'generalists' Stobie (2002) writes:

'Working as psychologists with highly developed specialised skills and knowledge, and responding to diverse problems would be a genuine 'reconstruction' of the profession.'

There is little literature on the impact of service delivery currently available, but what Baxter and Frederickson (2005) suggest is that educational psychologists ought to be demonstrating 'the achievement of improved outcomes for children'. How this is to be demonstrated is not addressed in their article. However, this is the very issue many Services are struggling with. Best Value, Standards and Every Child Matters agendas are often competing or conflicting agendas, placing Services in conflicting systems of accountability. This point is identified in the DfES Report (2006) as an issue to be addressed.

So, how have other professions dealt with this issue? The NHS has begun to make the transition to evidence-based practice by:

- Setting National Standards through the National Institute of Clinical Excellence (NICE) and the National Service Framework;
- Improving systems of local quality assurance through clinical governance;
- Developing professional self-regulation and continuing education;
- Monitoring the implementation of standards through the Commission for Health Improvement and a performance management framework using performance indicators (Fox, 2003).

Further that 'Increasingly there is a belief that evidence-based guidelines on best practice are the cornerstone of providing professional service to the public' (Fox 2003).

In response to this agenda there have been significant national developments in pulling together current practice and frameworks for the application of educational psychology.

A very useful model of the extent and range of educational psychology work was presented at the NAPEP Conference (23 May 2006). This model looks at three dimensions of applied psychology in impacting upon a fourth dimension, Outcomes for Children and Young People. Consultation, assessment, intervention, training and research are identified as core activities within an EPS. These activities take place, to greater or lesser extent, across Local Authorities, multi-agency teams, networks, in educational and early years settings and with children and young people in family and community settings. The three levels of work identified in order to achieve the five outcomes of Every Child Matters are specialist, targeted and universal services.

Service managers are endeavouring to address impact issues in service planning and there are some excellent examples of suitable evidence to be collected to demonstrate impact upon the five outcomes, (eg. Plymouth, Barking and Dagenham, Leicestershire, Tower Hamlets, Greenwich, Birmingham and Wandsworth).

Examples of EPS activity which can be evidenced to impact upon the five outcomes are taken from 'unpublished' LA documents kindly provided to support this review. One service manager identifies 'current or potential EPS activities'.

Below are listed examples of the range of work undertaken to meet the five outcomes:

Be Healthy

Be Healthy involves many service members in using consultancy methods with respect to:

- circle of friends,
- anger management,
- social skills
- restraint training/de-escalation

It also involves direct work with;

- looked after children
- young carers, and parent/carer groups.

Most activities from the small sample available relate to being 'Mentally and Emotionally Healthy'. Physical, sexual health and substance abuse are areas of potential involvement, in particular the link between physical and mental well being.

Enjoy and Achieve

The small sample of EPSs' plans looked at suggested that significant involvement is already occurring in daily practice through multi-agency working to promote and develop the outcome (EVERY CHILD MATTERS) 'Enjoy and Achieve'. Activities include working with others at a consultancy and direct intervention level:

- BEST
- Behaviour Improvement Projects (BIP)
- Portage
- Early Years Inclusion Teams
- ICAN
- Dyslexia Friendly Schools and Dyslexia Friendly LEAs
- Surestart
- Children's Centres.
- Child Development Centres
- Communication Clinics
- Increasing a schools capacity to assess and meet learning needs
- Promote literacy and the National Primary Strategy.

Make a Positive Contribution

EPSs often have a range of activities in place;

- assessment
- casework

Stay Safe

Service plans highlighted that work undertaken was in the following areas:

- mental health issues
- therapeutic interventions
- anti-bullying strategies, and projects to training with school staff, SALTS, parents and so on.
- child protection
- anti-discriminatory work including antiracism, homophobic bullying.

Achieve Economic Well Being

From the small sample looked at this outcome was not particularly highlighted. Most areas of work related to this outcome was post-16 work, usually involving managing student transition plans and support planning. However, the DfES Report (2006) found little difference in the quantity and quality of work across all five outcomes, including 'Achieving Economic Well-being'.

This small sample replicates the DfES Reports findings that EPS are 'planning their service delivery models around the extent to which their work addresses each of the five outcomes'. What is also evident from the plans looked at in this literature review is that they significantly reflect the findings of the DfES Report (2006) with respect to the range of work undertaken by educational psychologists but also the huge potential for more systemic work.

Impact assessment is also an area in which many EPS are devoting their energies. The primary task for EPS is obviously to provide evidence of outcomes to meet the Inspection judgements for CAA. Frequently outcomes are evidenced by the return of numerical data which demonstrates appropriate increase or decrease in previously reported outcomes and national or local targets.

