youngballymun

Pioneering Prevention and Early Intervention

What's the Story?

Is *youngballymun* Contributing to Improved Child Outcomes?

Draft Performance Story Report of a Complex Community Change Initiative between 2007 and 2015 for review by *youngballymun*'s Expert Jury

Contents

Overview

youngballymun, is a ten-year complex community change initiative, uniting more than 30 cross-sectoral organisations in a highly structured, collaborative process - to design and implement a series of comprehensive and mutually reinforcing service strategies organised around collectively impacting on the learning and wellbeing outcomes of children in Ballymun. Funding for the initiative, from the then Office of the Minister for Children and Atlantic Philanthropies, commenced in 2007, and following a process of re-engaging stakeholders', initial implementation started in 2009.

The literature indicates that collective impact initiatives, like *youngballymun,* should begin to make progress on their ultimate (population-level) outcomes during their middle years, once key elements of the initiative are firmly in place; however several more years of concerted effort may be required before significant changes on these population-level outcomes are observed[1]. Consequently, at this stage in the implementation of the initiative, *youngballymun* should have begun to achieve traction towards it child-level outcomes (i.e. improved learning and wellbeing).

The good news is that available data demonstrates the narrowing or closing of the literacy achievement gap for Ballymun primary school pupils (between 2007 and 2015), coupled with improvements in their social and emotional outcomes. The challenge however, is to convincingly establish the links between the carefully planned, highly resourced, intentional work of the initiative, tailored to the community's circumstances, and measurable improvements in child outcomes. This is compounded by the fact that the work of *youngballymun* is mainstreamed into four service systems – primary care, early years, primary schools and family and community supports. For example, *youngballymun's* locally designed literacy strategy (Write-Minded) is purposefully aligned with and reinforces, at a community level, the work begun by DEIS (Delivering Equality of Opportunity in Schools[2]), introduced by the Department of Education and Science in 2005 to tackle educational disadvantage. Indeed it can be argued that the literacy gains measured locally are simply part of larger national changes (shown in the DEIS evaluation[3] and National Reading Assessment 2014[4]).

youngballymun's performance story is an evaluation approach intended to demonstrate how the initiative has contributed towards achieving its ultimate goals of improved learning and wellbeing outcomes for children in the Ballymun community. It is a participatory process that uses multiple lines and levels of evidence from different sources (including evidence derived from *youngballymun*'s external evaluation programme of work, from internal monitoring systems and from Most Significant Change narratives collected for the purpose of this evaluation), mapping the collated evidence against the initiatives theory of change (i.e. the intended pathway to improved outcomes), to ultimately tell the story of the initiative's performance.

While the research community may have a hierarchy of evidence, *youngballymun* has intentionally not weighted the evidence presented in its Performance Story; it is for the reader to decide the

---

[1]   Preskill, H., Pankhurst, M. & J. Juster (2014) Guide to Evaluating Collective Impact: Learning and Evaluation in the Collective Impact Context. The Collective Impact Forum.

[2] DEIS set out an action plan for educational inclusion for 3 to 18 year olds that included the provision of additional teaching resources and other support for primary and post-primary schools.

[3] Weir, S & Denner, S. (2013) The Evaluation of the School Support Programme under DEIS: Changes in pupil achievement in urban primary schools between 2007 and 2013. The Educational Research Centre.

[4] Shiel, G. *et al* (2014) The 2014 National Assessment of English Reading and Mathematics': Volume 1 Performance Report. The Educational Research Centre

relative weight carried by the different types of evidence presented. For some, it may be the deeply affecting Ballymun Parents Most Significant Change stories that carry most weight, in recognition of the fact that they are the people most affected by the work. Some may put more value on the evidence gathered from the hundreds of interviews with key stakeholders as part of *youngballymun's* externally contracted evaluation programme of work (from 2007 to 2013). The perceived independence of the external contractors may appeal to some readers need for an objective perspective. Conversely, the rich description of changes in practice presented in *youngballymun's* implementation partners Most Significant Change stories may be viewed as the most convincing evidence of change. For other readers the only evidence that matters is quantitative changes in population level outcomes; they may place more value on the changes in Ballymun primary school pupils' performance on standardised literacy tests. Regardless, reviewed collectively, the body of evidence presented in this document should provide confirmation that *youngballymun* has a plausible theory of change, that the service strategies are being implemented, that outcomes are being achieved, and ultimately that the initiative is a key contributor to improved learning and wellbeing outcomes for children in Ballymun.

The Performance Story evaluation process includes a review by an independent expert jury or panel, to check, test, and confirm or contest the credibility of the evidence about what impacts have occurred and the extent to which these can be credibly attributed to the work of *youngballymun.* **This document is *youngballymun's* presentation of its evidence, for review by an independent Expert Jury.**

The Expert Jury will convene in Dublin in October 2015 to assess the degree to which the evidence collated and presented in this Performance Story Report is compelling in answer to the question 'Has *youngballymun* contributed to improved child outcomes.' To this end the Expert Jury will:

- consider *younballymun's* underlying logic (or theory of change) and all the evidence that has been collated;
- make statements about the extent to which the evidence is an adequate, unbiased, relevant and credible indicator that the outcomes have been achieved.
- identify any additional information and evidence required to provide stronger evidence of outcomes and;
- recommend improvements for evidence collection and recording in the future.

Following the Expert Jury's meeting the Jury will provide a written report on their conclusions and judgements which will be made widely available. The results charts will be subsequently updated, to include summary statements the Expert Jury made about the outcomes. The Expert Jury may identify existing evidence that should be included or data that needs to be generated. Any new items will be added to the results chart in the appropriate place. The notes and recommendations from the Expert Jury meeting, and any progress made in relation to the Jury's recommendations will also be incorporated into the final Performance Story Report which will be published by June 2016.

Chapter 1: The Context

A community change initiative take place in particular social and political contexts that play both a current and historical role in framing its development, implementation and impact. *youngballymun* was being designed and implemented while an extensive regeneration of the local built environment was under way, and as the country moved into recession. This section provides a brief overview of key contextual issues relevant to understanding *youngballymun* and its work.

1.1   The Physical Context

Ballymun is an area on the north side of Dublin, approximately seven kilometres from the city centre. The community developed in the 1960s as a major public housing project, built in response to acute public housing need in the capital. It was intended to be "*a new and closely integrated community enjoying… all the facilities of a new small town… the development within the site shall be treated as a community, virtually self-contained with the exception of industry and playing fields and provided with all the shopping, community, and primary school facilities.*" In the 1960s and 70s, seven 15-storey tower blocks with 630 flats, 2,190 lower rise flats and 2,400 houses were built in an area of 2.5 square kilometres. The intended population was 12,000. By 1996 it had reached 20,000.

Standards of accommodation offered in Ballymun at the outset were of high quality and families were initially very happy to move there. However, most of the promised amenities never materialised and the community was left without many of the facilities and resources they required. The design of the estate was poor, with dense housing and large open spaces and maintenance of the buildings was inadequate. In the 1970s, tenancy turnover was 50 per cent and by the 1980s, the vacancy rate was very high, eroding the foundations of the community. Changes in Dublin Corporation's housing policy meant that the demographics in Ballymun were markedly different to the city as a whole, with much higher proportions of one parent families. Unemployment, poverty, drug use and other social problems grew. From the 1970s onwards community members organised to advocate for change, often focused on practical issues and housing, and a strong sense of social activism developed and grew.

In 1997, following a sustained community campaign, the government decided to demolish the flat blocks in Ballymun and build a new town on the same site, with Dublin Corporation establishing Ballymun Regeneration Limited to deliver the redevelopment project, unprecedented in its scale. The regeneration master plan included a main street strategy, sports and leisure strategy, neighbourhood strategy, economic development strategy and landscape strategy. The economic development strategy remains the least developed or visible, with other elements of the master plan achieving varying degrees of implementation. The physical environment of Ballymun has been in the process of re-development for the past fifteen years and the project remains unfinished. Much of Ballymun has been radically transformed physically but since 2008 the pace of the physical regeneration slowed significantly in the recession. The number of local authority house completions declining sharply from 374 in 2008 to 71 in 2014. The envisaged shopping centre development did

not materialise, and the existing shopping facilities in the 'old' town centre closed with the departure of Tesco in 2014.

1.2   Background to youngballymun

Ballymun has a vibrant service community and collaborative working has long been recognised by organisations within the community as a means to address the fragmentation of services and to respond to the needs of the local population[5]. Historically strong interpersonal relationships, coupled with a history of community activism have led to the development of a number of networks in Ballymun. Despite this, services in the community remained fragmented and did not respond in a coordinated manner to the needs of children and families.

In the 2003, a number of agency leaders in Ballymun were approached by The Atlantic Philanthropies (AP) to develop a strategy to address the needs of children and young people in the community. A high-level planning group was formed, the Ballymun Development Group for Children and Young People (BDG)[6], with an independent chair Dr Nóirín Hayes. The task of the group and the nature and extent of the planning required were unprecedented. Having explored the needs of the population, undertaken an audit of services and local consultations, in October 2006 the BDG submitted a proposal to the Office of the Minister for Children (OMC) under the Prevention and Early Intervention Programme for funding for a ten-year strategy to improve learning and wellbeing outcomes for children in Ballymun. BDG *"promoted a lifecycle strategy based on implementing a suite of evidence-based and evidence-informed services/programmes, focused on the themes of prenatal and infant development, socioemotional and behavioural health, parenting, literacy and mental health and the need to cultivate collaboration and integration of services"[7].* The proposal was awarded a grant of €15 million for a period of five years, jointly resourced by the OMC and AP, and *youngballymun* was established in 2007. It was positioned as a social regeneration strategy that together with the implementation of the regeneration masterplan could incrementally transform the social and economic environment of Ballymun.

However there were a number of issues which emerged from the BDG planning process which had to be resolved by the new organisation: most notably the need for further service development and to secure local stakeholder participation and investment in the strategy. Following the establishment of its Board and the appointment of key members of the management team, *youngballymun* (re)convened more than 50 stakeholders, in five service design teams, to engage in independently facilitated collaborative decision-making processes to refine and implement the suite of mutually reinforcing evidence-informed service strategies. Focus was on building a solid understanding of stakeholders' needs, the local context, and programme 'fit'; the work of the service design teams was supplemented by further research and needs analysis. Through this extensive service design

---

[5] Kenny,M. (2006) Ballymun Primary Care Team –Strategy and Progress Report 2002-2006.
[6] The BDG comprised 11 individual's from a range of organisations involved in the local community including; Dublin City Council (DCC);Ballymun Regeneration Limited(BRL);Ballymun-Whitehall Area Partnership (BWAP);Ballymun Regional Youth Resource (BRYR); Ballymun Local Drug Task Force(BLDTF);RAPID: Department of Education and Science (DES);Primary Health Care; and the NAHB Health Service Executive (HSE).An external consultant/expert in childhood intervention from Dartington Social Research Unit was also appointed to the group by AP.
[7] McGilloway,et al (2013) A process evaluation of *youngballymun.*NUI Maynooth.*youngballymun*.

process (over an 18 month period from 2007-09) an in-depth understanding of the causal pathways of poor outcomes for children in the community and where these pathways were amenable to change surfaced. In order to develop a comprehensive (in scale and scope) and integrated response, the service design process purposively connected the dots between proposed evidence-based and evidence-informed interventions and the root causes of poor outcomes for children in Ballymun, to ensure, in as far as possible, that the levels of intervention reflected the multiplicity of factors that contributed to poor outcomes.

At the end of the service design process five *youngballymun* service strategies were identified: Ready, Steady, Grow; Learning Years; Incredible-Years *youngballymun*; Write-Minded; and Jigsaw-*youngballymun;* the staffing needs for each service strategy were also specified. Under *youngballymun's* second phase of funding[8] four of the five service strategies (Figure 1.1) have continued to be implemented. The strategy recognises the value of proven programmes and practices but emphasises that for reasons of scale, scope and sustainability these approaches must be located in the context of existing mainstream service provision.

1.2.1 *youngballymun: collectively impacting on child outcomes*

The field of Collective Impact provides a valuable framework within which to position and understand the work of *youngballymun*. Collective Impact approaches start by building a common agenda amongst partners to work together to deliver mutually reinforcing activities. Shared measurement systems are used to track progress and assess outcomes. The momentum of the strategy is maintained by processes of continuous communication, all facilitated and enabled by *youngballymun* as the backbone organisation. In the case of *youngballymun*, the backbone organisation not only coordinates and connects the partners but actively engages in the capacity and systems development required to successfully implement the set of mutually reinforcing activities, bringing collective impact together with the field of implementation science. The structured implementation of the *youngballymun* model mobilises and guides practice change in the everyday work of children's service providers by building practitioner competency, developing organisational systems and structures, and underpinning systems change with informed and dynamic leadership practices.

1.3 The Implementation Context (2007-2015)

The implementation of the youngballymun strategy has taken place over the course of a rapidly changing local and national economic and social environment. This section highlights some key contextual factors and trends in the course of the strategy which may impact on implementation (for a more detailed overview see (**Harvey 2015 [Item 1](#)**).

1.3.1 Changes in demographics and deprivation

Over the timeframe of the implementation of *youngballymun*, there has been some growth in numbers of people living in the community to 16,236 in 2011, with slight ageing of the population. The composition of Ballymun continues to have a very high proportion of lone parent families, the

---

[8] Since 2013 *youngballymun* has been funded under the Area-Based Childhood Intervention. Funding ends in June 2016

household type most at risk of poverty, 60% compared to a national rate of 21.6%, and a majority of households (52%) living in local authority housing. 37% of men and 26% of women were unemployed in 2011. Significantly smaller numbers of the community are classified in managerial and professional categories in 2011 compared with the national population: 13.5% vs 33.5%, with a marginal increase of just 3% since 2006.

Figure 1.1 *youngballymun – collectively impacting on child outcomes*

Common vision	Shared measurement	Mutually reinforcing strategies	Continuous communication	Backbone organisation

1. Infant Mental Health Strategy
Ready Steady Grow is a partnership with the health and community sectors to deliver individual and group services for infants and their parents in the early stages of development to promote infant mental health, support parenting and address a continuum of need.
Programme team
Preparing for Parenthood Coordinator, RSG Administrator, Speech and Language Therapist, Integration Facilitator
Implementation partners
HSE Public Health Nursing Department; HSE Speech & Language Therapy Department; Primary Care Psychology Service; Professor Cerezo University of Valencia; Michigan Association for Infant Mental Health; Child and Family Resource Centre; Youth Action Project

2. Early Years Curriculum and Standards
Learning Years is a service for early years centres actively driving the implementation of Síolta and Aistear frameworks through the High Scope curriculum. A quality practice model is delivered through custom-built training, coaching and mentoring for early childhood professionals.
Programme team
Early Years Quality Coordinator, HighScope Coordinator
Implementation partners
Barnardos; Early Years Policy Unit; Startstrong; Dublin City Childcare Committee; Childcare Resource Centre BWAP; HighScope Ireland; Ballymun ECCE settings

3. Social and Emotional Learning Strategy
Incredible Years works with families and schools to proactively promote children's understanding of their feelings, behaviours and interactions through parenting programmes, the delivery of a curriculum in infant classrooms, and training in classroom management skills for teachers across schools.
Programme team
IY Schools Coordinator, IY Parent Programme Coordinator, and IY Parent Group Leaders
Implementation partners
Archways; Drumcondra Education Centre; Ballymun Primary Schools; Home School Community Liaison; local School Completion Projects

4. Language and Literacy Strategy
Write Minded in partnership with schools, families and community organisations integrates language and literacy learning into children's experience. Extensive capacity development and planning with teachers and a range of family literacy initiatives puts into practice the international evidence of what works.
Programme team
Schools Literacy Development Officer, Oral Language Development Officer, Family & Community Literacy Development Officer
Implementation partners
Drumcondra Education Centre; Ballymun Primary Schools; HSE Speech and Language Therapy Department; Home School Community Liaison; Aisling Project and local School Completion Projects; Child and Family resource centre

In the context of a recession throughout the country from 2008, the absolute level of disadvantage in Ballymun increased between 2006 and 2011[9]. There have been increases in taxes and charges and reductions in social welfare rates, with increased conditionality attached to certain benefit payments particularly affecting young people and one parent families. In its analysis of the impact of austerity measures implemented by government between 2009 and 2015, the ESRI found that the average income loss was between 11% and 11.75%, but for the lowest income group, the loss was 12.75%, while single unemployed people experienced a loss of 22.4%. Economic stress rose from 0.36 to 0.47 for those living in poverty; 0.27 to 0.42 for those in precarious circumstances; and 0.19 to 0.31 for the lower middle class, the three socio-economic categories strongly represented in the Ballymun population profile.

1.3.2 Investment in Local Services

Over the period 2007-2015 there was a considerable level of disinvestment in both community and statutory services as well as reductions in welfare rates and increases in taxes and charges. Nationally, overall state spending decreased by 6.18% and the public service workforce was reduced by 10%.

- Community services
  - Community and voluntary services were particularly hard hit with cuts in the State investment on which services depend ranging from 35-45% and a resulting reduction in the community services workforce of 31%,
  - Funding for community services from various sources – HSE, Pobal, BRL, partnership – has been cut dramatically and completely terminated in some cases.
  - A number of community organisations in Ballymun have closed during in recent years – the Community and Family Training Agency, the Ballymun Whitehall Area Partnership, and three community-based early years settings. Others such as Ballymun Regional Youth Resource manage budget cuts with periodic temporary staff lay-offs and the short-term closure of the service.

- The Early Years sector
  - The 'Free Preschool Year' (FPSY) was introduced in 2010 to replace the Early Childhood Supplement (ECS). ECS provided an annual cash payment of €1000 to parents for every child under 6.
  - The FPSY allocates €62.50 per child to early childhood care and education centres to provide services for 15 hours per week for 38 weeks for children between 3 years 3 months and 4 years 6 months. The rate of payment for the FPSY is considered insufficient to cover the full costs of providing an early years' service.

---

[9] The Trutz Haase index, which is based on a series of proxies for disadvantage, is used to measure the level of deprivation from one electoral division to another, minus scores indicating the extent of deprivation and plus scores the extent of affluence. The Absolute Index Scores measure the actual affluence/deprivation of each area on a single fixed scale which, has a mean of zero and standard deviation of ten. Because affluence/ deprivation is measured on a fixed scale, it is possible to use the Absolute Index Scores to quantify these changes across successive waves of data. The overall level of absolute disadvantage in Ballymun is -20.9.