The current ways in which many educational psychologists record outcomes in order to meet inspection criteria reflect the recommendations of the DfEE Report (2000) to provide:

- Minimum quantitative measurements giving details of activities;
- Minimum qualitative measurements from user feedback (pg.55).

So, for example, an EPS' returns require details of an increase in the rate, level or number of the following:

- inclusion
- attendance
- literacy and numeracy levels
- referral rates
- meeting statutory deadlines
- parental involvement
- pupil involvement
- reintegration
- transition.

And a corresponding decrease in:

- exclusions
- requests for statutory assessment
- tribunals (SENDIST)
- schools causing concern
- special school placements
- out authority placements
- pupil support plans (BESD)
- incidence of reported bullying
- incidence of reported discrimination.

Other methods of identifying impact include surveys, questionnaires, interviews and focus groups. These measures are becoming more outcomes focused in terms of Every Child Matters and increasingly involve training others (SENCOs or administrative staff) to carry out the surveys or interviews (e.g. Barking and Dagenham, Tower Hamlets EPS).

For some EPS planning has also involved a risk assessment to explore potential barriers to achieving improvement in outcome. This often involves services in developing more robust communication strategies and a detailed clarification of roles, boundaries and responsibilities. It may also involve Impact Assessments of new policy developments as required by the Race Relations (Amendment) Act 2000. There are many fine examples of written information about what an EPS does and how. Two excellent examples are those produced by Barking and Dagenham EPS (www.barking-dagenham.gov.uk) and Kent EPS (www.Kent-eps.org.uk).

Service planning and evaluation with respect to the five outcomes is, as suggested previously, often in the early stages. The DfES Report (2006) points out that;

'.. schools are not actively directed to play a full part in implementing the provisions of the Children Act in relation to the five Every Child Matters outcomes and may still be influenced by the slightly more narrowly focused standards agenda' (pg, 99).

The Report goes on to say:

'This being the case, it is perhaps not surprising the school respondents were less likely to rate educational psychologist's work in terms of the extent to which it addresses the five EVERY Child Matters outcomes than respondents working outside of the school system where Every Child Matters may have a higher profile' (pg 99).

In concluding this part of the literature review the DfES Report (2006) suggests that:

'...educational psychology services....have begun to develop and evaluate their services around the five outcomes. It is likely that this work will be strengthened over the next few years with the result that services can target their work effectively and provide a reliable and accepted series of benchmarks against which to evaluate the effectiveness of their services in terms of promoting these five Every Child Matters outcomes.'

The DfES Report (2006) also strongly recommends that by addressing the Every Child Matters within an EPS and educational psychology work this will contribute to 'the embedding of the Every Child Matters agenda within schools and the educational psychologist's role within it.'

2.6 An evaluation of the impact of the work of Educational Psychologists

The DfEE Report (2000) and DfES Report (2006) cite a significant and substantial amount of case study, research and reported evidence relating to the work of educational psychologists. In conducting the DfES review (2006) several questions were posed, primarily to elicit the nature of the distinctive contribution of educational psychology.

As part of the DfES Review (2006) many stakeholders were consulted, some (AEP, DECP, NAPEP) provided extensive detail of examples of work that might be considered to represent the distinctive contribution of the profession including work at the forefront of developing, promoting and sustaining multi-disciplinary working.

It is apparent from the literature that distinctiveness is a difficult quality to identify unless it is an experimental or epidemiological study and in those cases it is the intervention not the psychologist which might result in a significant distinctiveness or difference.

In reviewing current literature, from 2000 to the present, most, if not all publications were impressive. The reason they were impressive was not just to do with the range, depth and quality of work educational psychologists and EPS are engaged in, but that the vast majority were based on a strong theoretical and psychological perspective. Indeed, many demonstrated the earlier point made in this literature review of the use psychological process. However, process as an activity is difficult to evaluate or evidence by way of

outcomes and it was an element that the literature provided little evidence of.

Whilst the literature provides many examples of strategic, planning, leadership and management aspects of individual educational psychologists and EPS work, there is little evidence of how this work is evaluated, except in terms of EPS service delivery and development.

2.7 Contributions to Government Consultations

The DECP, AEP and NAPEP are extremely active in responding to government consultations on a wide variety of issues. These responses are excellent examples of the contribution of the profession to outcomes for children and young people.

One of the most recent was the DECP's submission (as lead Division for the BPS) on bullying. This submission was to the Education and Skills Select Committee Inquiry into Bullying. It is a significant piece of work which demonstrates the knowledge, skills and practice of educational psychologists in this field. A summary of the submission is being prepared for publication.

The wider publication and circulation of such submissions would this and all other such submissions would contribute to the educational psychology knowledge base and also recognise achievements, as indicated by Gersch et al (2006).