- A separate payment, the pre-existing Community Childcare Subvention (CCS) provides a greater level of funding to early years services and provides more hours of service than that of FPSY for the child and parent but requires some level of parental contribution. The introduction of the FPSY, in the context of increased unemployment, household charges and reductions in social transfers has encouraged some parents to transfer from the CCS to FPSY, further eroding the income base of early years providers.
- The complex and precarious funding environment for community-based early years services has led to the closure of three services in Ballymun since 2007 (all active partners in the *youngballymun* strategy) with the sustainability of others at continued risk.

- Health and Primary Education
  - The HSE public health service has been subject to a recruitment moratorium since 2009 as part of the 'Financial Emergency Measures in the Public Interest' meaning the key disciplines that partner with *youngballymun* (Public Health Nursing, Speech and Language Therapy, Psychology) have been stretched to cover for staff on leave without replacement.
  - Across the 11 primary schools in the area, there has been a 9% reduction in the number of classroom teachers and an increase in the pupil/teacher ratio. The allocations of Learning Support Resource and English as an Additional Language teachers have also been reduced. Education services to the Traveller community have been particularly hard-hit and Visiting Teachers for Travellers posts were abolished in Budget 2011.

1.3.3 Policy Developments

youngballymun operates in a dynamic and wide ranging policy environment. The major changes in national policy which have a bearing on the implementation of the strategy are referenced below:

- Children's services nationally
  - Following the 2011 general election, a government department for children with full cabinet representation was established for the first time, the Department of Children and Youth Affairs.
  - 'Towards Recovery' the 2011-2016 Programme for a National Government made explicit and implicit reference to the *youngballymun* model and to the significance of prevention and early intervention in strategies to tackle child poverty.
  - The 2013 budget made provision for the activation of a commitment in the programme for government to '*break the cycle of child poverty*' through a new '*area based approach to child poverty, which draws on best international practice and existing services … to be rolled out .. in cooperation with philanthropic partners to co-fund and manage the project*'. Implemented as ABC (area-based children's programme) with an investment of €29million for the period 2013-2016, this initiative provided €5million for the second phase of *youngballymun*'s funding, enabling the multi-annual implementation and evaluation of the strategy to continue to mid-2016.
  - Tusla, the Child and Family Agency was established in 2014 by disaggregating child protection and welfare services from the HSE and combining them with educational welfare

and family support services. Key areas of work of the new agency include the promotion of Prevention, Partnership and Family Support ways of working at local area level and the introduction of the Meitheal practice model.

- □ Dublin City North Children and Young People's Services Committee was established in 2014 as part of national policy structures to plan and co-ordinate services for children and young people in Ireland at county-level. The overall purpose is to improve outcomes for children and young people through local and national interagency working.

- ▪ Early years sector
  - □ Síolta National Quality Framework for Early Childhood Education was launched in 2006 and followed by the Aistear Early Childhood Curriculum Framework (2009). In 2015 both of these frameworks were brought together in the Síolta/Aistear practice guide
  - □ Better Start was established in 2014, an initiative to integrate early years quality development in for children aged from birth to six years in Ireland by coordinating and extending existing supports and services and providing practitioner mentoring.

- ▪ Primary school sector
  - □ The Delivering Equality of Opportunity in Schools (DEIS) began in 2005 as the Department of Education and Skills' policy instrument to address educational disadvantage. The action plan focuses on addressing and prioritising the educational needs of children and young people from disadvantaged communities by providing additional supports and resources to designated schools.
  - □ National Literacy and Numeracy Strategy was published in 2011 by the Minister for Education and Skills. The strategy focuses on what our young people should achieve; enabling parents and communities to support children's literacy and numeracy development; improving teachers' and ECCE practitioners' professional practice; building the capacity of school leadership; improving the curriculum and learning experience; helping students with additional learning needs to achieve their potential; and improving assessment and evaluation to support better learning in literacy and numeracy.
  - □ In 2015 the Department of Education's National Educational Psychology Service published Well-Being in Primary School: Guidelines for Mental Health Promotion setting out a framework for supporting schools and building on the existing good practice already in place in primary schools.

1.4   Summary

The key elements of *youngballymun* as a complex community change initiative were laid down by the Ballymun Development Group in the period 2005-2007 and their partnership with Atlantic Philanthropies and the Office of the Minister for Children delivered a Prevention and Early Intervention Programme investment of €15million for the period 2007-2012. From the outset it was seen as at a minimum a ten year change strategy, and resources were subsequently secured for a further three years in 2013 through the ABC programme. The installation and early implementation stages of *youngballymun* coincided with the abrupt shift in Ireland from the Celtic Tiger expansion era to economic implosion and Troika (World Bank,

International Monetary Fund, European Central Bank) supervised recession and restructuring of the public finances.

As a collective impact strategy, the work of *youngballymun* was inextricably linked to the local and national developments impacting on families and on service providers. In relation to children and children's services, the period 2017-2015 could be said to be characterised by a paradigm shift in relation to prevention and early intervention, extensive reconfiguration of service structures and infrastructures, significant policy development relating to children paralleled by unprecedented reductions in the levels of investment in services, driven by the decisions taken in context of the demands of the austerity programmes.

Chapter 2: Evaluation Methodology

2.1   Introduction

An evaluation of a complex community change initiative like *youngballymun* cannot solely measure whether outcomes are being achieved. Given the fact that there are no simple cause-effect relationships between *youngballymun* and changes (in child outcomes) at a population level a deeper understanding of the change process is required. To this end *youngballymun* is adopting a participatory approach to assessing the contribution of the initiative to improved outcomes for children in the community based around a performance story[10]. This evaluation approach provides a succinct summary of the performance of the initiative. As well as explaining what *youngballymun* has achieved the performance story also describes the causal links that show how the achievements were accomplished. To this end, performance stories are structured around some form of outcome hierarchy showing all the outcomes (from short-term to longer-term) required to bring about the ultimate goals of the initiative. In this instance, a results chain was developed as visual representation of *youngballymun's* theory of change. The performance story presents the available evidence at each level of outcome presented in the results chain. This chapter provides a brief overview of the methodology[11]. **Item 1a**

2.2   Performance Story Methodology

This evaluation approach applies a series of steps (see Figure 2.1) involving key stakeholders in collecting, generating and analysing quantitative and qualitative evidence about[12];

- the progress the initiative has made towards improving outcomes
- how the initiative has contributed to these outcomes (the causal links that show how the achievements have been accomplished) and
- the appropriateness and effectiveness of the activities

2.2.1 Reviewing youngballymun's programme logic

Programme logic is the rationale or theory behind a programme – what are understood to be the cause-and-effect relationships between programme activities, outputs, intermediate outcomes, and ultimate outcomes. Represented as a diagram or matrix, programme logic shows a series of expected consequences, not just a sequence of events. Over the years there have been various iterations of *youngballymun*'s overarching programme logic or theory of change. For the purpose of compiling *youngballymun*'s performance story an internal working group was established to re-surface the initiative's theory of change to provide a guide for what to report on in the evaluation. The working group met weekly between January and March 2015 to refine the results chain. The model presented in Chapter 3 emerged out of the working group. It represents *youngballymun*'s theory of change, and provides the framework for the evaluation. The current model is very

---

[10] The term 'performance story' was introduced in the following paper; Mayne, J. (2004) Reporting on Outcomes: Setting Performance Expectations and Telling Performance Stories. *Canadian Journal of Programme Evaluation* 19:1: 31-60.
[11] For more detailed information see *youngballymun's* Performance Story Evaluation Plan.
[12] Roughley, A. & Dart, J. (2009) *Developing a Performance Story Report User Guide*, Canberra: Australian Government.: http://nrmonline.nrm.gov.au/catalog/mql:2162

comprehensive and includes implementation and systems outcomes whilst this document focuses on the evidence for the service level outcomes.

Figure 2.1 A 5-Step process in developing *youngballymun's* Performance Story Report

1. Clarify Intervention Logic/Programme Theory
• The logic of the overall initiative and individual service-strategies will be described and validated against existing evidence.

2. Evidence Gathering
• Primary & secondary outcome data collection, a **social inquiry process** (i.e. interviews with key stakeholders to provide additional information about child outcomes) and documenting stories of significant changes

3. Data analysis & integration
• The quantitative outcome data analysed together with the qualitative data (collected as part of the social inquiry process). A results chart will be used to integrate different datasets and types

4. Expert Jury/Outcome Panel
• Key stakeholders with relevant scientific, technical & sectoral knowledge are brought together to review the evidence of outcomes & assess the contribution of *youngballymun* towards improved child outcomes.

5. Summit Meeting
A learning community event (with staff, & other key stakeholders) to discuss the findings, nominate the stories that best illustrate the impact of the initiative & develop recommendations

2.2.2 Evidence Gathering

While Figure 2.1 above shows evidence gathering as the second step in the PSR process, in reality, evidence was being gathered long before *youngballymun's* theory of change (presented in the results chain figure 3.1) was developed. For example *youngballymun's* externally contracted evaluation programme of work (2009-2013) which was carried out during the initial implementation of the service strategies, provides evidence of implementation and changes in practice. Table 2.1 summarises the key sources of evidence used in compiling *youngballymun*'s performance story.

Table 2.1 *youngballymun* Performance Story Report: Sources of evidence & how they are used

Sources of Evidence	Use
youngballymun's **externally contracted evaluation programme of work**	
▪ Needs analyses & resource assessments conducted during the planning & service design phases of *youngballymun*	Provide base line data against which to measure change
▪ service-level evaluations, an overarching process evaluation & a Value for Money Study undertaken during initial implementation of *youngballymun's* s (2009-2013)	Provide evidence of implementation of service strategies & short-term or leading outcomes
youngballymum's **internal monitoring systems .e.g.**	
▪ Parent-Child Psychological Support Programme Database. This comprehensive system collects administrative & clinical data	Provides programmatic evidence of improved parent outcomes & parent-child attachment
▪ *youngballymun*'s school-based literacy database set up in	Provides evidence of improved

2011 monitors the progress of each new cohort of 1st class pupils	learning outcomes for Ballymun Primary school pupils
▪ Social and Emotional Outcomes Database contains data on census surveys of cohort of Ballymun children	Provides evidences of changes in Ballymun parents assessment of their children's social & emotional outcomes
Most Significant Change stories	
▪ The first-person change narratives written by implementers provide examples of changes attributed by practitioners' to *youngballymun*	Elucidates *youngballymun* theory of change,
▪ The first-person change narratives written by Ballymun parents provide examples of changes attributed by parents to youngballymun	Elucidates *youngballymun* theory of change,

▪ **Quantitative outcome data**

Since 2011 *youngballymun* has focused its data collection efforts primarily on the initiatives intended impacts (i.e. improved learning and wellbeing outcomes for children in the community) and collecting appropriate indicator data. More specifically,

▫ **Learning Outcomes**

The key performance indicator is Ballymun Primary School pupils' performance on standardised literacy tests[13] (i.e. standardised scores, percentile ranks and STEN scores). This was deemed the most appropriate indicator as baseline data was available (for 2006/7) and key stakeholders considered the data to be relevant, usable and actionable. Since June 2011 *youngballymun* has been monitoring and tracking the performance of each new intake of 1st class pupils across all 11 primary schools in the community[14]. All Ballymun Primary Schools provide pupil level anonymised data to *youngballymun* at the end of each academic year. *youngballymun's* evaluation manager enters and analyses the data. For 2015, test data are available on the following cohorts;

- 1st class pupils (n=272)
- 2nd class pupils (n=269) and their corresponding 1st class data
- 3rd class pupils (n=244) and their corresponding 2nd and 1st class data
- 4th class pupils (n=246) and their corresponding 1st, 2nd and 3rd class data
- 5th class pupils (n=247) and their corresponding data for 1st class through to 4^{th}class
- 6th class pupils (n=244)

▫ **Wellbeing Outcomes**

The key performance indicator is children's rating by classroom teachers and parents on the Strengths & Difficulties Questionnaire (SDQ)[15]. This was deemed the most appropriate indicator as baseline data is available (from 2005/6) as are international norms. Moreover, the SDQ is currently being used as a measure of children's

---

[13] In Ireland there are two standardised literacy tests available, the Micra-T and the Drumcondra Primary Reading Test (DPRT).The majority of Ballymun Primary schools use the Micra-T.
[14] Retrospective data is available on two additional cohort of 1st class pupil cohorts; 1st class 2008/9 and 1st class 2005/6
[15] The Strengths and Difficulties Questionnaire (SDQ) a brief measure of psychological wellbeing and prosocial functioning . The questionnaire can be completed by parents and/or educators. It is comprised of five scales – Emotional Symptoms, Conduct Problems, Hyperactivity/Inattention, Peer Relationship Problems, and Proscocial Behaviour – which are designed to detect emotional and behavioural difficulties and social functioning in cilldren aged 2-17 years.

psychological wellbeing and prosocial functioning in the Growing-up in Ireland Longitudinal study of almost 20,000 children; so Irish norms will become available. To align with the data available through the Growing-Up in Ireland, it was decided to collect SDQ data on three age cohorts, Ballymun 3-5 and 9 year-olds via schools and early years settings.

▫ In order to test the feasibility of undertaking a complete enumeration of children within these age cohorts, a pilot study was carried out with all the classroom teachers of 9-year olds (i.e. 3rd class pupils) in April 2013. This proved to be very successful; classroom teacher took the time to complete the SDQ on approximately 95% of their 3rd class pupils. In 2014, all school partners agreed to extend SDQ data collected to include the parents of 9 year-olds pupils and the teachers and parents of 5 year-olds (i.e. Senior Infant pupils). SDQ data collection was also piloted in Ballymun Early Years settings where practitioners and parents were asked to complete an SDQ on pre-school children. All data coded, entered in an SPSS database and analysed by *youngballymun*. Box 2.1 summarised the SDQ data collected to date.

Box 2.1: Ballymun SDQ data collection

Census survey data on the social and emotional outcomes of Ballymun 9 year-olds (i.e. 3rd class pupils);
- 2013 Teacher SDQs (n=216)
- 2014 Teacher SDQs (n=232) & Parent SDQs (n=121)
- 2015 Teacher SDQs (n=215) & Parents SDQs (n=155)

Census survey on the social and emotional outcomes of Ballymun 5 year-olds (i.e, Senior Infant pupils);
- 2014 Teacher SDQs (n=293) & Parent SDQs (n=195)
- 2015 Teacher SDQs (n=280) & Parents SDQs (n=192)

Census survey on the social and emotional outcomes of Ballymun pre-schoolers (3-4 years-olds -via early years settings);
- 2014 Teacher SDQs (n=240) & Parent SDQs (n=135)
- 2015 Teacher SDQs (n=165) & Parents SDQs (n=78)

In addition, all *youngballymun'*s evaluation reports were reviewed and synthesised and used as evidence. As part of the evidence gathering process analyses of data collected to support implementation of the service strategies (e.g. monitoring data collected as part of the Incredible Years Parent Programmes) was undertaken. In addition *youngballymun* commissioned two externally contracted pieces of work in 2015. Firstly Professor Cerezo the developer of the Parent-Child Psychological Support (PCPS) programme was contracted to undertake analysis of parent and child outcome data and to write a statistical report[16]. In addition, an independent contractor was commissioned to undertake a contextual analysis of Ballymun (2007-2015)[17].

---

[16] Cerezo, H. *et al* (2015) Analysis of two cohorts of children and their parents participating in the Parent-Child Psychological Support Programme (PCPS) for y*oungballymun*: Statistical Report.
[17] Harvey, B (2015) Ballymun: A social Profile. *youngballymun*.

▪ **Comparison data**

In order to help make judgements about the extent to which there have been improvements in Ballymun children's outcomes *youngballymun* has always recognised the importance of having standards, benchmarks and/or comparators. Acquiring these types of data has proved to be the most challenging aspect of the evidence gathering phase of work. While *youngballymun* has baseline literacy data at a community level (for 2007), against which to measure change, some would argue that this is not sufficient evidence of change; others may consider it evidence of change, but not evidence that *youngballymun* has contributed to the change, given improvements nationally and in other disadvantaged schools (taking part in the DEIS evaluation). However, the reality is that standardised literacy test data are not publically available in Ireland; minimum data are collected by the Department of Education & Skills. Thus the onus has been on *youngballymun* to negotiate access, through individual school principals in disadvantaged communities, to pupil level test data. *youngballymun* is endeavouring to have comparison data to present to the jury in October.

Similarly accessing published SDQ data for children living in disadvantaged communities in Ireland have proved difficult, and comparison attachment data near impossible to find (bar data from one Irish study conducted 25 years ago). So when national data were not available to *youngballymun* UK and/or international norms were used[18]; in the case of the attachment, comparison data were derived from an international meta-analysis[19].

▪ **Qualitative Data**

As part of the social inquiry process, qualitative stories of change were collected from key stakeholders through a modified Most Significant Change (MSC) process[20]. Central to this process is the collection and systematic selection of change narratives/stories from stakeholders, focusing on 'what changes have occurred as the result of *youngballymun'* and perception of 'why the changes occurred'. Ultimately, the intention is to use the stories and change narratives in conjunction with the quantitative outcome data to capture the broader social benefits of *youngballymun* and its individual service strategies. The MSC process is not about collecting the most representative story rather collecting the story that best demonstrates the work.

An internal working group was set up to plan and progress data collection, over a four month period (between February-June 2015). To this end the group

▫ **Identified participants**: as *youngballymun* works with four key systems, the family system, the primary care system, the early years system and the primary schools system it was decided to collected stories of most significant change from parents, early childhood educators, primary care practitioners and primary school teachers, principals and education support services

---

[18] http://www.sdqinfo.org/

[19] Ijzendoorn, M *et al* (1999) Disorganised attachment in Early Childhood: Meta-analysis of precursors, concomitants and sequeae. Development & Psychopathology 11: 225-249

[20] Dart, J & Davies, R. (2003) A Dialogue, Story-Based Evaluation Tool: The Most Significant Change Technique. *American Journal of Evaluation* 24:2:137-155.

- □ **Identified relevant domains across systems** as a prompt/focus for storytellers.
- □ **Identified champions** (across systems) to assist in promoting the MSC process
- □ Develop a tailored data collection strategy

A variety of data collection methods were applied depending on the stakeholder group. For example school staff were emailed a link and were asked to write their change story in Survey Monkey. Conversely four story workshops were convened for parents where they were invited to write or draw stories or be interviewed by video or Dictaphone. There were also opportunities for parents to tell their story on a one-to-one basis if that was their preference. From March to May, 183 (written and/or audio) stories of most significant change were collected (in addition to 23 video stories). Of these 91 were parent stories and 92 were practitioner stories. Stories were a mix of positive and challenging change. No story submitted was a negative story, although many stories captured the challenges and complexities (or negatives) of the change process.

Fundamental to the MSC approach is that the stories are reviewed within the organisational hierarchy. Story selection was organized in three tiers.
- □ The **tier one** selection was made at service team workshops where each service team selected a group of stories that presented the most significant accounts of change across the identified domains.
  - From tier one 58 stories (29 parents and 29 practitioners) were selected.
- □ The **tier two** selections took place in two stages. The 58 stories went to a *youngballymun* staff team MSC workshop
  - From Tier Two 9 parent stories were selected from the 29.
  - In addition, a series of service team meetings were held to whittle down the practitioners change narratives; 13 stories were selected (from the 29 reviewed) encompassing manager and practitioner perspectives on the change process across primary care, early years and primary schools.

Capturing the perspective of Ballymun children was also considered by the MSC working group and a number of processes were set up to engage children in the process. Data collected includes video conversations with pre-school children on their pre-school environment, and with a group of Senior Infant pupils on their experience of the Incredible Years Dina Classroom Curriculum together with stories from third and sixth class pupils on the theme of reading and literacy.

2.2.3 Integrated data analysis

The process of sorting, prioritising, integrating and interpreting qualitative and quantitative data from a range of sources was carried out by *youngballymun's* Evaluation Manager. The results chart presented in Chapter 3 forms the core of the evidence for *youngballymun's* performance story.

2.3   Summary

youngballymun's performance story evaluation approach provides a succinct summary of what the initiative has achieved and it describes the casual links that show how the achievements were accomplished. Multiple levels of quantitative and qualitative evidence are used including evidence

derived from *youngballymun's* externally contracted evaluation programme of work, quantitative data from internally managed monitoring systems, and qualitative change stories (from implementers and Ballymun parents) collected specifically for *youngballymun's* Performance Story.

Chapter 3: Results Chart

3.1   Introduction

Theory of Change (ToC) is often understood as an expression of how and why a given intervention will lead to specific change. More fully articulated, it provides a roadmap of an intervention's planned outcomes, setting out how an intervention intends to get to where it wants to go by showing what outcomes are expected in the short-term, and how these earlier outcomes set the stage for longer-term impact.

 Outcomes presented in this way - in a causal pathway model - are linked directly to activities (i.e. actions, strategies, etc.). The articulation of these connections is often considered the key component of the ToC process, as the ability to articulate these connections rests on the idea that "social programmes are based on explicit or implicit theories about how and why the programme will work."[21]   Articulating these theories commonly involves exploring a set of beliefs or assumptions about how change will occur. Although some consider these elements as components of ToC, others define ToCs as themselves beliefs and assumptions about change. ToCs are often presented in the form of a diagram; a results chain is a visual diagram that maps out the theory of change (i.e. the intended pathway to improved outcomes) in the form of a chain (made up of a series of boxes and arrows).

3.1.1 youngballymun Results Chain

youngballymun's Results Chain is presented in Figure 1. There are a number of levels to the chain; this multi-layered approach clearly shows the multiple levels of change expected. Following the arrows from the bottom of the chain upwards reflects the staged development of the strategy. Following the arrows from left to right reflects the implementation of strategies for children and families at different stages of the lifecycle, each building cumulatively on the previous stage. Reading from the bottom up:

- **Foundational activities** are fundamental to garnering support for, and commitment to, the goals and processes of community change. They include building a solid understanding of the local context and the root causes of the problems to be addressed, identifying the mechanism*s* and domains of change, defining the underlying theory that justifies the chosen change process, establishing the collaborative processes (i.e. Service Design Teams, Implementation teams) that facilitate shared decision-making (which in turn predict sustainability) and ultimately ensuring that across all programmatic domains the multiple partners are united behind a common agenda – or shared vision for change.

---

[21] Weiss, C.H. (1995). Nothing as Practical as Good Theory: Exploring Theory-Based Evaluation for Comprehensive Community Initiatives for Children and Families. In J. Connell, A. Kubisch, L. Schorr and C. Weiss (Eds.) *New Approaches to Evaluating Community Initiatives: Concepts, Methods and Contexts*. New York, Aspen Institute (65-92)

- The **mutually reinforcing strategies** are the activities of the *youngballymun* initiative; four[22] locally designed needs-based, evidence-informed, comprehensive service strategies that follow children's developmental pathway and life course from pre-birth through to the end of primary school and the transition into adolescence[23]. Reading from left to right, they are Ready, Steady, Grow - an Infant Mental Health Strategy (green), the Learning Years Quality Early Years Practice Strategy (yellow), Incredible-Years Whole School Social and Emotional Learning (SEL) skills strategy (red), and Write-Minded the area-based language and literacy strategy (light blue). These strategies are the activities needed to trigger the changes sought for children in the community and linked to their respective outcomes. The subcomponents of each of the four service strategies are described in detail in youngballymun's publication 'What We Do and How We Do It: Implementation in Action'.

- The **'backbone support strategy'** - or fifth strategy - describes the additional activities undertaken as part of the *youngballymun* initiative to realise its vision which are not specifically related to an individual service strategy. The backbone support function, described extensively in the Collective Impact literature, includes providing strategic and operational management, driving a programme of research and evaluation and communicating with partners at local and national level. This strand of work is distinct from practice oriented aspects of the strategy, and so is depicted separately on the diagram, but nonetheless operates interactively across and around the service strategy strands.

- Implementation matters - achieving good implementation not only increases the chances of an intervention being successful in statistical terms, but it can also lead to much stronger benefits for recipients[24]. The **building implementation capacity** level of the model presents the purposeful implementation supports necessary to create the changes in attitudes, knowledge and behaviours at organisational and practice levels for evidence-based programmes and practises to be successfully implemented. The key aspects of implementation capacity which are represented in the diagram are drawn from the work of Dean Fixsen and Karen Blase whose analysis of the implementation of various types of initiatives across a range of sectors identified key drivers required for success – adaptive and technical leadership; staff selection, training, coaching and performance assessment to develop competency; and facilitative administration, decision support data systems and systems intervention to develop hospitable contexts and environments.

- The next level of the Results Chain presents **the outputs** of the initiative, by service strategy. These are the immediate results of the work of building implementation capacity.

---

[22] Originally *youngballymun* as intended had 5 service strategies - the four presented in the results chain, and an adolescent mental health strategy, known locally as Jigsaw *youngballymun.* During initial implementation of the initiative parts of the strategy that were no longer relevant , needed or realised as intended were dropped – and what was left was the 'deliberate strategy'. Thus, *youngballymun* as represented in the restful chain is a combination of deliberate and emergent strategy

[23] For further information on the four service strategies and their 18 service practice components see O'Byrne (2015) *What we do and how we do it: Implementation in Action. youngballymun:* Dublin.
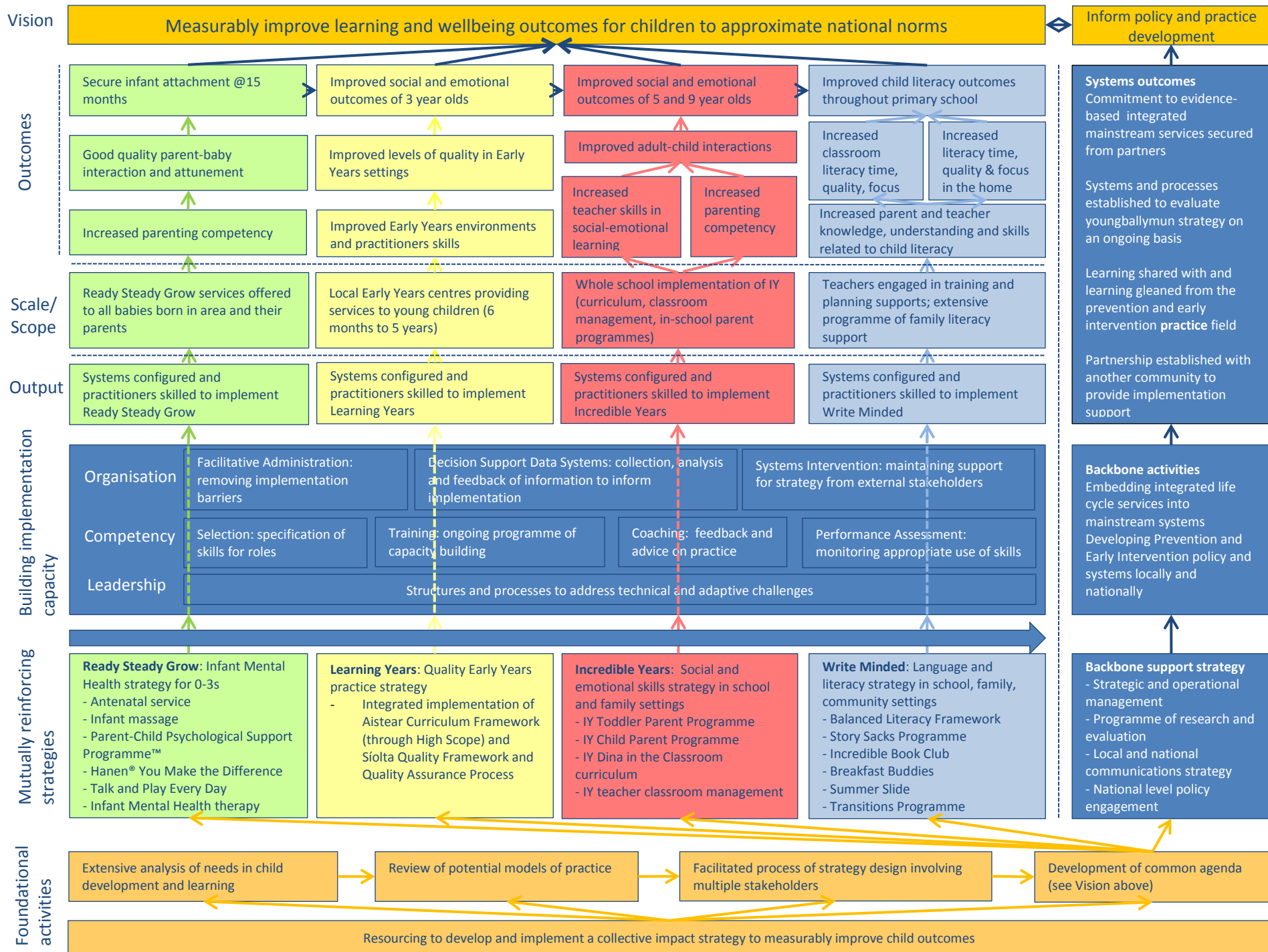
[24] Durlak, J & E. DuPre (2008) Implementation Matters: A review of Research on the Influence of Implementation on Programme Outcomes and the Factors Affecting Implementation: *American Journal of Community Psychology* 41:327-350

- The **Scope and Scale** level of the results chain shows the reach of the initiative and highlights who *youngballymun* is aiming to support through the service strategy.

- The **outcomes** the initiative (and each service strategy) will directly and indirectly yield are presented, at three levels;
  - The first level are the **leading outcomes i.e.** the short-term changes implementers can expect to see as direct results of the implement supports provided; they can include changes in knowledge, attitudes and practice.

  - The second level is the **lagging outcomes i.e.** the changes expected in the medium term as a result of achieving the short-term outcomes; tangible changes brought about as a result of the changes in knowledge, attitudes and practice.

  - The **impacts** are the long-term changes that will show if *youngballymun* achieves its goals. It is recommended that there are multiple contributors to improving these population level outcomes, and it is recognised that these high level outcomes are also subject to the influence of numerous external factors.

- The overall **vision** for change sits at the top of the model and sets out the intended impact of the initiative; how things will be different because of the work of *youngballymun.* Ultimately the goal of the initiative is to contribute to sustainable and scalable improvements in the learning and wellbeing outcomes for children living in Ballymun.

3.2   *youngballymun* Results Chart

youngballymun's Results Chart is presented below; it shows how the initiative has contributed to improved child outcomes. In the chart actual results are reported against the expected results graphically depicted in *youngballymun's* results chain, informed by available qualitative and quantitative evidence. Links are provided to the sources of evidence and/or referenced data. All sources of evidence and data items are also listed in the Index.

The results chart reads from left to right. The first column indicates the logic step-or level of change represented in the accompanying Results Chain (Figure 1). The second column presents the expected results, followed by a summary of the actually results achieved, with examples provided in the next column. The final column provides additional relevant information.

Measurably improve learning and wellbeing outcomes for children to approximate national norms

Vision ◇ **Inform policy and practice development**

Outcomes

Secure infant attachment @15 months	Improved social and emotional outcomes of 3 year olds	Improved social and emotional outcomes of 5 and 9 year olds	Improved child literacy outcomes throughout primary school
Good quality parent-baby interaction and attunement	Improved levels of quality in Early Years settings	Improved adult-child interactions	Increased classroom literacy time, quality, focus / Increased literacy time, quality & focus in the home
Increased parenting competency	Improved Early Years environments and practitioners skills	Increased teacher skills in social-emotional learning / Increased parenting competency	Increased parent and teacher knowledge, understanding and skills related to child literacy

Systems outcomes
Commitment to evidence-based integrated mainstream services secured from partners

Systems and processes established to evaluate youngballymun strategy on an ongoing basis

Learning shared with and learning gleaned from the prevention and early intervention **practice** field

Partnership established with another community to provide implementation support

Scale/Scope

Ready Steady Grow services offered to all babies born in area and their parents	Local Early Years centres providing services to young children (6 months to 5 years)	Whole school implementation of IY (curriculum, classroom management, in-school parent programmes)	Teachers engaged in training and planning supports; extensive programme of family literacy support

Output

Systems configured and practitioners skilled to implement Ready Steady Grow	Systems configured and practitioners skilled to implement Learning Years	Systems configured and practitioners skilled to implement Incredible Years	Systems configured and practitioners skilled to implement Write Minded

Building implementation capacity

Organisation
- Facilitative Administration: removing implementation barriers
- Decision Support Data Systems: collection, analysis and feedback of information to inform implementation
- Systems Intervention: maintaining support for strategy from external stakeholders

Competency
- Selection: specification of skills for roles
- Training: ongoing programme of capacity building
- Coaching: feedback and advice on practice
- Performance Assessment: monitoring appropriate use of skills

Leadership
- Structures and processes to address technical and adaptive challenges

Backbone activities
Embedding integrated life cycle services into mainstream systems Developing Prevention and Early Intervention policy and systems locally and nationally

Mutually reinforcing strategies

Ready Steady Grow: Infant Mental Health strategy for 0-3s
- Antenatal service
- Infant massage
- Parent-Child Psychological Support Programme™
- Hanen® You Make the Difference
- Talk and Play Every Day
- Infant Mental Health therapy

Learning Years: Quality Early Years practice strategy
- Integrated implementation of Aistear Curriculum Framework (through High Scope) and Síolta Quality Framework and Quality Assurance Process

Incredible Years: Social and emotional skills strategy in school and family settings
- IY Toddler Parent Programme
- IY Child Parent Programme
- IY Dina in the Classroom curriculum
- IY teacher classroom management

Write Minded: Language and literacy strategy in school, family, community settings
- Balanced Literacy Framework
- Story Sacks Programme
- Incredible Book Club
- Breakfast Buddies
- Summer Slide
- Transitions Programme

Backbone support strategy
- Strategic and operational management
- Programme of research and evaluation
- Local and national communications strategy
- National level policy engagement

Foundational activities

Extensive analysis of needs in child development and learning	→	Review of potential models of practice	→	Facilitated process of strategy design involving multiple stakeholders	→	Development of common agenda (see Vision above)

Resourcing to develop and implement a collective impact strategy to measurably improve child outcomes