2.8 Health and Social Care evaluative measures

Within Health and Social Care publications there is a plethora of literature which is both academic research and practitioner based. Many examples of measuring impact and outcomes are funded research and time limited projects, often with a single focus.

As Fox (2003) states with respect to the developments within the NHS:

'Central to evidence-based practice is that research can be evaluated...that the first step in deciding on the best practice is evaluating the quality of the research that underpins it.'

Within the NHS, Fox, in the same article, provides a hierarchy of acceptable ways within the NHS that quality research is evaluated in programme/treatment effectiveness:

- A systematic review of randomised controlled trial
- At least one randomised controlled trial
- At least one study without randomisation
- At least one other type of quasi-experimental study
- Non-experimental descriptive study, such as comparative, correlational, case studies
- Evidence from expert committee reports or opinions and/or clinical experience of respected authorities.

Fox points out that the 'gold standard' is awarded to 'a systematic review of randomised controlled trials'. Consequently, such specificity of research design does not seem to be particularly helpful to a profession whose work 'permeates' (Fox, 2003, Cameron and Monsen, 2005) the psychology of delivering a psychological service (Clarke and Jenner, 2006). Time has not allowed for a fuller exploration but the following comment by two

Health Psychologists is interesting from an educational psychologist's perspective.

'If psychologists are to maximise their contribution to public health, it is not sufficient merely to demonstrate associations between psychological factors and health outcomes, or even to conduct a randomised trial showing that a psychologically orientated intervention has health benefits. It is necessary to develop advocacy skills to work towards having the findings implemented at local and national levels' (Wardle and Steptoe, 2005).

It appears that other applied psychologists also wish to have a greater impact on clients by influencing policy.

2.9 Conclusion

Other than research by academics in the field of educational psychology, who are frequently also practitioners, most of the documented research identified in previous reviews and this review of practice in educational psychology is driven by LA initiatives or particular interests of practising field workers, or Service managers. The overarching focus of such research is influenced by work around vulnerable groups in educational and care settings. However, the theoretical underpinning of research for this professional group of educational psychologists is based in a humane and human science where outcomes may become evident over time.

The two recent reviews (DfEE, 2000, DfES, 2006) substantially demonstrate the value of educational psychology as a professional discipline which contributes to the well-being of CYP and families. However, the issue of identifying 'distinctiveness' is, it is suggested in this literature review, inextricably linked to the nature of educational psychology and how it is applied in the field.

Because of the contexts in which educational psychologists and EPS work, it is essential that they are able to frame their work, and provide evidence of effectiveness, within the terms of the five outcomes for children. Historically, educational psychologists and EPS have provided evidence of the effectiveness of interventions that they have promoted. There is little information on the specific and unique role that the educational psychologist played. There is literature on the psychological approaches used by educational psychologists in many aspects of their work. The effectiveness of the application of these processes is not itself included in evaluations.

MacKay (2002) reminds readers of an important endorsement of the profession he made in 1999 (Scottish Education, 1999, pp.815-825):

'Educational Psychology is a confident profession which has not only adapted successfully to change itself, but has been the facilitator of considerable change and development within the education system as a whole...It has developed a pivotal role in shaping policy and provision in the field of special educational needs, and in addressing its current challenges, it is well placed to offer an extended range of effective services.'

3. THE EVALUATION MATRIX

3.1. Introduction

As outlined in the introduction and the literature review, evaluation of the effectiveness of educational psychologists is the majority of cases problematic, particularly because of the number of variables that intervene between the psychological input and the outcome. In an attempt to present clear guidance, this evaluation framework focuses on aspects of educational psychologists work most directly concerned with outcomes for CYP and their families. In some casework activities, where there is a tightly-defined purpose and readily available measures to both pre- and post-test situations, the evaluation can be relatively straightforward, particularly on those occasions where there is a direct and singular relationship between the intervention and the outcome, where the evaluation is of the effectiveness of a strategy or approach. Measuring the effectiveness of the use of Precision Teaching with a single child, for example, is readily evaluated by the use of appropriate pre- and post-tests. The 'messy' real world in which educational psychology works is rarely that simple or straightforward. For example, there are many ways in which educational psychologist's activities are not merely with CYP but involve adults and often only adults. The application of the intervention may be delivered by an adult under the direction of an educational psychologist, or even by a learning assistant directed by a teacher who is acting on the advice of an educational psychologist. Simple pre- and post-testing as an evaluative tool is not always relevant to the work of educational psychologists.

The link, therefore, that exists between the majority of casework that an educational psychologist might engage in to help CYP to progress towards their desired outcomes and the effect of their work on those outcomes themselves is nearly always indirect but not intangible. The outcome themselves as defined in Every Child Matters are global and work has been undertaken elsewhere to ensure they are subdivided to provide guidance for areas for judgement of the value of the work of local authorities, in those terms.