Programme Logic Step	Expected Results	Results Statement in Summary	Examples to illustrate Results Statement	Additional information
Foundational Activities	▪ Extensive analysis of needs of children/ families in Ballymun	An extensive research and evaluation programme of work was carried to; ▪ identify the needs of children in the community, ▪ get a detailed understanding of the local context, ▪ identify key stakeholders and existing work underway, ▪ get baseline data and ▪ inform the design of a 10-year change strategy.	▪ An evaluation of the mental health of children and families in Ballymun (**Item 2** and **Item 2a**) demonstrated: ▫ The high level of disadvantage among Ballymun families (e.g. lone parenthood was the predominant family type, residents were nearly ten times more likely to rent their home from the Local Authority (65%) compared to Ireland (6.9%), Ballymun mothers were twice as likely to be in the lowest socio-economic position (67%) compared to mothers in Ireland (32%), and experience a high level of financial strain). ▫ It was estimated that between 700 and 1,000 households in Ballymun had a child in need because of difficulties associated with their behaviour, emotions or relationships. ▫ The psychological wellbeing of Ballymun mothers was significantly below that of Irish mothers.	**Data Source:** This externally contracted study was based on a representative sample of 149 Ballymun households with a child up to 17 years of age. There were three sub-samples; • 149 mothers who completed the parent questionnaire; • 128 children who were assessed by their mothers using SDQ (a sub-sample of the 149 mothers who had a child over 4 years) • 53 children (aged 11-16) who self-completed the child questionnaire
			▪ The Ballymun Needs Analysis (**Item 3** and **Item 3a**) showed the high level of behavioural problems among Ballymun children. For example, the expectation is that 10% of community sample would exhibit 'high need'; ▫ Among Ballymun 4 year-olds: - 22% had high need on the SDQ Hyperactivity subscale - 17% had high need on the SDQ Conduct Problems subscale ▫ Among Ballymun 11 year-olds - 19% had high need on the SDQ Hyperactivity subscale - 21% had high need on the SDQ Conduct Problems subscale - 16% had high need on the SDQ Peer Problems subscale	**Data Source:** This externally contracted study focused on three distinct age groups; • Parents of 4 year old children (n=95) data collected via face-to-face interview • 11 year old children (n=91) completed a CAPI questionnaire & their teachers (n=67) also completed a short questionnaire • 16 year olds (n=85) completed a CAPI questionnaire.
			▪ Analysis of Ballymun primary school pupils' literacy attainment (**Item 4**) showed lower reading scores than average, with reading difficulties becoming more pronounced as pupils progressed through primary school. For example, in 2006: ▫ One in ten 1st class pupils scored at or below the 10th percentile. This increased to more than one in three 6th class pupils. ▫ Similarly, in 1st class approximately one in two pupils scored above the 50th percentile. This decreased to less than one in ten pupils by 6th class **Item 4a**	**Data Source:** This externally contracted study used a variety of data collection strategies; • Teacher-completed questionnaire (n=74) • Interviews/group discussion with primary (n=58) & secondary (n=7) school educational staff • Analysis of pupils' performance on standardised literacy tests (i.e. Micra-T test). The community of schools provided data to researcher at a class year level via Ballymun Principal Network.
			▪ A contextual assessment of needs and resources highlighted the need for a 'whole-school' approach to implementing Incredible Years to address children's social and emotional learning. **Item 5** ▫ The need for a universal classroom curriculum to address the widespread low level behavioural problems was highlighted.	**Data Source:** This externally contracted study was conducted using qualitative research methods including; ▪ Interviews/group discussion with school-based staff (n=32) across 4 Ballymun primary schools and interviews with parents (n=9) who participated in Incredible Years parent programmes.
			▪ An assessment of needs for children from birth to 2 years highlighted child's need for responsive parenting to develop secure attachment. Parents' needs for support and education to meet their child's and their own needs were also highlighted. **Item 6**	
	▪ Develop a strategic framework for action (based on research and input from local stakeholders)	Collaborative working relationships established between and across a broad range of partners in different disciplines and sectors Six needs-based, evidence-informed, services within a strategic framework	▪ Over a 6-month period in 2004, 56 key stakeholders participated in 6 thematic working groups on the areas of health, education, family, environment, social development and childcare. **Item 7** ▪ Once funding was secured, more than 50 key stakeholders re-engaged in a (thematic) collaborative decision-making service design process over 18 months (from 2007 to 2009) **Item 8** and **Item 8a** ▪ A detailed funding proposal presented the evidence and rationale for the selected service strategies. **Item 9** ▪ In 2010 a subsequent strategy plan was published detailing youngballymun's strategic framework **Item 10**	**Data source**: The process evaluation, a largely a qualitative appraisal of the *youngballymun* initiative during a 3 year period (2010-2012). Data collection strategies included; • One-to-one interviews (n=73) • Focus groups (18 with 108 participants) • Organisational survey (n=51) • Extensive non-participant observational work • Two separate instrumental case studies
	▪ Create necessary governance, infrastructure, processes for shared decision making	*youngballymun* established as a backbone organisation to support and coordinate the implementation of the change strategy	▪ *youngballymun* established 2007; responsibility for overall governance rests with the Board. ▪ Independently facilitated, cross-sector working groups (i.e. Service Design Teams) established **Item 8** and **Item 8a** *"That [service design] was an excellent process. [...] the energy that was been put in from all the different areas was quite significant. So we would have a long discussion about where we are going, what we want, what would it look like, all of the kind of really important visionary kind of pieces, objectives were kind of set and out of all that talking we have this. So they [youngballymun] were very good at pulling things together [...] I would go away with a sense of, that's good work, well done, they are getting on with that." [Participant 53; Health sector stakeholder] (McGilloway et al, 2013: 32)"* ▪ A dedicated staff team provide necessary implementation support.	
	▪ Identify and unite behind a common agenda/ shared vision for change	Cross-sector of community leaders and key stakeholders united behind shared vision for change: to measurably improve wellbeing and learning outcomes for children in Ballymun	▪ BDG adopted a bio-ecological perspective on child and service development. This perspective emphasises lifecycle development, the reciprocal interaction between the developing child and his or her environment. **Item 7** and **Item 9** ▪ A high-level strategic framework was established (i.e. the 6 defining features of the Programme- life-cycle response, integration, innovation, capacity building, sustainability, & research and evaluation) to guide youngballymun's vision for change and direct a variety of working groups (known locally as Service Design Teams) gathered around key themes of the initiative. **Item 10**	
	▪ Secure financial resources	Proposal approved by funders and adequate resources secured for a 10-year period	▪ DCYA and Atlantic Philanthropies invested €15 million in youngballymun (2007-13) under PEIP. **Item 9** ▪ A 2nd round of funding (€ 5.0 million) was secured in 2013 under the ABC initiative. **Item 11**	

Programme Logic Step	Expected Results	Results Statement in Summary	Examples to illustrate results statement	Additional information
Mutually Reinforcing Service Strategies	▪ Design and implement a comprehensive series of evidence-informed universal and targeted services strategies ▪ Delivered across different ages and stages of a child's development from infancy through to adolescence	*youngballymun* designed and has been implementing 4 evidence-informed service strategies since 2009 ▪ Ready, Steady Grow ▪ Learning Years ▪ Incredible Years ▪ Write-Minded These service strategies are delivered across the life span of a child	The 18 practice components of *youngballymun's* 4 service strategies are in full implementation **Ready, Steady, Grow** area based infant mental health strategy **Item 12** and **Item 13** ▪ Antenatal service (a 5-week course delivered 3 times a year) **Item 14** ▪ Infant massage (a 5-week cours**e** run 6 times per year) **Item 15** ▪ The Parent-Child Psych Support Programme (operating 3 days per week through the year) **Item 16** and **Video 1** ▪ Hanen You Make the Difference (a 12-week course delivered twice a year) **Item 17** ▪ Talk and Play Every Day (weekly group run on an ongoing basis) **Item 18** ▪ Infant Mental Health therapy (home visits to families) **Item 19** **Learning Years** quality early years practice strategy **Item 20** and **Item 21** ▪ The integrated implementation of Aistear Curriculum Framework (through HighScope) and Síolta Quality Framework in early years settings on an ongoing basis **Item 22** **Incredible Years** the whole school implementation of a social emotional learning strategy **Item 23** and **Item 24** and **Video 2** ▪ IY Toddler Parenting Progamme (a 12-week programme delivered twice per year) **Item 25** ▪ IY Basic Parenting Progamme (a 12-week programme delivered 6 times per year) **Item 26** ▪ IY 20-week Parenting Programme (a 20-week programme delivered once per year) **Item 27** ▪ IY Classroom Dinosaur Curriculum for Junior and Senior Infants (over 2 years, run in 7 schools) **Item 28** ▪ IY Teacher Classroom Management skill for teachers **Item 29** **Write Minded** language and literacy strategy **Item 30** and **Item 31** ▪ Balanced Literacy Framework (sustained literacy capacity development and planning in 11 primary schools) **Item 32** ▪ Story Sacks Programme (8-week course delivered 4 times per year) **Item 33** and **Video 3** ▪ Incredible Book Club (4-week course delivered 9 times per year) **Item 34** ▪ Breakfast Buddies (workshops delivered 5 times per year) **Item 35** ▪ Summer Slide (2 literacy activity books distributed annually) **Item 36** ▪ Transitions Programme (planning and resources for teachers and parents to support transition to post primary) **Item 37**	Under the initial phase of funding (2007-2012) *youngballymun* had 5 service strategies; the four currently being implemented and Jigsaw-*youngballymun* a youth mental health and wellbeing service strategy delivered in partnership with Headstrong, the National Centre for Youth Mental Health. "In early 2012, a joint decision was taken by Headstrong and *youngballymun* not to renew the contract for the implementation and delivery of Jigsaw-*youngballymun*. The initial partnership was based on a perceived similarity in models, goals and values between the two organisations … However, over time it became clear that the evolution of both *youngballymun's* model/work, and that of Headstrong presented certain challenges in terms of co-implementation. In particular both had developed specific strategies that, as they progressed, became characterised by different emphasis". (McGilloway et al 2013; pg 66). **Item 8** and **Item 8a** In addition, there were two time-limited bursary funds Literacivic and the Learning Community Fund. ▪ **Literacivic** was a bursary scheme (2010-2012) designed to fund programmes, projects, initiatives or events that to promote 'civic literacy' in Ballymun. The scheme was administered by an independent committee comprising well-known figures, academics and representatives from national organisations. It operated at three different levels: (1) local projects could be awarded a bursary from €200-€4,000; (2) local coalition projects could be awarded a bursary from €1,000-€8,000; and (3) local to national coalition projects which can be awarded a bursary from €4,000-€10,000. Funded projects had to relate at least one of the following strands/themes of civic literacy: (a) awareness raising/advocacy; (b) capacity building/ leadership; and (c) communications, events, celebrations. An independent evaluation of this initiative was carried out. **Item 38**
	▪ With activities aligned and coordinated, and delivered through cross –community partnership working,	A succession of collaborative structures and processes coordinate and align activities *youngballymun's* service strategies delivered in partnership with local and/or national organisations and agencies	▪ Implementation Teams were established (between May and August 2009) with membership drawn largely from the service design teams. They come together 4 times a year and represent a vehicle for integration of work practice, providing a space for information-sharing, cross-community problem solving and they encourage a culture of participation. **Item 8** and **Item 8a** ▪ Internal structures include the Board, management team and programme team meetings and ensure the coordination and alignment of activities across service strategies ▪ youngballymun's service strategies are, in as far as possible, aligned with national initiatives. For example the literacy and language strategy Write-Minded, reinforces at a local level the work of Delivering Equality of Opportunity in Schools (DEIS) **Item 39**, a national initiative which aims to address the educational needs of children in disadvantaged communities like Ballymun. ▪ y*oungballymun* has successfully established itself in the local service landscape and has engaged in cross-community partnership working (both strategic and operational) in implementing its service strategies **Item 8** and **Item 8a** ▪ The local Speech and Language Therapy Manager wrote about the strength and benefits of the partnership working in her Most Significant Change story; *"A strong partnership has now been developed between youngballymun and the Primary Care SLT Department in Ballymun. As a result of this a number of programmes are now available to parents and their children which offer them support/intervention at both universal and targeted levels. The most significant benefits of this partnership are to the clients who have attended these programmes over the years"* **Item 40**	▪ The **Learning Community Fund** was established to support training and professional development for local people who work or volunteer in services for children and young people in Ballymun. The fund was administered by Ballymun Job Centre. Over a four year period (2009-2012) 271 Ballymun residents received a grant for a further or higher education programme accredited by FETAC, HETAC, a national university or a professional body in childcare (n=101), youth work (n=39), health (n=31), social care (n=18), community development (n=27), counselling/psychology (n=22), and teacher training (n=24).

Programme Logic Step	Expected results	Results statement in summary	Examples to illustrate results statement
Outputs: Ready, Steady Grow	▪ Ongoing competency development for practitioners in mainstream service provision across key systems (e.g. primary care, early years education, primary school education, and community). ▪ Quality, evidence-informed services made available to maximum numbers of families and children in the community.	Tailored capacity-building strategy being implemented Delivery of universal Parent-Child Psychological Support (PCPS) programme to parents of 3 -18 month old infants in the community	▪ 31 practitioners (from Speech and Language, Public Health Nursing and Psychology professions) have participated in a 5 days training in PCPS. One is an accredited PCPS coach. Training is delivered by the programme developer Dr Angeles Cerezo. ▪ Ongoing support for case management is provided monthly to the PCPS team by the programme developer. ▪ 3 practitioners have been trained and accredited by the Irish Association of Infant Massage. ▪ 19 practitioners have participated in training in level one and two in Motivational Interviewing. ▪ 97 practitioners have participated in Infant Mental Health professional development workshops. ▪ 30 practitioners (from 15 local statutory and community services) are members of Infant Mental Health Study Group which meets monthly on an ongoing basis. ▪ 6 practitioners receive monthly one-to-one reflective supervision and mentoring from an Infant Mental Health specialist. ▪ Parent-Child Psychological Support (PCPS) Programme operates 4 days a week in Ballymun with six quarterly visits between the ages of 3 and 15 months. ▫ 1573 parents and their infants have taken part in the programme ▪ Ante-Natal service: 100 expectant mothers have participated in the 5 week course ▪ 235 parents and their infants have attended a 5-week Infant Massage course ▪ 153 toddlers and their parents have attended Talk and Play Every Day, a weekly parent and toddler group with a particular focus on language development ▪ 119 parents have participated in Hanen You Make the Difference courses. ▪ The Infant Mental Health Therapeutic Support home visiting service has provided support to 21 families

Programme Logic Step	Expected results	Results statement in summary	Examples to illustrate results statement	

Ready Steady Grow: Leading Outcomes	▪ Infant mental health capacity developed among practitioners in Ballymun.
	
	▪ Innovation specific capacity built to support implementation of PCPS.
		Ballymun practitioners have been trained and up-skilled in infant mental health	▪ The externally contracted Ready Steady Grow evaluation found that the infant mental health training provided by *youngballymun* for local organisations was a positive development for service delivery staff in the area **Item RSG1** and **Item RSG2** In addition, interviews with key stakeholders demonstrated
			  o strong interest in and commitment to infant mental health practice
			  o the presence of individuals in the Ballymun service community working as infant mental health ambassadors and/or champions
			  o that practitioners are embracing and applying the principles they had learned through the IMH training and they want to learn more
			
			▪ Practitioners' most significant change stories evidence increased knowledge and skills specific to the principles of IMH. For example, a Speech and Language Therapist wrote **Item RSG3**
			"Undoubtedly my work in PCPS has also increased my awareness of the complex, challenging task that parenting is and that the need to provide support for parents, especially through the early stages is crucial... [I'm] always considering the impact that parental well-being has on the child's well-being. I feel that my style of working with parents and their children has changed; I always now endeavour to listen reflectively and supportively; modelling an attuned interaction style with the child thus enabling and strengthening the parent's abilities in reading their child's emotional signals in a more attuned way."
			
			▪ The *youngballymun* process evaluation found that training offered through the Infant Mental Health training and service model contributed to capacity building in the sector. **Item 8** and **Item 8a**
			"That [PCPS] is good because it means that the Public Health Nurses have up to date research and it keeps their knowledge skills and ...base current. So in that way it has been good and they are learning from other disciplines' (McGilloway et al, 2013:54)
				Data source: There were two separate components to the Ready Steady Grow externally contracted evaluation.
				1. A process evaluation which set out to explore the extent to which the Ready Steady Grow Service Strategy is building capacity, is collaborating with other services and is facilitating and promoting effective early identification & referral practisers. To this end
				  ▫ 23 semi-structures interviews were carried out with key stakeholders and;
				  ▫ A survey was administered at 2 time points (February 2012 & October 2012) to the wider stakeholder group
				2. A programme evaluation set out to assess the impact and effectiveness of the Parent-Children Psychological Support Programme (PSPS). There were 4 strands of analysis:
				  a. Change in PCPS outcomes analysis
				  b. PCPS outcomes comparison analysis
				  c. Programme reach
				  d. Programme engagement, attrition and satisfaction.
				Data which were collected routinely from parents and children participating in the programme (between November 2009 & August 2012) were made available to the evaluation team. An initial sample of 886 infants was review and a final sample of 333 eligible infants/parents were included in the analysis.

	▪ Build parents awareness & confidence in their relationship with their infants and young children ▪ Confident, competent parents	Improved knowledge of infant needs and behaviour and early parent child relationship development	▪ Video evidence of parents' self-reported increases in parenting competency and quality parent-baby interactions. **Video 4** ▪ Parent MSC stories evidences changes in this regard. As one mother wrote **Item RSG 4** *"What has changed is that every time Carl would cry...I am not afraid...I used to be terrified...I didn't bond with Carl straight away, we had to work on it... now it's just like being a normal mother. Like I can enjoy Carl now and can understand that he is just a toddler and if he is going through stuff, I just have to help him out with it."*	

		Ballymun parents demonstrating sensitive, responsive, parenting	▪ Pre-post programme analysis of PCPS data shows **Item RSG5**
			  ▫ a significant increase in Parents Sense of Competence (measured using the PSOC) and
			  ▫ a significant reduction in Parenting Stress (measured using the PSI) for "medium/high" "very high" programme attenders
				Data source: The Parent-Child Psychological Support (PCPS) Programme developer Professor Cerezo was commissioned to undertake a statistical analysis of two cohorts of children (2011 and 2012) and their parents. The analysis focused on
				
				▪ Parent outcomes (considering number of visits as "dose")
				▪ An examination of child outcomes (in the area of quality attachment)

Ready Steady Grow: Lagging Outcomes	▪ Effective collaborative and partnerships working ▪ Collective capacity within Ballymun service community to provide for the needs of parents and infants	Strong interpersonal relationships between *youngballymun* and partner organisations *youngballymun* actively supports collaborative/ partnership working	▪ The Most Significant Change story from the Speech and Language Therapy Manager of Dublin North Central evidences collaborative working **Item RSG6** *"A strong partnership has now been developed between youngballymun and the Primary Care SLT Department in Ballymun. As a result of this a number of programmes are now available to parents and their children which offer them support/ intervention at both universal and targeted levels"* ▪ The Infant Mental Health Study group was identified as a structure supporting collaborative working among practitioners in the Ballymun community **Item RSG1** and **Item RSG2** ▪ The process evaluation of *youngballymun* reported on a 'Dialogue event' hosted by *youngballymun* (in June 2010 and March 2011) as a process intended to strengthen collaborative working by address some of the barriers to PCPS implementation: *"this process helped to build better relationships between the PHN team and the RSG staff"*(pg 54). **Item 8** and **Item 8a** ▪ A directory of services compiled by members of Ready, Steady, Grow's Implementation Tem evidences the collective capacity of the Ballymun service community to cater for 0-3s and their parents **Item RSG 7**	
Ready Steady Grow: Impacts	▪ Optimal social and emotional outcomes for very young children in Ballymun	Ballymun infants demonstrate secure attachment The social and emotional outcomes of Ballymun infants approximate norms	▪ Approximately three quarters of 15-month old children participating in the PCPS programme demonstrate secure attachment based on the Strange Situation Test classifications. <table><tr><td></td><td>Secure (B)</td><td>Avoidant (A)</td><td>Resistant (C)</td><td>Disorganised (D)</td><td>Total</td></tr><tr><td>N</td><td>549</td><td>95</td><td>50</td><td>43</td><td>737</td></tr><tr><td>Percentage</td><td>74.5%</td><td>12.9%</td><td>6.7%</td><td>5.8%</td><td>100%</td></tr></table> ▪ The group of mothers with medium-dose (i.e. 3-4 visits) had a significantly higher proportion of securely attached children than their counterparts with no or low dose (73% versus 55%). **Item RSG 5** ▪ The figures for secure attachment in the Ballymun population compare favourably to international norms, not only for low SES population samples but also for typical population samples. **Item RSG8**	**Data source**: Attachment is assessed at 15 months using the well-established procedure of the Ainsworth Strange Situation Test (SST) which video records and analyses interactions between a parent and baby to provide an attachment security classification. There are four possible classifications: Secure (B), Avoidant (A), Resistant (C), and Disorganised (D). Secure attachment is optimal; Disorganised attachment is the most concerning.

Programme Logic Step	Expected results	Results statement in summary	Examples to illustrate results statement
Outputs: Learning Years Support Service	▪ Practice, organisation and leadership capacity built	Tailored needs-based capacity building strategy being implemented	▪ 41 Early Childhood Care and Education (ECCE) practitioners have attended a workshop on "Introduction to Aistear: The National Curriculum Framework" ▪ 27 practitioners have received Core Training in Child Protection ▫ 16 practitioners have completed refresher courses in Core Training Topics ▪ 46 practitioners (across 7 settings) attended Hanen Teacher Talk training (co-facilitated by HSE Speech and Language Therapy team and *youngballymun*) ▪ 6 Managers completed Early Years Leadership Development Programme

		Practitioners trained and supported in the delivery of the evidence-based HighScope curriculum	▪ 100 ECCE practitioners trained in implementing the HighScope Curriculum
			  ▫ 70 (across 10 settings) have graduated in Implementing HighScope Approach Pre-School Curriculum training
			  ▫ 34 (across 8 settings) have completed the Advanced HighScope curriculum training
			  ▫ 15 (across 7 settings) have completed the High Infant and Toddler Training

	▪ Quality service provision in ECCE settings in Ballymun	6 early years setting engage with Síolta Coordinator and are being coached through the Síolta accreditation process	▪ 120 ECCE staff are being are supported in the implementation of Highscope and Síolta

Programme Logic Step	Expected results	Results statement in summary	Examples to illustrate results statement	Additional Information
Leading Outcomes: Learning Years Support Service	▪ Skills development of Early Years practitioners	Improvements in Early Years practitioners awareness, knowledge and understanding as a result of engaging in the Learning Years tailored needs-based capacity building strategy (with mentoring and coaching supports)	▪ Participants in Implementing HighScope Approach Pre-School Curriculum Training (May 2015) discuss the changes they have experienced as a result of the training and accompanying mentoring. **Video 6** ▪ An externally contracted evaluation of the Learning Years Support Service **Item LY1** and **Item LY1a** found that as a result of the capacity building activities, early years practitioners had ▫ developed a common language of development, improvement and assessment ▫ exhibited a deep understanding of the concepts and theories underpinning high quality early education and care and ▫ had become more reflective in their practice and committed to continual professional development	**Data Source:** The externally contracted evaluation of the Learning Years Service included 2 rounds of field work (in April 2011 and February 2012 approx). Evidence was gathered from: ▪ 2 waves of observation of practice in all 8 settings ▪ 2 waves of interviews with the 8 Early Years managers ▪ 2 waves of interviews with practitioners (n=44) ▪ interviews/focus groups with 50 local parents over the course of the evaluation ▪ series of interviews/discussion with HighScope & Síolta Coordinators
	▪ Improved physical environment in Early Years settings (which directly impacts on children's wellbeing, learning and development)	There have been improvements in the overall quality of service delivery, most notably in the physical learning environments and daily routine.	▪ Evidence of improvements in learning environment and daily routines, as measured by the High Scope Pre-School Programme Quality Assessments (PQAs) reflects the early work of the HighScope Coordinator in these areas particularly in supplying new equipment and in working with preschool setting to arrange the physical layout of the rooms. **Item LY1** and **Item LY 1a** ▪ Photographic evidence clearly shows the changes in the physical learning environment. **Item LY2** ▪ One recent HighScope training participant wrote in her Most Significant Change Story **Item LY3** *"We are in the process of changing all the rooms, laying them out in the way we were shown, and it has made a huge difference in the rooms. It did take some of the staff that are here longer, a little longer, to adapt to the change, where the children seemed to welcome it... daily planning is giving the children a much more structured day. They are following through on their ideas, the teachers are trying to plan what interests the children and they are planning ahead for the next day... "(Story 8)*	**Data Source:** HighScope Programme Quality Assessment (PQA) data was collected by the externally contracted HighScope trainer to evaluate implementation of the HighScope Curriculum approach. ▪ Baseline PQAs were carried out at the start of the HighScope training and repeat PQAs were carried out at the end of training. ▪ The PQA has two sections; Form A: Classroom Items and Form B: Agency Items. For the purpose of this evaluation Form A was used. ▪ Form A measures the structural characteristics and dynamic relationships that effectively promote the development of young children; learning environment, daily routine, adult-child interaction, and curriculum planning and assessment. Based on objective classroom observations and interviews with practitioners a trained PQA rater scores an objective 5-point scale for each item. ▪ Detailed feedback is given at the end of the training (along with a setting specific Implementation Report) allowing for the tracking of curriculum and quality developments in the setting over a 1 year period.
Lagging Outcomes: Learning Years Support Service	▪ High quality Early Years service provision in Ballymun	(Some) Early Years setting have completed the Síolta validation process Early Years settings that have participated in Learning Years demonstrate high quality.	▪ 4 Ballymun Early Years settings (working with the Learning Years Support Service) have been awarded their Síolta Validation Certificate and have been externally validated as providing significant or extensive evidence of quality. ▪ A snapshot-assessment of the quality of Early Years service provision in Ballymun (using ECERS-R and ITERS-R) in June 2014 showed significantly lower mean scores across all items among settings only commencing work with Learning Years team (a proxy control group) compared with settings which have been engaging in the process for the last 4 years **Item LY4**	**Data Sources:** ECERS assessments were carried out by an external contractor in the Spring of 2015 (i.e. the HighScope trainer). Seven Ballymun ECCE setting were assessed; within these settings 15 ECERS-R and 6 ITERS-R observations were administered. Setting data entry and analysis was carried out by *youngballymun*.
Impacts: Learning Years Support Service	▪ Optimal learning and wellbeing outcomes for Ballymun young children	There have been reduced behaviour problems among Ballymun 4-5 year olds (since 2005/6) Social and emotional outcomes for Ballymun 5 year-olds compare favourably with national norms	▪ Ballymun parents' SDQ assessments of their 4-5 year olds show reduced behaviour problems between 2005/6 and 2015. More specifically, parent-completed SDQs show **Item LY 5** ▫ a reduction (ranging from 58%-32% depending on data sources) in the proportion of 4-5 year old children assessed as having 'some/high need' on the hyperactivity subscale ▫ a reduction (ranging from 41%-3% depending on the data sources) in proportion of 4-5 year old children assessed as having 'some/high need' on the conduct subscale ▫ a reduction ranging from (61% - 26%) in proportion of 4-5 year old children assessed as having 'some/high need' on the total difficulties scale – an overall measure of psychological wellbeing ▪ ECCE practitioners in Ballymun rated the majority of preschool children as having 'close to average' psychological wellbeing (i.e. total difficulties score) and prosocial functioning **Item LY 6** ▫ However they were more likely to rate children's psychological wellbeing as being outside the 'average range' than (available) normative data suggests (i.e. 80%). ▪ Teacher and parent perspectives on the social and emotional outcomes of Ballymun 5 year olds compares favourably with (UK) normed data. **Item LY 7**	**Data Sources:** Baseline data (2005/2006) collected in two eternally contracted need analyses commissioned by Ballymun Development Group. **Item 2** and **Item 3** 2015 data collected by *youngballymun* for the Performance Story Report ▪ A census survey of Ballymun Junior Infants was conducted in May 2015 (and May 2014). All Junior Infant classroom teachers were asked to complete an SDQ on their pupils; parents were also asked to complete an SDQ on their child in Junior Infants. ▫ 2014 Teacher-SDQs (n=293) and Parent SDQ (n=195) ▫ 2015 Teacher SDQ (n=280) and Parent SDQ (n=192) Note: In 2015 98% of parents reported that their Junior Infant child had been in an Early Years setting prior to starting school. ▪ Ballymun ECCE practitioners were asked to complete SDQ on pre-school children (3-4 year olds) ▫ 2014 Teacher SDQ (n=240) and Parent SDQ (n=135) ▫ 2015 Teacher SDQ (n=165) and Parent SDQ (n=78)

Programme Logic Step	Expected results	Results statement in summary	Examples to illustrate results statement
Incredible Years: Outputs	▪ Family-School-Community partnership in the delivery of Incredible Years Parent Programme series	Community partners trained to deliver Incredible Years Parent Programmes. Incremental increases in the delivery of Parent Programmes in the community	▪ 25 practitioners trained as Parent Group Leaders to deliver the Incredible Years training series i.e. ▫ the Incredible Years BASIC Parent Programme ▫ the Incredible Years BASIC (Extended) Parent Programme ▫ the Incredible Years Toddler Parent Programme ▪ 56 Incredible Years Parent Programmes have been delivered over 8 years (from 2008 to July 2015) increasing from 2 courses per year (in 2008) to 7 courses per year in 2014; ▫ 47 Incredible Years Basic Parent Programmes have been delivered - With 508 participating parents, 69% (n=352) of whom completed the programme. ▫ 2 Incredible Years 20-week Parent Programmes have been delivered - With 22 participating parents, 73% (n=16) of whom completed the programme ▫ 6 Incredible Years Toddler Parent Programmes have been delivered - With 74 participating parents, 61% (n= 45)of whom completed the programme ▫ 1 School Readiness programme has been delivered - With 6 participating parents, 83% (n=5) of whom completed the programme
		Programme for parents of school-aged children delivered on-site in schools.	▪ Since 2012 the delivery of the school-aged (Basic) Parent Programme has alternated across participating schools
	▪ Delivery of universal classroom curriculum integrated with classroom management strategies	Junior Infant teachers trained to deliver Dina Classroom Curriculum	▪ 85 teachers (and 3 parents) have been trained to deliver Dina Classroom Curriculum ▪ In the 2014/15 academic year the Incredible Years Dina Classroom Curriculum was delivered across 19 Junior and Senior Infant classrooms in Ballymun. ▪ Approximately 1,500 children have participated in the Dina Classroom Curriculum to date.
		Training and support in Teacher Classroom Management offered to all teachers.	▪ To date 4 waves of Incredible Years Teacher Classroom Management (TCM) training have been delivered in Ballymun. ▫ 63 Ballymun teachers have completed the Teacher Classroom Management training.

Programme Logic Step	Expected results	Results statement in summary	Examples to illustrate results statement	Additional Information
Incredible Years: Leading Outcomes	▪ Innovation specific capacity (i.e. IY Teacher Classroom Management (TCM) and IY Dina Classroom Curriculum) and general social-emotional learning capacity built among classroom teachers and educational support staff in Ballymun	Teachers and education support staff in Ballymun have the knowledge, understanding and skills to deliver a comprehensive and effective social and emotional learning (SEL) classroom curriculum There have been improvements in the understanding and management of social, emotional and behaviour problems among school staff (predictive of a positive school environment)	▪ Hazel, an educational support worker implementing the Incredible Years Classroom Curriculum with a Junior Infant Teacher in St. Josephs Junior School wrote in her Most Significant Change story **Item IY1** *"This year we had a very challenging Junior Infant class with high needs. This class was our focus for Incredible Years Dina in the Classroom. In particular, we had one child who found it very difficult to take any instructional control or to stay in her chair. Let's call her Grace… myself and the class teachers were constantly evaluating our practice and implementing new Incredible Years strategies…We had to change our reward system a number of times, with the stickers and stampers not being reinforcing enough. We used a planned ignore approach…We also immediately positively praised Grace for the most minor things on entry to the Incredible Years room (walking to her chair, sitting on her chair, etc.) …Five months later and we have seen a positive change in Grace."* ▪ The Incredible Years Action Research Study in 2012 reported that teachers who had participated in the TCM training had applied the strategies acquired, which enhanced their classroom management skills, and helped them be more proactive in devising routines that about smoother classroom transitions (2012; 41) **Item IY2** and **Item IY2a** ▪ Pre-Post data from classroom teachers participating in Incredible Years Teacher Classroom Management training in Ballymun during the academic year 2013/14 shows statistically significant increases in self-reported confidence and efficacy in classroom management **Item IY3**	**Data source:** Qualitative change narratives were collected by *youngballymun* as part of the evaluation process. **Data source:** This eternally contracted Action Research Study used a variety of data collection strategies including; ▪ One-to-one interviews (n=25) ▪ Series of group discussion/focus group including ▫ 3 waves of focus groups discussion with 18 TCM participants ▪ Secondary analysis of monitoring data collected as part of the implementation of the Incredible Years Parent and Child programme **Data Source:** *youngballymun* collected pre-post training data from classroom teachers who participated in the Incredible Years TCM training in 2014 as part of the evaluation of the TCM training. Two instruments were used ▪ IY Teacher Classroom Management Strategies Questionnaire (incredibleyears.com/for-researchers/measures/) ▪ Teacher Sense of Efficacy Scale (SF)

	▪ Confident, competent parents	Participants engaging in the Incredible Years parent programmes self-reported ;
		▪ reductions in parental depression
		▪ reductions in parental stress (which negatively affect parent-child relationships) &
		▪ reduction in parent-reported emotional and behavioural problems in their children
			▪ Analysis of pre and post training data shows an association between improved parent and child outcomes and engagement in Incredible Years parenting programme. **Item IY 4**
			  ▫ Significant reductions were observed in parents' assessment of children's problem behaviour across SDQ subscales at 6 month follow-up among participants who received the full benefits of the programmes (i.e. full attenders). For example:
			    - The proportion of parents demonstrating clinically significant levels of stress (as per PSI/SF) reduced from 41% at baseline to 23%.
			    - There was a 69% reduction in the proportion of parents assessing their children as having 'some/high need' on the hyperactivity scale of the SDQ
			    - There was a 33% reduction in the proportion of parents assessing their children as having 'some/high need' on the emotional subscale scale of the SDQ
			▪ Parent change story about increased competency and improved adult-child interactions. **Video 7**
				Data Source: Since January 2010, *youngballymun* has incorporated a data collection system into the delivery of its Incredible Years Parenting Programme in order to monitor parent and child outcomes. Data is collected at the start of the programme, at the end and at 6 months follow-up. Parent measures include the Beck Depression Inventory (BDI), Parent Stress Index Short Form (PSI/SF) and the child measure is parent-completed Strengths and Difficulties Questionnaire (SDQ). The SDQ has five subscales: conduct, hyperactivity, peer problems, emotional problems and pro social behaviour, as well as a total difficulties score. This is a live database; baseline data are available on 376 parents, 59% of these participants (n=220) provide some data at 6 month follow-up.

Incredible Years: Lagging Outcomes	▪ Positive school environments
	
	▪ Reductions in behaviour problems
		There have been reductions in social, emotional and behaviour problems of children in Primary schools in Ballymun	▪ Analyses of monitoring data (teacher-completed SDQ) collected by *youngballymun* as part of the implementation of the Incredible Yeas Dina Classroom Curriculum at the start and end of the two year curriculum **Item IY2** and **Item IY2a** showed
			  ▫ reductions in behaviour problems in the classroom (i.e. mean total difficulties scores)
			  ▫ reductions in of hyperactivity/inattention in school and
			  ▫ improved interactions (indicated by reduced peer problems and improved pro-social behaviour)
			
			▪ A Junior Infant Teacher's Most Significant Change story highlights the impact of the programme **Item IY5**
			"These lessons [Dina Classroom Curriculum] have helped them develop a positive attitude to school and learning, assisted them in managing and dealing with their emotions and also develop positive friendships. It has given them the vocabulary they need to express themselves and to explain what they are thinking and feeling. They are happy, confident and not afraid to try. They try to solve problems themselves…they play nicely together and are kind and friendly to each other…" **Video 8**	

Incredible Years: Impacts	▪ Optimal social and emotional development outcomes for children in Ballymun	There have been improvements in the social and emotional outcomes of Ballymun pre-teens (since 2005/6)
		
		Social and emotional outcomes for Ballymun 9 year-olds compare favourably with national norms
			▪ Parents' assessments of the social and emotional outcomes of 9-11years shows marked improvement between 2005/6 and 2015. More, specifically, parent completed SDQs show; **Item IY6**
			  ▫ reductions (ranging from 51% to 7% depending on data source and SDQ subscale) in the proportion of pre-teens rated as having 'some/high need' on behaviour problems subscales
			  ▫ a reduction (ranging from 49-25% depending on data sources) in the proportion of pre-teens rated as having peer relationship problems and
			  ▫ a reduction (ranging from 61%-69%) in proportion of pre-teens rates as having 'some/high need' on the prosocial behaviour subscale
			
			▪ Teacher and parent perspectives on the social and emotional outcomes of Ballymun 9 year olds compares favourably with national (and UK normed) data **Item IY7**
				Data Sources: Baseline data (2005/2006) collected in two externally contracted need analyses commissioned by Ballymun Development Group **Item 2** and **Item 2a**
				2015 data collected and analysed by *youngballymun*.
				▪ A census survey of Ballymun 3rd Class pupils (i.e. 9 year-olds) was conducted in March 2015 (2014 and 13). All 3rd class teachers were asked to complete an SDQ on their pupils; parents were also asked to complete an SDQ on their 3rd class pre-teen.
				  ▫ 2013 Teacher SDQ (n=216)
				  ▫ 2014 Teacher SDQ (n=232) and Parent SDQ (n=121)
				  ▫ 2015 Teacher SDQ (n=215) and Parent SDQ (n=155)