The evaluation model proposed in this chapter begins with the activity and seeks to identify links with the global Every Child Matters outcome. To be able to understand that link sufficiently to allow consideration of the appropriate evaluative measures, there needs to be a series of intervening steps. The evaluation model proposes two intervening steps between the *EP Activity* and the *links* with Every Child Matters outcome columns; '*purpose*' and '*with whom*' columns. These will then inform the choice of *Evaluation Outcomes*.

The final model headings are illustrated below. This chapter develops the reasoning behind the model. A worked example will be developed in this chapter to illustrate the operation of the evaluation matrix.

EP Activity	Purpose	With Whom	Links With ECM Outcomes	Evaluation Options
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3.2. Structure of the Evaluation Matrix

Ofsted will assess and measure the performance of CSA by use of CAA. Whilst the Working Group does not suggest that educational psychologists focus their evaluation

only on these areas, the Group acknowledges the value of the framework as source guide for colleagues seeking to relate their work to outcomes. The framework is a useful reminder that the evaluative data sought by Ofsted and therefore required by commissioners are data about CYP outcomes, not data about the educational psychologist's activities.

There are a number of factors that compound the relationship between educational psychologist's activities, or outputs, and the outcomes for CYP. These include; the number of people (and Services) involved with the child(ren) and the other activities that the child(ren) might engage in or be exposed to, the number of variables that could potentially interfere with data between an intervention and the eventual outcome for the CYP. It is not possible to factor out those variables easily and reliably. What is possible, though, is to look at the educational psychologist's activity and its purpose and take measures in close proximity to the activity that evaluate its effectiveness as a process. What is needed is a measure of the activities achievement in terms of its purpose. In this context it is important, therefore, to distinguish the purpose from the activity and to see the *Purpose* and not the *Activity* as the object of measurement. A superbly developed and presented activity will be of little value unless it focuses on the purpose for which the activity was designed. The evaluation matrix facilitates the establishment of the linkage of the activity to the desired outcome. The role of the *Purpose* column and the other intervening columns is to create the necessary stepping-stones that establish that linkage.

3.3 Defining EP Activity

Definition of the *EP Activity* should be purely in the terms of what the actions are that make up the intervention. Within this model the *EP Activity* is simply that which the educational psychologist has done. It is not useful within the evaluation matrix to describe in the *EP Activity* column anything other than that. The *EP Activity* needs to be the answer to 'what?' rather than 'why?' The 'why' question is rightly addressed in the *Purpose* column.

Behavioural psychology informs us that the effective way of defining an activity with least confusion is to start the definition with an action verb. The correct verbal usage can be tested by what is sometimes referred to as the 'Hey, you!' test. In other words, if the descriptor begins with a verb and it can logically follow 'Hey you!' and still make sense, then the descriptor will indicate the necessary action. In the following example the 'Hey, you!' test can be applied to both the verbs 'run' and 'model'. In the worked example the *EP Activity* descriptor clearly indicates that the educational psychologist had run a group activity and at the same time was modeling the activity for other adults.

EP Activity	Purpose	With Whom	Links With ECM Outcomes	Evaluation Options
To run and model a group activity				

An educational psychologist's activity may contain some subordinate activities. In this example, the *EP Activity* has two distinct elements to it; *running* and *modeling* a process. In the strictest sense, these should be separated into two distinct activities

because there are two distinct purposes. The development of the *Purpose*, see below, distinguishes these elements and that distinction is further clarified in the *With Whom* column. In this worked example and other similar cases, it is appropriate and helpful to distinguish the two or more elements and break the educational psychologist's activity into subordinate activities. It may be helpful to re-frame the original wording of the activity, as in the worked example.

EP Activity	Purpose	With Whom	Links With ECM Outcomes	Evaluation Options
To set up group activities on thinking skills: <ul style="list-style-type: none"> • To run a thinking skills group • To model teaching thinking skills 				

3.4. Relating the EP Activity to the Outcome

As noted above it is possible in non-complex interventions to use straightforward measures of effectiveness such as pre- and post-testing. However, even with a simple single example of the use of Precision Teaching with a single child, it is possible, and probably correct, to consider other outcomes for the work in relation to capacity building of the adult supporter, if one is used. Such measures that show the developing relationship and the effect on the parent or teacher's views and relationships with the child would be appropriate in such cases. There are also appropriate times when measures of the child's affect, attitudes and behavioural change may be taken into account when evaluating the effectiveness of the intervention.

The tabulated approach, referred to here as the evaluative matrix, starts from the point of the activity that the educational psychologist utilises. However, this is not the outcome information that any commissioners of educational psychology will seek; they require data that informs them of the effectiveness of the activities in terms of children's outcomes. The evaluative matrix needs to relate the intervention and the outcome leading to the insertion of the fourth column; *Links with ECM Outcomes*.