Programme Logic Step	Expected results	Results statement in summary	Examples to illustrate results statement
Write Minded Outputs	▪ School capacity built to implement evidence-informed literacy methodologies in the classroom	Training and coaching support provided to school staff	▪ All teachers across 11 primary schools have participated in the embedding of the Balanced Literacy Framework in their practice: ▫ 187 teachers received professional development in the implementation of First Steps approach to literacy and 26 First Steps Tutors receive monthly resources for supporting pupils' literacy development. ▫ 170 teachers received professional development in the teaching of reading fluency using evidence-based methods demonstrated by Dr Timothy Shannon. ▫ 70 teachers have engaged in additional after-school continuing professional development on aspects of literacy instruction. ▪ 11 **Whole Schools Plans** for English and Literacy Across the Curriculum are developed and revised each year and implemented by whole school staff.
	▪ Family and Community literacy programmes available across the schools and in community settings.	A range of initiatives have been implemented to engage and support families' literacy and educational support skills	▪ 38 Story Sacks courses have been provided (498 parents/community workers completed) ▪ 37 Incredible Years Book Clubs have been held (484 parents attended) ▪ 25 Breakfast Buddies sessions have been hosted (attended by on average 60 parents a session) ▪ 47 community Project staff/youth workers attended 6 workshops on integrating literacy into summer projects ▪ 13 community groups are being supported to integrate literacy into summer programmes as part of the summer slide initiative
		A Summer Slide Initiative is implemented annually	▪ Age specific Summer Slide books for all primacy pupils are produced and distributed annually ▫ 11,016 activity booklets have been printed and provided to children from 2011 to 2015

Programme Logic Step	Expected results	Results statement in summary	Examples to illustrate results statement	Additional Information
Write Minded: Leading Outcomes	▪ Pedagogical outcomes for teachers as a result of the tailored capacity building strategy	Teachers in Ballymun are confident in using a range of different techniques (including First Steps) in teaching literacy.	▪ The externally contracted evaluation of Write Minded reported the following pedagogical outcomes for teachers in Ballymun; **Item WM1 and Item WM1a** ▫ Applying cross curricular approaches to literacy. ▫ More consistency in lessons planning and delivery. ▫ Improved review and assessment processes. ▫ More effective use of First Steps approaches. ▫ Engaging in more reflective practice.	**Data source:** An externally contracted evaluation of Write Minded included two waves of fieldwork (2011 and 2012). Evidence was gathered from: ▪ Interviews with principals, classroom teachers and educational support staff in all 11 primary schools and 1 secondary school (n=135); ▪ A teacher satisfaction questionnaire (n=117) ▪ Interviews with community/statutory organisations (n=12) ▪ Feedback from parents
	▪ Planning outcomes for schools	Effective implementation of whole school action planning in all Ballymun primary schools to guide literacy teaching across the curriculum.	▪ All primary schools in Ballymun have a tailored whole school literacy planning process in place, informed by the Balanced Literacy Framework, guiding literacy teaching across the curriculum **Item WM 1 and Item WM2** ▪ As one 3rd class teachers wrote in her change story: **Item WM3** *"I have been lucky enough to have experienced the support of Write-Minded in various ways… in navigating my way through the (initially very daunting) First Steps programme… in the modelling of reading and writing lessons, in providing planning support (we now possess the HOLY GRAIL of English-whole school plans…), in .providing us with the most up to date research in good literacy practice and most recently the Talk Time programme…"*	In order to initiate a monitoring system to track primary school pupils' literacy outcomes the evaluators collected and analysed quantitative data **Item WM4.** More specifically; ▪ Reading assessment data for all 1st (n=252) ,3rd (n=260) and 6th (n=275) class pupils tested in Spring 2011(& where appropriate historical data) ▪ 2 waves of group writing assessments data for 1st/ 3rd/6th class pupils ▪ An attitudes to literacy questionnaire with all 1st/3rd /6th class pupils(n=746) ▪ Analysis of CELF-4 assessment data (with selected pupils)
	▪ Oral Language outcomes for children	Improvements in children's language outcomes	▪ Analyses of oral language assessment data showed significant increases in a sample of Ballymun pupils' general language ability between September 2009 and June 2013 (from a mean score of 92.5 to 96.3) **Item WM5** ▫ The proportion of pupils demonstrating 'severe difficulties' with general language also decreased (11% to 8%) ▫ While the proposition in the 'average' and 'above average' range increased from 72% in 2009 to 79% in 2013.	**Data source:** Write Minded's oral language assessment commenced in September 2009. The intention was to identify a sample of pupils, establish a baseline of children's oral language abilities, and track their progress over time. All 11 primary schools in Ballymun participated in an initial language assessment in 2009. Teachers rated 594 pupils' language ability using screening tools (Observational Rating Scale) across 3 class year groups. A subsample of these pupils (n=269) were selected for a full language assessment (CELF-4) and these pupils were re-assessed in May 2011 (paired data =244 cases) and May 2013 (paired data=146 cases). All CELF-4 assessments were administered by speech and language therapy students, supervised by an experienced speech language therapist (*youngballymun* staff). They also scored and entered the data under supervision; analysis was carried out by *youngballymun*.
	▪ Literacy development within the family and community	Improved capacity in community services to support children's literacy	▪ The external evaluation of Write Minded found that as a result of working with the Family and Community Development Officer community groups reported; **Item WM1** and **Item WM 1a** ▫ Greater awareness of literacy issues. ▫ Increased awareness of the important role they play in promoting literacy skills in the community. ▫ Practitioner skills development. ▫ Confidence to implement literacy activities in their work.	**Data source:** Anonymised literacy attainment data submitted by Ballymun schools to *youngballymun* in paper format; *youngballymun* enters and analyses data and presents it back to individuals schools and to the community of schools (at the Implementation Team meeting).
		Increased parental involvement in developing their children's literacy skills	▪ Increased parental involvement in children's literacy can be evidenced through the numbers attending the literacy programmes and events (Breakfast Buddies, Story Sacks, etc.) ▪ Parent stories also evidence change. For example, Nicola, a Ballymun mother of 4 sons (ranging from 5 to 16 years), wrote: *"I got involved with youngballymun through Story Sacks. Lána totally changed my attitude towards books and the way I read to my children. She made reading fun and interesting showing me how to bring the book to life...now I read with great passion and expression using different voices for the different characters. The children show a great interest in books from doing this...Breakfast Buddies has opened my eyes to the way I can take learning opportunities from everyday activities...taking every chance to show them that reading and writing can be fun…"* **Item WM6** ▪ Parent change story about increased knowledge, understanding and skills related to child literacy. **Video 9**	
Write Minded: Lagging Outcomes	▪ Increased use of data to inform decision making ▪ Improved	Ballymun schools have been using their pooled pupil literacy achievement data, in increasingly more sophisticated ways, to improve pupil outcomes	▪ Community level analysis of literacy data presented and discussed at (September) Implementation Teams **Item WM7** ▫ In response to the observed trends in pupils' literacy outcomes, a working group was set up with 3rd and 4th class teachers to specifically address the needs of pupils in these classes. ▫ *youngballymun* hosts a number of working groups that provide networking opportunities including First Steps' cluster meetings, Oral Language Forum, Literacy Roundtables and Implementation	**Data source:** Anonymised literacy attainment data submitted by Ballymun schools to *youngballymun* in paper format; *youngballymun* enters and analyses data and presents it back to individuals schools and to the community of schools (at the Implementation Team meeting).

	networking and sharing resources ▪ Increased ownership of the area-based literacy strategy		Teams. ▪ The Ballymun community of schools produced a resource tool, Class Acts in Literacy, to share best practices for literacy development. **Item WM8 and Video 10** ▪ Ballymun Principals Network co-hosted literacy event in the Department of Education with *youngballymun* in 2015. **Item WM9**	
Write Minded: Impacts	▪ Optimal language and literacy outcomes of Ballymun primary school pupils approximate national norms	There have been improvements in the literacy outcomes of Ballymun primary school pupils Literacy outcomes of Ballymun pupils approaching national average	▪ Between 2007 and 2015 in the Ballymun community of (DEIS Band 1) schools: **Item WM10** ▫ There have been significant reductions (ranging from 40% to 67%) in the proportion of the lowest achieving pupils (i.e. pupils scoring ≤10th percentile) in need of learning support ▫ There have been significant reductions (ranging from 8% to 40%) in the proportion of pupils scoring ≤ 30th percentile (i.e. pupils who may have difficulty in coping in the mainstream classroom); ▫ There have been significant increases (ranging from 33% to 447%) in the proportion of higher scoring pupils (i.e. at or above ≥ 50th percentile) ▪ Year on year improvements in pupils' mean standardised test scores have also been observed. **Item WM11** ▫ Performance of Ballymun pupils in junior and middle classes (1st-3rd class) now approximate national norms	**Data Source:** Baseline data (2007) presented in the externally contracted study of Literacy in Ballymun. **Item 4** 2015 data collected and analysed by *youngballymun* ▪ Since 2011 *youngballymun* has been tracking the progress of each new intake of 1st class pupils on standardised literacy tests. ▪ All Ballymun primary schools submit their data at the end of the academic year to *youngballymun* ▪ In 2015 data was collected on all pupils in 1st -6th class (n=1,522)

Chapter 4: Findings and Implications

4.1   Foundational Activities

youngballymun and its predecessor, the high-level planning group Ballymun Development Group (BDG) successfully implemented the foundational activities. BDG played a key role in building commitment among the local service community to the goals and processes of change. The group was also instrumental in ensuring that key stakeholders understood that they were all working towards the same long-term goals by establishing a shared vision of change for children in the community and ultimately securing funding under the Prevention and Early Intervention Programme (PEIP) of work. While it took some time for the concept of 'need' as a building block in the strategy to be fully realised, once it was, extensive work was carried out (initially by BDG and further developed by *youngballymun*) to identify the needs of children and families in the community, and to understand how best to respond to these needs. It was only once these needs were clearly understood that the process of identifying the appropriate programmes/interventions/strategies required to form a comprehensive response could really begin.

4.2   Mutually Reinforcing Service Strategies

While the conceptual framework and vision of BDG remained intact, once funding was secured it was augmented by an 18-month service design process under the leadership of *youngballymun*. This process linked and united the complementary skills and resources of diverse people and organisations and designed a suite of mutually reinforcing service strategies, informed by existing need, best practice and evidence based models, filtered through the lens of the local culture and context.

In as far as possible the mutually reinforcing service strategies were intentionally aligned with national strategies/initiatives (most notably DEIS Delivering Equality of Opportunity in Schools) to reinforce the work at a local level. Viable partnerships and working relationships were established. The service design teams also identified the capacity (or technical assistance) required to implement the strategies – capacity that was not necessarily available locally. Each of the four service strategies currently being implemented by *youngballymun* were subject to an external evaluation during initial implementation. There is a large body of evidence demonstrating that implementation is happening.

4.3   Outputs

The outputs, or the immediate results of building implementation capacity within the Ballymun service community, are clearly quantified and demonstrate the scope and scale of *youngballymun's* capacity building activities. The high level of participation in the capacity building activities evidences the relevance of the work to practitioners' in the community. It was necessary not only to tailor capacity building strategies to the needs of the individual services/organisations, but also to apply a phased approach to capacity building, thereby ensuring that services continue to operate while specific training in the delivery of evidence-based/informed approaches were delivered. Consequently capacity building activities are ongoing.

4.4   Leading outcomes

The leading outcomes or short-term changes as a result of the implementation supports are evident. As a result of innovation-specific and general capacity building activities, there has been a broadening of skills within the Ballymun service community and evidence-based programmes such as HighScope and Incredible-Years are currently being implemented. As capacity building has been phased and is continuing, training, coaching and mentoring supports are still being provided by *youngballymun*. Nonetheless the challenge is evidencing the consistency of implementation of the whole service strategy with fidelity across the community.

4.5   Lagging Outcomes

Many of the lagging outcomes - or changes expected in the medium term (as a result of the short term outcomes) have begun to surface. Most notably there is genuine collaboration and sharing of resources across/within the Ballymun service community, where there may once have been competitiveness or isolation. Strong local leadership has also emerged across all systems, which in turn evidences increased organisational capacity; however the extent to which *youngballymun* has fostered and built this emerging leadership is difficult to quantify. In addition, stakeholders have begun to see the clear benefits of using data to support strategic decision-making. They willingly share and actively engage in the collective interpretation of data. The benefits of a shared measurement system are only now being realised by *youngballymun*. However the degree to which the structures and processes that have been put in place to support collaborative working will remain, in the absence of a backbone organisation to drive the process (and actively recruit and maintain diverse stakeholder participation) is questionable. Moreover, additional resources would be required for the local service community to continue to actively engage with data in a meaningful way.

4.6   Impact

There is strong evidence of improvements in Ballymun children's literacy attainment. Unfortunately, there is a dearth of comparable community-level data available in Ireland. Consequently it is impossible to determine whether the demonstrable changes in Ballymun children literacy outcomes are unique to this community of schools. Similarly at the time of writing *youngballymun* did not have comparable data on children's social and emotional outcomes, although national comparison data will be available through the Growing Up in Ireland study.

Finally it must be noted that the children who will benefit fully from the work of *youngballymun*, that is children /parents who have had access to the full suite of service strategies from birth, are only now entering primary school –and so the real impacts of *youngballymun* and its recurrent supports provided through the life cycle of the child, will not start to become apparent in population level outcome data (i.e. school literacy data & SDQ data) until 2016 and beyond.

Chapter 5: Instances of Significant Change

5.1 Introduction

In order to help illuminate how *youngballymun* is bringing about changes to the community and to illustrate what practitioners working in, and parents living in, Ballymun are gaining in the process, a story-based evaluation approach (i.e. the Most Significant Change (MSC) technique) was applied. Collecting these personal stories provided qualitative data that is not always easily classified, categorised or analysed. However, these individual change narratives can help elucidate *youngballymun's* theory of change and give a voice to the key stakeholders in the community.

The data presented in this chapter were collected using the MSC technique, across the Ballymun community. Practitioners involved in the implementation of *youngballymun's* service strategies - across primary care, early years, primary schools and community services - were invited to write their stories of most significant change. A total of 95 practitioner change stories were collected. A number of events were held to facilitate the collection of MSC stories for parents and children in the community. Different data collection methods were applied; parents could participate in one of three Most Significant Change story workshops, in facilitated small group clusters or engage in personal one-to-one story telling interviews. Parents who responded to the invitation to share their stories were provided with choices as to the format they selected for their story - either in written form, through making a poster, dictating their story or telling their story on video. These approaches yielded 90 written stories, a series of poster stories and 23 video stories. A systematic selection process led to identification of 29 stories that best reflect changes as set out in the outputs and outcomes of *youngballymun's* result chain; these change narratives are presented here.

This chapter also presents the key domains identified from a thematic analysis of the change stories, illuminating how stakeholders – practitioners and parents – have experienced and interpreted *youngballymun*'s change initiative, its service strategies and its impacts.

5.2 Practitioners' Stories of Most Significant Change

youngballymun can be understood as a children's services capacity building initiative. Indeed, most of the implementers stories of 'significant change' conceptualise and illuminate *youngballymun's* work in this way. Key capacity building themes identified in the practitioners' change narratives are: changes in individual capacity; changes in organisational capacity; the challenges of change; supports for the change process and benefits to the community. Each theme is illustrated in turn below.

5.2.1 Changes in individual capacity

The majority of stories focused on capacity building at the individual-practitioner level. Stories from practitioners' working with *youngballymun* to implement evidence-based programmes and

evidence-informed practices highlight the positive changes in their understanding, knowledge, skills and motivation as a result of the **innovation-specific capacity building** activities (i.e. training, coaching and/mentoring).

"I came to understand [through the Infant Mental Health Study Group] how important it is for infants to be securely attached to their caregivers and how trauma at an early stage can impact on an individual for the rest of their lives. This understanding allowed me to work with my clients in a very special and positive way"
(HSE Addiction Counsellor)

One practitioner elaborated on how her increased knowledge and understanding of infant mental health (as a consequence of the Ready Steady Grow's PCPS Programme training) changed her work practices:

"I feel my style of working with parents and their children has changed; I'm always now endeavouring to listen reflectively and supportively; modelling an attuned interaction style with the child."
(HSE Senior Speech and Language Therapist)

A classroom teacher observed that implementing the Incredible Years classroom curriculum resulted in transformational changes in her teaching practices.

"It has changed how I teach, what I teach, and how the children in my classroom experience and enjoy school….it has made a significant change to my classroom, my pupils and me."
(Junior Infant Teacher)

Some practitioners highlighted the development of critical thinking capacity, such as reflective practice, evaluative thinking, and being more '*empowered*' practitioners. For example,

"I have emerged from this process skilled and motivated; a well-qualified practitioner. I now recognise myself as a professional, part of a profession with a much greater purpose"
(Early Years Practitioner)

5.2.2 Changes Organisational Capacity

Stories from practitioners often focused on change as a consequence of improved organisational capacity. The development of **leadership capacity** and skills was evident in change narratives from senior practitioners and managers. Some referenced the direct benefits that leadership training provided.

"I found this training [Manager Training] to be excellent as I became more confident in myself, and as a manager I became assertive, and was able to handle delegating more effectively"
(Early Years Centre Manager)

Others stressed how they became '*change agents'* in their own organisations, mobilising others and catalysing action.

"I learned by example how important it was to have a vision to help achieve goals. Having a vision gave me the inspiration to set goals and helped me to create a shared target for the whole service. Over the years our vision of delivering an evidence-based high quality curriculum for all the children in our centre became a reality".
(Early Years Centre Manager)

The building of organisational capacity to engage in **collaborative working** and it benefits and impact also surfaced as a theme.

"For me the most significant change has been the elimination of an insular culture in place of a collaborative one where all schools learn together and from each other….the power of connection and networking has been invaluable to the improvement process".
(School Principal)

Relatedly, the theme of improved **organisational climate** where staff cohesion and teamwork are evident was identified.

"The support and enthusiasm of the SLTs on the team in Dublin North Central…has been a great source of encouragement to me"
(HSE Speech and Language Therapy Manager)

The **development of an outcomes orientation** across the service community was evident.

"Ballymun schools have become a community of collaboration with a common goal – better outcomes for all our pupils".
(School Principal)

"In order to see if the psychology ante-natal classes were successful research was carried out with parents who had completed the classes…thematic analysis revealed that the classes enhanced parents understanding of their infants' abilities at birth, the importance of their relationship with the infant and helped them recognise signs and symptoms of depression. I was very heartening to see the classes where having the impact we had hoped"
(HSE Counselling Psychologist)

5.2.3 Challenging Change

Strong themes identified across the narratives were the barriers to, and the challenges of implementing a systemic change process. These included internal factors such as fear and anxiety and external factors such as the scope of the change process and the leadership challenges involved.

"…If I am honest I was also sceptical and nervous about the prospect of implementing it [Incredible Years Classroom Curriculum] with my own class….the thoughts of introducing Wally, Molly and Dina [the programmes accompanying puppets] to my class filled me with fear and I was anxious about how the children would react to them…" (Primary School Teacher)

"….Finding our feet was challenging at times"

"I did feel overwhelmed with all the changes and it was a lot to take on board with training, new staff and a new curriculum all happening together...."
(Early Years Centre Staff Member)

"...the process ......has been challenging to say the least and has required ongoing work and various changes......for me the challenge involved in stepping outside our comfort zone to implement these programmes has been more than worthwhile"
(HSE Speech and Language Therapy Manager)

5.2.4 Supporting the change process

Implementing evidence-based programmes and practices in a real-world context with fidelity can be very challenging; implementation support is essential. The importance of the backbone organisation, in this instance the *youngballymun* staff team, in strengthening and resourcing individual and organisational change surfaced across the change narratives. Their *"wealth of knowledge and understanding"* was acknowledged in addition to the '*training and guidance'* '*support*' '*advice*' and '*coaching*' provided.

*"They [*the Write-Minded staff team*] tailor their supports in such a way as to help, inspire, challenge but never overburden teachers. They put no limits on their expectation of what can be achieved, and you can't help but buy into that attitude too – and once we do so too do our students"*
(Primary School Teacher)

"The onsite mentoring support was very valuable in embedding learning and addressing any gaps between training and practice"
(Early Years Centre Manager)

The professional attributes of the *youngballymun* team, and their modelling of quality practice in the change process were noted.

"Throughout my involvement with youngballymun I have been continually impressed by the welcoming, inclusive, professional and caring attitude which travels through the organisation... I now work hard to emulate these practices in my own work with colleagues and families"
(HSE CAMHS Clinical Psychologist)

The relationship *youngballymun* staff teams have with parents and families in the community was also acknowledged.

*"The youngballymun team [*i.*e. the Incredible Years and Write-Minded teams] through their work know the area, and the families and have built up years of trust and friendships which encourages parental participation as adults feel more comfortable attending and participating in activities when they know the facilitators."*
(Home School Community Liaison Teacher)

In addition, the important role of peer networks to support the change process was identified. The benefits of developing positive peer relationships were highlighted in some of the change stories. For classroom teachers in particular '*providing the opportunity to meet with other teachers in the*

area' through shared training events and facilitated meetings was considered crucial in building **relational capacity,** learning networks and communities of practice.

"I've always found it valuable to share experiences and good practice with fellow teachers but quite often their school circumstances sound so different that their experiences, while interesting aren't hugely relevant to me. At the Incredible Years classroom management course the other teachers were from Ballymun, from similar schools, with similar experiences. Something which worked for them would more than likely work for me too. I cannot stress the value of that aspect of this course highly enough"
(Primary School Teacher)

5.2.5 Benefits to the community

Some of the change narratives acknowledged the impact of the initiative on children and families in the community, making reference to perceived changes in learning and well-being.

"...I have never seen a programme impact quite as quickly as this did [Talk Time-an oral language programme].*Before my eye I could see the children's expressive language increase and with it their confidence. They used their new vocabulary at every opportunity...children coming in from yard asked when lunch was because they were ravenous...."*
(Primary School Teacher)

"....These lessons [Dina Classroom Curriculum] *have helped them develop a positive attitude to school and learning, assisted them in managing and dealing with their emotions and also develop positive friendships. It has given them the vocabulary they need to express themselves and to explain what they are thinking and feeling. They are happy, confident and not afraid to try."*
(Primary School Teacher)

"...The children are becoming aware of their rights and responsibilities in relation to their behaviour and conduct in school...."
(Primary School Principal)

"...The children have become more independent, dishing up their own meals, helping with clean up........they have a much more structured day, and they are following through on their ideas ....
(Early Years Practitioner)

5.3   Parents' Stories of Most Significant Change

The *youngballymun* strategy places dual emphasis on building the capacity of the service community and on building the capacity of parents as critical change agents in their children's lives. The capacity building themes identified in parents' change narratives include: changes in individual capacity; changes in organisational capacity and building social networks and community relationships. Each theme is illustrated below.

5.3.1 Changes in Individual Capacity

As with the practitioners' change narratives, parents' stories of most significant change often focused on change at the individual-level. Changes in parental knowledge and understanding were frequently highlighted, as were changes in **parenting practices**. Parents noted enjoying the experience of parenting, being more attuned to their child's stage of development, taking time to

connect with their child, and building language and literacy development and learning opportunities into everyday life.

> *"It [Ready, Steady, Grow] changed my outlook and helped me enjoy the experience of him being small and needing me… making me understand what is going on with him at every stage of his development"*
> *(Story 1)*

> *"Like I can enjoy Carl now and I understand that he is just a toddler, and if he is going through stuff, I just have to help him out with it"*
> *(Story 2)*

> *"The thing I liked was understanding to talk to your child on your knees and have eye contact and understanding how they are feeling and seeing things the way they do, because life is so busy these are little things that parents just don't think of while rushing around"*
> *(Story 4)*

> *"Breakfast Buddies has really opened my eyes to the way I can take learning opportunities from everyday activities. Like making food shopping less of a struggle and more interesting by letting the children write or draw the items on the list"*
> *(Story 7)*

> *"Now I read more with my children, we go to the library regularly, and I can say we improved a lot in our comprehensive reading, grammar, spelling and good communication skills. Our family finishes the day with a book"*
> *(Story 8)*

Some parents' change stories highlighted the subsequent impact on parent-child interactions and relationships, for example, strengthening the parent-child bond, engaging in richer interactions and the actively participating in the school community.

> *"Me and Carl have grown closer, much closer than I ever thought we'd be. I didn't bond with Carl straight away, we had to work on it… and now it is just like being a normal mother."*
> *(Story 2)*

> *"We also have discussions together after reading about what they liked or didn't like, which character would they like to be ……this makes for a very fun and exciting read as they really get engrossed in the story."*
> *(Story 7)*

> *"Allie loved seeking me in her school and was proud to see me getting involved [in Story Sacks]. She was also proud of my creation for her. I made her a bag and a game to match her book… when I brought it home she was beaming. We read the book that night and I remembered to hug the book and… make a fuss of how much I loved the book. That was the start of our love for reading."*
> *(Story 9)*

Some stories highlighted the capacity to **participate and engage** with the range of services across the lifecycle, from infancy through to the transition to secondary school.

"I have done most of the courses youngballymun has offered, starting with Ante Natal, PCPS, Baby massage, Baby and me, sleep workshop and Incredible Years"
(Story 1)

"I took part in Story Sacks, Transition Programme, Breakfast Buddies and so on, because I am interested in such activities"
(Story 8)

For a number, participation in youngballymun service strategy had a direct link with their progression to further and higher education programmes and contributed to their vision for their own future employment and for their community.

"I went to Maynooth college because of their encouragement in my ability to progress into further education. Without Lana's [youngballymun's Family & Community Literacy Development Officer] help and advice I wouldn't have stuck at it… It gave me confidence as a parent and I'm more actively involved in my community."
(Story 7)

"This ignited a long suppressed passion in me to pursue a career helping children. I am now finishing up my 2nd year of my degree in early childhood care and education with hopes to progress onto my masters in Play Therapy when it's complete."
(Story 9)

5.3.2 Changes in Organisational Capacity

Many of the parents' narratives provide their perspective on the service community in Ballymun and on the changes that have occurred as a consequence of *youngballymun's* capacity building activities.

"I felt really listened to [in PCPS] and I felt that she didn't see me as an over protective mother who was over analysing things… I always recommend it to anyone in the area as it is so much more personal"
(Story 1)

The benefits for children and parents of services working collaboratively across services to implement a comprehensive programme of work were also evident.

"The school was also on board with Incredible Years and talking to the Vice Principal regularly and having Nathan see that so many people were talking active interest in him helped enormously"
(Story 5)

"I was introduced to a member of youngballymun through my daughters' school. She told me about a programme called Story Sacks that was being held in the school one morning a week. I decided to give it a go"
(Story 9)

"My only regret is that this was not around when I was bringing up my two older children. I can see difference in their schooling and interest in books. They really missed out. We are extremely lucky to have a support network like youngballymun."
(Story 7)

5.3.3 Building social networks and community relationships

Many of the parents' change stories referred to the connections they made with other parents through participating in the service strategy. This enabled parents experiencing challenges in parenting to feel supported by other parents and for parents to actively build an inclusive and diverse community.

"The weekly meetings showed that other parents had issues with their children and some had identical issues and this proved an immense relief and comfort as few people outside the programme ...seemed to understand or be sympathetic to Nathan"
(Story 5)

"The interactions and support between the participants was tremendous for me. Being able to identify with other parents who were feeling as overwhelmed as I was calmed me and gave me the space to stop and look at my handling of situations at home from another perspective"
(Story 6)

"I am very glad for Breakfast Buddies because it is one place where people gather in one community, who all have different ages, status, genders, nationality and problems. At the same time it has a big social and educational influence which spreads all over the communities and families"
(Story 8)

5.4   Summary

This chapter presents a thematic analysis of the practitioners' and parents' most significant change stories. It is evident from these narratives that the change process is being implemented in, and experienced across, the key systems around the child – the parents and family, primary care, early years and primary schools. The stories identify from parents' and practitioners' perspectives how systems are being re-configured and how their individual capacities are being enhanced. The analysis also brings to life how youngballymun works as a backbone organisation to embed prevention and early intervention practice and integrate lifecycle services into mainstream systems.

Appendix 1

youngballymun's **Most Significant Change Stories**

Implementers' Stories of Significant Change

Parents' Stories of Significant Change

1 Ante-natal Care: developing an integrated model

Through my training and work as a psychologist I am very aware of the importance of the early years in helping shape the development of well-adjusted adults who can cope with the normal stresses and strains of life. I have a particular interest in the ante-natal stage of development. I believe it is a very opportune time to engage prospective parents about the importance of their relationship with the infant and also their own mental health. Research evidence has also shown that parents begin to develop representations of their infants at the ante-natal stage. I came to work in the HSE Primary Care service in Ballymun in early 2006. At the time local ante-natal classes were offered by Primary Care allied health staff. Due to time constraints psychology was offered a 20 minute time slot which was very short and meant that a didactic approach was the only approach that could be used. Fortunately I came to work in Ballymun just at the same time as the beginnings of youngballymun. I was involved in the Service Design for Ready Steady Grow and was able to help shape the development of the service.

In order to develop a greater understanding of the needs of the local population youngballymun through the planning for parenthood co-ordinator, Hazel Murphy, did a survey to find out the experiences that parents had of ante-natal care. This was a significant piece of work as it identified that parents wanted classes that were more interactive and also wanted to understand postnatal mental heal the issues. In conjunction with this, Bonnie Daligga, an infant mental health specialist and mentor from the United States was funded by youngballymun to work here for a period of time. Bonnie had a wealth of knowledge and understanding of how to work with prospective parents in an engaging and positive way. Using the knowledge gathered and Bonnie's expertise it was decided to get all the stakeholders together and develop a more integrated model of offering ante-natal classes. Following this facilitated process it was decided that the classes should be run through an adult learning model. The psychology service was also given 2 sessions of the 5 to explore a range of issues: Feelings in pregnancy, perinatal mental health, social and emotional development of infants and the importance of the parent-infant relationship. Bonnie's input was essential in developing novel ways of engaging parents and delivering the classes.

In order to see if the psychology ante-natal classes were successful research was carried out with parents who had completed the classes. Qualitative interviews were carried out with eight parents focussing on their experience of the classes and its impact on their parent-infant relationship. Thematic analysis revealed that the classes enhanced parents' understanding of their infants' abilities at birth, the importance of their relationship with the infant and helped them recognise signs and symptoms of depression. It was very heartening to see that the classes were having the impact we had hoped. The model of ante-natal classes that we have developed has been presented at the World Association of Infant Mental Health Conference 2014 and the Irish Association of Infant Mental Health Conference 2014. Without the support of youngballymun to organise, plan and facilitate this change process it is highly unlikely the classes would have developed as they have. Bonnie's embodiment of the ability to slow down and work in a way that is conducive to parents-to be has influenced how I am with these parents. The knowledge and understanding I have gained through working with a variety of experts in youngballymun has changed for the better how I work with families

Marion O Flynn
HSE psychologist

This story was considered significant for the following reasons:
- It recounts the experience of a key partner's involvement in designing & implementing Ready, Steady, Grow - an area-based infant mental health strategy
- It shows how taking time to gain a deep understanding of local need and to develop collaborative working relationships can results in an effective evidence informed-response to the identified need.
- It demonstrates how a mentoring relationship can support fellow professional learners and specialists and create an environment that supports innovation and encourages seeking out direct evidence from practice

#2 Early Interventions Can Prevent History Repeating Itself

Let me begin by saying that I have worked in Ballymun long enough sadly, to have seen children go down the same road as their parents into addiction, leaving school early, poor mental and physical health and crime. My story of change began in 2012 when I joined the Ballymun Infant-Parent Mental Health Study Group. I had just returned to my position as a rehabilitation/ integration officer in the HSE Addiction Services having qualified as a psychiatric nurse. This is when I was introduced to the concept of 'infant mental health' and I hoped that I would be able to integrate the learning into my work. My client groups are adults caught up in addiction, eighteen years and upwards with a desire to become drug free and move forward in their lives. Almost three years down the road, the results have only been positive. Through the study group I came to understand how important it is for infants to be securely attached to their caregivers and how trauma at this early stage can impact on the individual for the rest of their lives. This understanding has allowed me to work with my clients in a very special and positive way. Firstly, in helping my clients to realize how they came into addiction in the first place, secondly, how they can move on from this and thirdly, how they can prevent history repeating itself. I hope that the following account will demonstrate how the learning from the infant mental health study group can help professionals to assist parents to break the cycle and prevent their children from making the same mistakes.

Ray was a 35 year old man who had been drug free for a few weeks when he first presented to the rehab service. He was very anxious, and reported that he was on the verge of going back using drugs as he was unable to cope. He stated that he was unable to eat or sleep and that a voice in his head kept telling him he was "useless." He refused to go to his GP as he felt he would be prescribed something and he wanted to stay away from medications. Ray reported a long history of heavy drug misuse. He stated that the reason he wanted to be drug free was for his then 3 year old son and at this time he reported feeling desperately guilty that he had short-changed him, stating "I was out of it all the time and spent money that could have been used for my son". Ray's son lived with his ex partner and access to his son was limited due to her lack of trust in Ray. He stated that his parents were very supportive to him now but that they did not trust him. He said that he understood this as he had given them a hard time and done some awful things.

Ray said that as a small child he was always anxious and fearful. He claimed to have had a good relationship with his mother, but not with his father. He stated that as a small boy he was terrified of his father. He stated that his father drank heavily and used to beat him when he was "bold". He said his mother did not hit him but she would tell his father when he was "bold" which subsequently led to him being beaten. Ray claimed that he under achieved in school and that when he started using drugs in his teens he did not care about anything. He reported that he never stopped using drugs until one day it dawned on him that he wanted to give his son a better life. Ray was quite adamant that he did not want the same thing to happen to his son and so we explored the relationship that they had.

Ray gave an account on one occasion of how his son was "out of control". He said that the two of them had gone into town and were heading for St Stephen's Green when suddenly his son wanted to get out of his buggy to dance, they were just about to cross a busy street. Ray told him he couldn't get out of the buggy saying it was dangerous, his son would not accept this and started to throw a tantrum. Ray started to get agitated and shouted at his son and his son's behaviour just got worse. Ray hailed a taxi and the two of them went home. What was to be a lovely day out, came to an abrupt end. He stated that his son was very upset. Ray said that he felt useless and now feared that he was unable to cope with his son.

I reminded Ray that he had told me how he loved to dance with his son, he had told me they had danced in the garden and at the bus station. I asked Ray how his son would know where it was okay to dance. At this point I believe it was at this point the process of real healing began for Ray. He realized how he had come to be where he was in his life. He understood where his ruminations of 'uselessness' had come from and on reflection he believed he was self medicating to get rid of his feelings of anxiousness. Ray says he hold no grudges. He is glad of the support of his family and does not blame his father, he believes that his father thought he was doing the right thing. Ray says he knows that his relationship with his son will be tested from time to time but he feels his new understanding will help him think and react in a way that will be beneficial to him. Ray says that he sees no signs of the fear that he himself had as a child.

Ray is almost three years drug free now and does not take his recovery lightly. He works hard on rebuilding family relationships particularly with his son. He is in university doing an Arts degree and is getting top grades. He lives alone and his son stays with him every weekend. Ray says his relationship with his parents is good and he can see his own anxious self in his father.

In conclusion, I hope that from this story it is evident that without the Ballymun Infant-Parent Study Group Ray would not be in such a good place as he is now.

Helene Costigan

HSE Addiction Counsellor

This story was considered significant for the following reasons:
- It shows the benefits of the skills and knowledge acquired (in infant mental health) not only to the practitioner but also to their adult clients

#3 Improving my capability, motivation and opportunities

I am a senior clinical psychologist and had been working in CAMHS for over 20 years. During a number of years a high proportion of children referred to our service were under 5 years of age. I was aware that these children required a different form of multidisciplinary assessment and therapeutic intervention than to older children. Unfortunately there was a poverty of training in Ireland with regard to relevant work practices for children of this age.