EP Activity	Purpose	With Whom	Links With ECM Outcomes	Evaluation Options
To set up group activities on thinking skills: <ul style="list-style-type: none"> • To run a thinking skills group • To model teaching thinking skills 			<ul style="list-style-type: none"> • Being (emotionally) Healthy • Enjoying and Achieving • Making a positive contribution 	

In the worked example the link between the activity and the desired outcomes is both direct and indirect. All educational psychologists will be able to discern the ways in which running and modelling group activity may be seen to be responses to the outcomes of helping CYP *Enjoy and Achieve* and *Being Healthy*. However, the simple link does not fully explain this as the activity 'Running and modelling a group' is not defined. To clarify the link between the activity and the outcome, intervening explanatory steps are required. These are the *Purpose* of the activity and the recipient of the activity, *With Whom*. It is important to note here that the *Links with Outcomes* should not be completed until the intervening columns, *Purpose* and *With Whom*, have first been defined. It is entirely possible that the educational psychologist has a view at this stage about the relevant desired outcomes. However, to restrict the choice at this stage may lead to some outcomes the work feeds into being overlooked. The working group recommends that the educational psychologists should, at most, pencil-in the outcomes at this stage.

3.5. Defining the Purpose

It is important that once having defined the *Activity* the educational psychologist then defines the *Purpose*. Best practice indicates that the educational psychologist has already agreed with the commissioner of the particular piece of work the purpose of any intervention before she/he begins any activity. The commissioner of educational psychology services may not have in mind the subordinate purposes that the educational psychologist will have identified.

In the worked example, the educational psychologist has agreed with a class teacher to undertake some work relating to the development of children's thinking skills. This was following a discussion with the teacher where she had expressed an interest in the area and wanted to develop the thinking skills of the children in her class. On this occasion, the educational psychologist and the teacher have decided that the best way forward would be for the educational psychologist to introduce a thinking skills programme and model the activities for the teacher. The activity then has two purposes. The overriding purpose is to improve the children's thinking skills, which affords direct measurement in relation to the outcome of *Enjoying and Achieving* and implied measures for the outcomes of *Being Healthy* and *Making a Positive Contribution*. There is also a second purpose, the building of the capacity of the adults to work in this area, which affords indirect measures against the same three outcomes.

A clear definition of the purpose at the initial pre-intervention stage will inform the evaluative measures needed to produce evidence in relation to the outcomes of the intervention. As noted above, while it is essential to produce measurement in terms of the desired outcomes for CYP, the link between the purpose and the desired outcomes will provide a process that allows the measurement of the outcomes of the activity to be taken as a measure of the outcomes for CYP.

EP Activity	Purpose	With Whom	Links With ECM Outcomes	Evaluation Options
To set up group activities on thinking skills: <ul style="list-style-type: none"> To run a thinking skills group 	To improve children's thinking skills		<ul style="list-style-type: none"> Being (emotionally) Healthy Enjoying and Achieving Making a positive contribution 	
<ul style="list-style-type: none"> To model teaching thinking skills 	To enable adults to improve children's thinking skills		<ul style="list-style-type: none"> Being (emotionally) Healthy Enjoying and Achieving Making a positive contribution 	

3.6. Defining the audience

Much of an educational psychologist's work takes place with people other than the 'primary client'; the child. Many educational psychologists support CYP through working in a consultation model that often requires the adults who support the child(ren) in discussion around the child's difficulties and leads to collaborative problem solving. Even where there is individual assessment of children, the educational psychologist will usually expect to provide the supporting adults with recommendations for the development and management of the CYP learning and behaviour

For example, the educational psychologist may be recommending specific strategies for the teaching of reading that respond to an individual child's strengths and learning style. Similarly, the educational psychologist may recommend a particular classroom management strategy to help the teacher create an appropriate pro-social learning environment in the classroom. Often the teacher will delegate some of the responsibility for delivering a programme designed by an educational psychologist to a classroom or learning assistant.

The educational psychologist's work is, therefore, second or third hand before it actually has an impact on the CYP. This does not mean that the educational psychologist's work is not child focused, nor does it mean that his or her work will not have an impact on the desired outcomes for any particular child or group of children. The *With Whom* column allows for that important distinction between those for whom the work is designed and those by whom it is actually undertaken. Of course, one would always say that the ultimate purpose of any work by an educational psychologist is ultimately for the benefit of CYP, individually or collectively.

It is helpful, however, as in this example, to have distinguished that one element of the work that is for the direct benefit of the group of children and the second is for the development of the adults. The *Purpose* helps make that distinction about whom the

work is for. The eponymous *With Whom* column is about making clear the direct targets of the work and in that way it elaborates on and separates from the *Purpose*. Distinguishing between the 'who for' and 'who with' provides a more precise evaluation in terms of the *Desired Outcomes*.

In this chapter's worked example there is one activity, sub-divided into two, with two purposes, or sub-purposes; the overarching improvement of children's thinking skills and the capacity building of the teacher in delivering this type of work. While both of these purposes will, if properly delivered, have benefit for the children in the group, the direct effect of the group activity may have an impact on different outcomes from those affected by the secondary advantages derived from the enhancement of the adults. It will also allow for the wider use of different measures when considering the *Evaluation Options*. If the educational psychologist's activity is a direct intervention, direct outcome measures can be used. If the intervention is through others, the educational psychologist has to tease out what she/he has done to have an impact on the adults.

EP Activity	Purpose	With Whom	Links With ECM Outcomes	Evaluation Options
To set up group activities on thinking skills: • To run a thinking skills group	To improve children's thinking skills	Whole class	<ul style="list-style-type: none"> • Being (emotionally) Healthy • Enjoying and Achieving • Making a positive contribution 	
• To model teaching thinking skills	To enable adults to improve children's thinking skills	Adults	<ul style="list-style-type: none"> • Being (emotionally) Healthy • Enjoying and Achieving • Making a positive contribution 	

3.7. Allocating Links with Outcomes

This column of the evaluation matrix is the point at which the links between the work undertaken and the outcomes for CYP are established. The outcomes should be relatively easy to establish and reference to the sub areas of the outcomes for CYP chart will be helpful. It is also possible to make reasoned value judgements about the input to different outcomes.

In the worked example the activity undertaken is one that aims to develop children's thinking skills. As such they feed into the purpose of developing thinking skills. Thinking skills are an essential element of learning and achievement and clearly feed into that outcome. The nature of group activities is such that it feeds into group and pro-social skills. The social skills developed are part of the body of skills that comprise emotional

literacy and as such feed into the outcome for *Being Healthy*. Thinking skills and pro-social skills are stepping stones towards being able to participate in the active promotion of social activity, engagement and leadership. It is appropriate to include *Making a Positive Contribution* as an outcome worked towards.

EP Activity	Purpose	With Whom	Links With ECM Outcomes	Evaluation Options
To set up group activities on thinking skills: <ul style="list-style-type: none"> To run a thinking skills group 	To improve children's thinking skills	Whole class	<ul style="list-style-type: none"> Being (emotionally) Healthy Enjoying and Achieving Making a positive contribution 	
<ul style="list-style-type: none"> To model teaching thinking skills 	To enable adults to improve children's thinking skills	Adults	<ul style="list-style-type: none"> Being (emotionally) Healthy Enjoying and Achieving Making a positive contribution 	

3.8. Evaluation Options

In the worked example the evaluator has chosen to use both pre- and post-test measures to evaluate progress in differing dimensions. The evaluator has also chosen to use a control group to indicate the differences between the effectiveness of this intervention compared with no intervention at all. Use of this approach allows the demonstration of the growth that children have made. It is important to note that the variety of evaluation options used should indicate the development in outcomes and the sub-skills that support that development. For example, a measure of locus of control relates to self-confidence but also reflects the skills involved in thinking skills that support that self-confidence.

Measures relating to the second purpose can be used to assess development in both adult and child behavior. Measures of adult behavior are appropriately placed against outcomes for CYP as it is assumed that empowering the capacity of groups of adults in their work with CYP will have a positive effect on other CYP who may not be involved in the initial work. By modeling activity with a group, the educational psychologist has a measure of the effectiveness of the intervention directly with children. This could be used to extrapolate and predict the effectiveness of future work by the adults involved in the training element of the intervention. Some measures, therefore, need to be taken of the acquisition of skills and confidence of the adults involved in this particular activity. The evaluation matrix still allows these measures to illustrate progress in relation to outcomes for CYP.

The completed evaluation matrix for a further worked example of similar activity is also included to indicate how a basic programme of precision teaching can also be applied through the evaluation matrix.

EP Activity	Purpose	With Whom	Links With ECM Outcomes	Evaluation Options
<p>To set up group activities on thinking skills:</p> <ul style="list-style-type: none"> To run a thinking skills group 	To improve children's thinking skills	Whole class	<ul style="list-style-type: none"> Being (emotionally) Healthy Enjoying and Achieving Making a positive contribution 	<p>Use of pre/post intervention measures.</p> <p>Include use of a control group.</p>
<ul style="list-style-type: none"> To model teaching thinking skills 	To enable adults to improve children's thinking skills	Adults	<ul style="list-style-type: none"> Being (emotionally) Healthy Enjoying and Achieving Making a positive contribution 	Use of teacher per/post questionnaires on skills, confidence and understanding of intervention and delivery

Example 2

EP Activity	Purpose	With Whom	Links With ECM Outcomes	Evaluation Options
<p>To support the delivery of precision teaching</p> <ul style="list-style-type: none"> To use a precision teaching approach with some individual children 	To improve children's basic literacy skills	Whole class	<ul style="list-style-type: none"> Being (emotionally) Healthy Enjoying and Achieving Making a positive contribution 	<p>Use of pre/post intervention measures.</p> <p>Use of teacher administered pre/post intervention questionnaires</p>
<ul style="list-style-type: none"> To model precision teaching approaches 	To enable adults to improve children's literacy skills	Adults	<ul style="list-style-type: none"> Being (emotionally) Healthy Enjoying and Achieving Making a positive contribution 	Use of teacher per/post questionnaires on skills, confidence and understanding of intervention and delivery; Likert Scale

The worked examples have shown how the evaluation matrix can be used to evaluate the effectiveness of two educational psychologist's activities involving direct intervention with CYP and in increasing the capacity of school staff to deliver interventions appropriately.

Example three considers how the educational psychologist may apply psychological theories, in what may be termed therapeutic interventions, by reflecting on 'what' the educational psychologist did, and the normally internal 'why' of the process. Educational psychologists are trained and skilled in a range of interpersonal skills and therapeutic approaches. In working with CYP, as in Example three, the educational psychologist will call on these resources during the process of the work. It is not usual for this process of the internal thought, selection and trying of different theories or methodologies to be articulated by the educational psychologist, except possibly in supervision. The analysis of the decision making process and the outcomes is worked through in Example three.

Example 3

EP Activity	Purpose	With Whom	Links With ECM Outcomes	Evaluation Options
To help the individual student avoid permanent exclusion • To use a range of CBT approaches to enable the student to experience greater locus of control	To improve the student's self-image and self-esteem	Whole class	<ul style="list-style-type: none"> • Being (emotionally) Healthy • Enjoying and Achieving • Making a positive contribution 	Use of pre/post questionnaires; Locus of control, Resilience factors
• To use script, rehearsal and de-brief of dealing with conflict with adults	To improve the student's attitude and approach to adults during conflict	Adults	<ul style="list-style-type: none"> • Being (emotionally) Healthy • Enjoying and Achieving • Making a positive contribution 	Use of teacher per/post questionnaires on student's attitudes and behaviour Student self-reporting/evaluation

Example four, overleaf, looks at the wider scope of educational psychologists work and considers evaluation of the effectiveness in whole school work within a multi-agency approach, such as might be carried out as part of an LA or government project or initiative. In this example, the work of the educational psychologist is identified in a number of activities.

Example 4

EP Activity	Purpose	With Whom	Links With ECM Outcomes	Evaluation Options
Specialist Psychologist leading multi-agency team	To run a multi-agency approach to reduce the incidence and intensity of challenging behaviour for specific children	Children aged 4-7 years , their parents/carers and teachers	All five outcomes are affected : <ul style="list-style-type: none"> • Safe; Emotionally healthy; Enjoying and achieving; Positive contribution ; Economic well-being 	<ul style="list-style-type: none"> • Pre-post test information from children, teachers parents and carers to show the effect on the incidence and intensity of behaviour • Long term follow-up • Letters from parents • Letters from schools • OFSTED reports
<ul style="list-style-type: none"> • EP as team leader 	To enable multi-agency approach to run effectively by supporting the emotional well-being of the team	Multi agency team	<ul style="list-style-type: none"> • Being (emotionally) Healthy • Enjoying and Achieving • Making a positive contribution 	<ul style="list-style-type: none"> • Team meeting feedback , • 360 evaluation, Professional Development Reviews • Funding sustained
<ul style="list-style-type: none"> • EP as training lead with schools on three- day training 	To enable the teachers to implement the approaches in school which are modelled in the training	Teachers and support staff in the child's school	ll five outcomes are affected :	<ul style="list-style-type: none"> • Teacher evaluation immediately following the training • Team teacher and role

3.9. Conclusion

The role of the evaluation matrix is to provide the educational psychologist with measures of aspects of his or her work and relate these directly into the Every Child Matters outcomes for CYP. The evaluation matrix outlines a process that develops from the purpose of an activity through to the specific outcomes of an activity. The examples in the evaluation matrix provide for pre- and post-measures of skills and activities, suggest the use of control groups and other standard evaluation research measures. This is not intended to be prescriptive, but for the examples chosen, indicates good practice. The use of this model of assessment also indicates that the evaluation methods need to be considered and chosen prior to the intervention. This is also a reflection of good practice.

It is not the role of this chapter to indicate the whole variety of measures that may be available to the evaluator. The choice of measure is one that is open to the educational psychologist to choose and is informed by the process of working through the evaluation matrix. The matrix itself can form part of the evaluation and the justification of the work involved. This is especially relevant when the role and contribution of educational psychology is part of the measure. While it is not possible always to provide direct measures of CYP development in a particular outcome, it is possible to show development of the sub-skills that build to the generalised outcome and the evaluation matrix provides a justification in relation to those specific outcomes.

4. CONCLUSION

The Working Group that has produced this report was given the task of providing a means of evaluating the work of educational psychologists in the terms of outcomes for CYP as defined by Every Child Matters. The DECP, AEP and NAPEP saw that this was a significant area for development within the canon of work relating to the pedagogy of educational psychology. Evaluating the work of educational psychologists in the light of outcomes for CYP is not a direct or a simple matter. The number of variables between an activity and the outcome can be extensive and sometimes difficult to define. It is difficult to quantify useful qualitative data relating to the distinctive contribution of educational psychologists, and working within multi-disciplinary settings often further complicates the identification of the contribution made by a single professional group.

The current nature and application of educational psychology casework in an educational and community context within the U.K. is primarily the work of an individual or group of educational psychologists through significant others in a CYP life. Educational psychologists are often (as the AEP states) at least one step removed from direct contact with a CYP or family. This makes their work 'invisible'. They usually work with organisations and CYP and families over extended periods of time. As a profession, educational psychologists could be described as process managers and progress chasers grounded in highly variable but substantive theoretical underpinnings, leading to differences in the way they work and deliver services. Defining or identifying hard outcomes is difficult.

The evaluation of the effectiveness of educational psychologists casework most directly concerned with CYP can be considered and recorded in three domains:

- Direct intervention with CYP and their families
- Indirect intervention, usually with adults, that will have an impact on outcomes for CYP through the activities of those adults
- The applied psychological theories and approaches selected by the educational psychologist and used to affect change.

Educational psychologists also work in wider contexts. Often, where examples of good practice are cited in literature, for example, in small research projects, or developing interventions, it is difficult to quantify or elicit useful qualitative data of a distinctive contribution. Educational psychologists and EPS have historically worked in a multi-disciplinary framework and the vast majority of the literature reviewed demonstrated this guiding principle. Multi-disciplinary work and inter-agency teams have now become a requirement on all participants for the care, assessment and support of vulnerable children and young people. The current literature available provides us with evaluations of interventions and usually in a multi-agency context. Teasing out the contribution or impact of educational psychology is something the profession needs to address.

Given the complications of differentiating the distinct and unique contribution of educational psychology to the outcomes that any child may achieve, it becomes more than problematic to find a single measure or set of measures that may provide the necessary data. This report does not therefore set out to prescribe any tool or set of tools for the educational psychologist to use to evaluate his or her work. Instead it proposes a process that will allow the educational psychologist to use tools of his or her choice that will demonstrate the efficacy of the activity. The evaluation matrix provides a structure for the educational psychologist to develop the evaluation of his or her work and to indicate areas of the work can be assessed. The evaluation matrix does not attempt to provide or recommend specific tools for evaluation, although the attached references indicate sources where these may be found. Hopefully there is a simplicity that has developed to the process, although it is recognised that the analysis and development of an evaluation by using the matrix will in itself be a challenging task.

The evaluation matrix works through basic first principles of analysing the purpose of the task to be evaluated and describing the task. This has a direct relationship with good educational psychology practice where interventions should begin with a conversation which defines the purpose of the intervention with those who are requesting it. From there comes the first planning development of any intervention and associated tasks or activities. The implication is therefore that the evaluation of the work will have begun at this earliest stage. The evaluation matrix requires a definition of the 'audience' of the task or activity. In this way it acknowledges that the evaluation may in itself be partly achieved by providing data in terms of the growth of the skill level of the audience. This allows the assessment of 'capacity building' with schools etc to become a legitimate measure of effectiveness, and for large scale activities, for example, in leading a multi-agency team, to also be evaluated for effectiveness. The evaluation matrix seeks to consider how the effectiveness of the educational psychologist's processes may be evaluated, as well as the more traditional evaluation of an intervention technique to meet a specified need of CYP.

It is hoped that the evaluation matrix will provide those in the profession of educational psychology with an approach to the evaluation of their work in terms that are directly understandable for those who need to have an assessment of educational psychologists efficacy in terms of CYP outcomes. The evaluation matrix provides educational psychologists with a tool that is both fit the purpose and relevant to the current workplace. Its effectiveness will, however, depend upon the skill of those who use in both evaluating their work and using it to interpret that work in the terms of current educational practice. Used appropriately, the evaluation matrix will provide a robust measure for a fast advancing and modern profession that demonstrates its high quality and valued activities with positive outcomes for CYP.

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