To my delight youngballymun opened up their Master Classes in Infant Mental Health and RSG Child Development to staff from other services. It would be impossible to measure the wide ranging benefit I have gained from participating in all of these trainings. Some examples include:

- *My knowledge regarding early child development, assessment and intervention has increased dramatically.*
- *This knowledge was practically useful in working with children (and their families) of all ages – understanding any child's / adolescents early years is relevant to planning their intervention pathway, even at a later age.*
- *I have been able to share my knowledge with colleagues on different teams and with trainee psychologists and students – many of whom have gone on to extend their own training in early years skills.*
- *I have given staff group presentations using the knowledge I have gained from the youngballymun trainings.*
- *Due to my passionate belief in the importance of developing specific services for under children under 5 and their families I have changed job and am now working on an Early Intervention Team with children under 5 years.*
- *I am hoping to complete further training / gain a recognised qualification in the area of Infant Mental Health.*
- *I have become a committed member of the Ballymun Infant-Parent Mental Health Study Group (which despite my change of job I continue to attend regularly).*
- *I have done some brief work with youngballymun and was briefly involved with the RSG Implementation meetings.*

Throughout my involvement with youngballymun I have been continually impressed by the welcoming, inclusive, professional and caring attitude which travels through the organisation. From this experience, I now work hard to emulate these practices in my own work with colleagues and families.

Mary Angelou said, 'I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.' Due to how youngballymun made me feel with regard to my work I will, actually, not forget what they said in trainings or how what they have done in their work, changed my career path. I would like to extend my sincere thanks to youngballymun for including me in their trainings and I feel privileged to have benefitted from their highlighting the importance of services for very young children.

Jo-Anne Brown
Psychologist CAMHS

This story was considered significant for the following reasons;
- It clearly details the direct benefits to the practitioner from engaging in *yongballymun's* Infant Mental Health training series.
- It shows how changing beliefs about capabilities (through training and capacity building) can change practitioners' professional lives.
- It demonstrates an unintended outcome of the *youngballymun* initiative – that building the capacity of practitioners can result in them moving up and out of the community.

#4 The challenges & benefits of partnership working

youngballymun began on July 3rd 2008 when I met Ann Stellenberg [Programme manager] for the first time. The meeting was arranged by Ann to discuss how the Speech and Language Therapy department in Ballymun could begin to develop links with youngballymun (and particularly with Ready Steady Grow). I had just commenced as acting SLT manager in Dublin North City the previous month so I was on a rapid learning curve. Ann explained to me about the different youngballymun service strategies and the plans for these. I explained to her what speech and language therapy (SLT) was about. We focused particularly on how the SLT department in Ballymun could link with Ready Steady Grow (youngballymun's area-based Infant Mental Health Strategy). A few meetings later and the discussion had moved to putting out advertisements for an SLT to work in Ready Steady Grow and most likely a teacher to work in Write Minded (youngballymun's area-based literacy strategy). In 2009 both of these posts were filled by senior SLTs from within the Primary Care SLT department in DNC (Sarah Mc Glinn & Duana Quigley).

With the support of the then General Manager in HSE Dublin North City negotiations followed which resulted in both of these SLTs being seconded from the HSE to work in youngballymun. It was also agreed that these posts would be backfilled by SLTs who would be funded by youngballymun. Over subsequent years the process of keeping this arrangement in place within the HSE has been challenging to say the least and has required ongoing work and various changes. The subsequent General Manager in the HSE Dublin North City during this time, did however also support this arrangement.

With the HSE SLTs in the youngballymun posts the links between both agencies grew stronger. The Parent-Child Psychological Support (PCPS) programme was implemented in Ballymun from 2009 with just one SLT involved along with the PHNs in the area. It grew from strength to strength and became established as a programme available for parents and their children in Ballymun. I became a member of the PCPS management team in 2013. In January 2013 a further five primary care SLTs were trained in the implementation of PCPS. Over the next year they achieved competency in delivering D station within PCPS. Currently these SLTs deliver D station in PCPS for a day a week on a monthly rotation basis. The joint delivery of PCPS between youngballymun and the Primary Care Team in Ballymun was both a finalist and a winner in two categories of the Irish Healthcare Centre Awards, 2014.The SLT department in Ballymun has also been involved with Ready Steady Grow in the co-delivery of Hanen You Make the Difference® and with Talk and Play Every Day over the past number of years.

I joined the Ready Steady Grow Implementation Team in 2012. A strong partnership has now been developed between youngballymun and the Primary Care SLT Department in Ballymun. As a result of this a number of programmes are now available to parents and their children which offer them support/ intervention at both universal and targeted levels. The most significant benefits of this partnership are to the clients who have attended these programmes over the years. For me as an SLT manager the challenge involved in stepping out of our comfort zone to implement these programmes has been more than worthwhile. The support and enthusiasm of the SLTs on the team in DNC has been a great source of encouragement to me also and I thank them for this. I hope that this work can be sustained and become embedded into what the SLT department in Ballymun continues to offer to the local community. If so it will be a fitting legacy to Ann Stellenberg who sadly passed away in September 2014.

Margaret Creevey
SLT Manager

This story was considered significant because:
- It provides an unvarnished account of a partnership approach to capacity building, highlighting the clear benefits of a community change initiative developing partnerships with, and aligning its work to, statutory service providers.
- At the same time it shows the challenges in establishing, formalising and maintaining effective partnerships.
- It also provides an excellent example of how partnerships can develop in an organic way; when a local manager embraces the opportunities provided by the investment in the community, took up her leadership role, built a strong relationship with *youngballymun* and the programme manager and as a consequence changed how her team of SLT's deliver services for children and families in the community.

5 Minding the minder

Having worked in the Ballymun area for many years I have had the good fortune of strong links with the various strands of youngballymun from the early stages of the organisation's development. As part of my work as a Speech and Language Therapist I was always aware of the importance of parent-child interactions and relationships, however it was in January 2013 when I commenced my training to become a D station practitioner in the Parent Child Psychological Support (PCPS) programme that my knowledge and understanding of the world of Infant Mental Health truly started to grow.

As a SLT in Primary Care I would generally have my first encounters with parents and their children; following an identification of a speech and language difficulty when the child is already 2 years of age or older. I would always have asked parents about the child's birth history and early development but prior to my work in PCPS I would not have put quite the same level of emphasis on this or asked questions in the same way to elicit this information. The knowledge that up to 90% of the child's brain development occurs in the first 3 years of life and the strong connection between secure attachment and healthy development including language development is now always uppermost in my mind.

Undoubtedly my work in PCPS has also increased my awareness of the complex, challenging task that parenting is and that the need to provide support for parents, especially through the early stages is crucial. The PCPS mantra of 'Minding the Minder' is so fitting and now forever etched in my brain; always considering the impact that parental well-being has on the child's well-being. I feel that my style of working with parents and their children has changed; always now endeavouring to listen reflectively and supportively; modelling an attuned interaction style with the child thus enabling and strengthening the parent's abilities in reading their child's emotional signals in a more attuned way.

The training, coaching and reflective supervision that I have received from the members of the Ready Steady Grow team, including the PCPS programme developer and Infant Mental Health Mentor, as well as my attendance at the monthly Infant Mental Health Study Group have been crucial in helping me to develop this understanding of Infant Mental Health. These supports have empowered me with the confidence and skills needed in helping parents to foster responsive relationships with their children.
As a SLT I feel strongly that our role in the area of Infant Mental Health is so important particularly in prevention and early identification of difficulties. I feel so fortunate to have gained a wealth of knowledge and experience through the training and reflective supervision provided through Young Ballymun's Ready Steady Grow and from working with local parents and babies in the area. I am delighted to continue to work as member of the PCPS team as a D station practitioner and to continue to learn and gain more experience in working in this area of Infant Mental Health.

Lorraine Hynes
Senior SLT

This story was considered significant because:
- It highlights changes in the narrator's knowledge, skills and behaviour as a consequence of engaging in *youngballymun's* infant mental health capacity building activities.
- The story also shows how training, coaching and reflective supervision can help practitioners develop a deeper and more sophisticated understanding of their client group and nurture the ability to think and reflect on their developing skills.

6 Laying the foundations for future success

When youngballymun asked me to write a story, I thought about the last five years I had been working in Ballymun. Through my involvement with youngballymun as an early years manager, I have been involved in a huge change process over the last number of years. I have developed both personally and professionally through the opportunities offered to me. The setting I worked in availed of every support on offer (and there were many) to develop our service for the children and families we work with. Our setting has been evaluated along the journey of curriculum development and quality improvement. These evaluations tell their own story of the positive changes made in our early years provision.

I became involved with the Learning Years programme in early 2010. My setting had recently opened and it was a very busy time establishing ourselves as a new community childcare centre. My first contact was with Anto Gibbs, youngballymun's HighScope co-ordinator. Having trained in HighScope, I was excited at the prospect of accessing supports to implement HighScope in my setting. These initial meetings were very encouraging and even at our early stage of development; I always felt that Anto had a lot of faith in our team's potential to implement HighScope. I learned by example how important it is to have a vision to help achieve goals. Having a vision gave me the inspiration to set goals and helped me to create a shared target for the whole service. Over the years our vision of delivering an evidence based high quality curriculum for all the children in our centre became a reality with the full implementation of HighScope.

A big chapter in my change story concerns the full implementation of Síolta, the National Quality Framework for Early Years setting. This process was supported by Joanne Roe, the youngballymun Síolta co-ordinator. Joanne acted as a mentor for me, particularly in the first couple of years as I was building my skills in relation to quality improvement and reflective practice. What I learned from Joanne was the importance of process in implementing programmes, this is learning I have been able to bring to other tasks and roles. Joanne coached me in how to work collaboratively, plan effectively, document evidence and follow a system of continuous reflection. I was always one to take one new challenges and jump in with both feet. This is not always the best approach, particularly when working in a leadership role with a large team to support. Through my engagement with youngballymun, I developed my leadership skills which enabled me to become a change agent within my own organisation. youngballymun's Learning Years Service Strategy provided the necessary supports needed to fully implement both the Síolta and HighScope strands within my service. This included the provision of a tailored training plan which identified the training needs of our staff team and facilitated learning at the different levels each individual staff member was at. The onsite mentoring support was very valuable in embedding learning and addressing any gaps between training and practice.

As a manager, I found the interagency approach taken by youngballymun in all aspects of their work very empowering. This opened a dialogue between families, communities and agencies which values participation and builds relationships. This approach became embedded into all kinds of interactions, starting with the children themselves becoming active partners in the setting to our interactions with other early years professionals. Our engagement with youngballymun has had a big impact on the service we provide to the children and families in Ballymun. The centre is now implementing an evidence based curriculum which is proven to have lasting positive effects on children's outcomes. All staff have been trained to deliver a quality early years service and the centre has been validated at the highest overall Síolta quality rating. These changes are hugely significant as early years provision lays the foundations for future success in all aspects of children's lives.

Sharon Byrne
Manager Poppintree ECC

This story was selected because:

- It details an early year's manager's experience of coaching and mentoring, and the direct impact on the learner.
- It clearly shows the advantages of building both programmatic capacity to implement an evidence based curriculum, and leadership capacity to support organisational change.
- It also highlights the benefits of inclusive practice and its wider impact.

7 I've become a professional

Prior to 2010 Síolta, unlike today, was not part of children's early care and education vernacular. Today Síolta quality supports and standards are ubiquitous throughout the sector.

At the first meeting with the Síolta co-ordinator, Joanne outlined the potential positive future of young children's care and education in Ballymun and how Síolta would move us towards ensuring quality early care and education opportunities are available to all children and families within the area. Today those thoughts and ideas have translated and embedded into our everyday practice, processes and policies. The progress we have made within the last five years in our setting include the improvement in quality of children's experiences to that of families experiencing the benefits of their child's progress.

We are particularly grateful to Joanne and Anto for guiding out training, work and practice ensuring we have the quality supports and devices children need to give them strong foundations. Without their generous support and the contributions of all those within the Learning Years Programme' we could not have reached this stage in our practice. The training and guidance we received has made huge difference to our ability to meet the needs of young children and families we service. This has laid the foundations for long-term growth and well-being. Síolta and HighScope propelled us to recognise the importance of the vision for quality education (the physical characteristics), and the joy of children's play (the interactions between staff and children). They are mutually beneficial rather than mutually exclusive. Promoting children's well-being and development requires, not only facilitating an immediate need, but supporting children from a bio ecological systems perspective.

Síolta and HighScope have provided us with well-co-ordinated services that support our ability as practitioners to engage responsively and appropriately with children and families. Throughout the process, Síolta and HighScope have highlighted that; high quality early care and education matters this is fully embedded in our service. Since our engagement with Síolta and HighScope, we have had training, status and development opportunities, and on-going professional development. I have emerged from the process, skilled, motivated a well qualitied practitioner. I now recognise myself as a professional, part of a profession with a much greater purpose.

AM

> **This story was selected because;**
> - It presents an early years practitioners experience of the learning years service.
> - It succinctly describes their professional development journey
> - It details where/how theory translates into practice.

8 My HighScope Journey

I volunteered to take part in the HighScope Training as I am the community Employment Supervisor here at the Ballymun East Community centre. Although I don't' work hands on with the children I have a lot of girls in training for their Fetac Level 5 in Childcare, and I felt it essential to know how the rooms were being run and what way the curriculum will work.

When first taking part we were asked to pick a child as our case study to observe and take anecdotal observations, this was really interesting, to note the child's actions and words, to learn about the key developmental indicator and to slot the kdi which I thought fitted the observation which I later realised was not always correct through the core scoring guide. It opened my eyes to a child's emotional, physical, and intellectual development. Listening to the other stories in the workshop was also very helpful.

I found the way young children learn really interesting after all for me as an adult taking part in this and sometimes feeling worried how is a child expected to feel. I really enjoy the HighScope. I think it provides a more enjoyable learning experience for a child, who when enjoying doing something is going to be more inclined to success. The introduction of natural materials was great. We got such a buzz in the workshop when Mel [the HighScope Trainer] brought in the big boxes full of things like coloured buttons of all shapes and sizes, bottle tops all mixed scented pots, scarves, coloured stones beads etc. and many more. I could see how much enjoyment the children were going to get out to his. Also working with different materials and ideas made all the girls get more involved creating new activities for the children there was a buzz around the place.

We are in the process of changing all the rooms, laying them out in the way we were shown and it has made a huge difference in the rooms. It did take some of the staff that are here longer a little longer to adapt to the change where the children seemed to welcome it. Our children have become much more independent, dishing up their own meals helping with clean up. What we thought would have been a disaster in fact is no problem at all. The Highscope through daily planning is giving the children a much more structured day. They are following through on their ideas, the teachers are trying to plan what interests the children and are planning ahead for the next day. Solving conflict between the children is a much easier approach. It is teaching the children and helping them with their social skills. The introduction of timers was a great help. The children take them when there is a problem to ensure that everyone has a fair chance. The baby and toddler room are really enthusiastic about starting HighScope training in their rooms. They are making changes already.

All in all I have a very positive attitude towards the HighScope. It has been a very enjoyable learning experience that not only has benefitted the children, but also the adults. I would also like to thank youngballymun for the opportunity to take part, to Anto and Joanne for all their help and support and to Mel for facilitating the workshops, and making them very interesting.

AMG

This story was selected because:
- It shows the beginning the change process from the perspective of a supervisor of a Community Employment Scheme (a feature of community early years service provision).
- It talks about the excitement generated by change particularly from the children's perspective.
- It highlights the benefits of positive relationship in particular the changes in the children's interactions with reduction in conflict.

#9 Don't fear change, change is good

In 2010, I took over St Margarets. Before this, the preschool was run by the Department of Education and two teachers were employed by them. There were five members of staff, 2 teachers, 2 teacher assistants which I was one and then the cook/cleaner. Two members of staff were from the Travelling community and lived on site where the preschool was located in St Margarets, Ballymun. The board and I applied to Pobal for the ECCE programme and the CSS programme, which we received. In the meantime, one member of the board advised me to contact Antoinette Gibbs from youngballymun to have a talk with her about the new curriculum (HighScope) that was sweeping the preschools of Ballymun. From my conversation with Antoinette, and further discussions with the staff we decided to go the HighScope way.

While doing the training we were implementing the curriculum, changing rooms, changing our thinking, using different approaches to handling conflict with the children etc. This was a big change as the preschool had two rooms and we decided to go with an open plan and introduce the key worker system, which to this day are great and we have never looked back. All together we feel it took two school years to fully implement the HighScope curriculum. During these years we had great support with Antoinette and youngballymun.

There were and still are monthly meetings with Joanne and Anto all the providers – these meetings help me, as we were all managers in training and any concerns we might have had could be talked about openly. Through these meetings came Manager Training which I needed as before I was a member of staff on the floor, and now I was Manager advising staff on training etc. I found this training to be excellent as I became more confident in myself, and as a manager became more assertive and was able to handle delegating more effectively.

After two years with youngbalymun and implementing HighScope, I had a meeting with Joanne about St Margarets doing the Síolta. We discussed what direction we would take. We had meetings with the staff. I also asked other managers for advice, and the staff went and visited other services to see changes that were made through Síolta. We decided as a team to get involved with the Síolta, and make all changes that needed to be done. All members of the staff got involved including myself. Each member of staff had to take on a task and take responsibility for their task (collecting evidence, writing up a pieces, making changes etc). Síolta took 18- 24 months to complete and submit. As we were making changes through the Síolta programme, Joanne gave us great support through phone calls, texts, emails and also visiting the preschool one day a week and gave all members of staff one to one time My experience working with youngballymun's Antoinette and Joanne and also the team who supports them has only been positive throughout. They have gone beyond their duties as co-ordinators with their support. I feel that if we had not got involved with youngballymun, we would be invisible as no one knew where our service was. Also, it got us as a preschool more involved with the community around us as our service never went out of the halting site where we are based. It has given the staff, myself, the Travelling community a sense of achievement as we are recognised at meetings, trainings etc. Also the community is invited to more open days of other organisations. We feel our service is one of the highest quality services throughout (curriculum, policy, procedures, adult- child interaction). We received our Síolta standard of the highest level, and have had an invitation to Early Childhood Ireland to receive an acknowledgement in Barndardos: Child Interactions in Early Years Services. We have had our service published in The Voice magazine which can be bought in Easons bookshop.

None of the above would have been possible only for the involvement of the staff of youngballymun, management, preschool staff and the community. It has been a great privilege and experience for myself as manager of the St Margaret's Preschool to have been involved with youngballymun since the start of the changes of our preschool and the change linked around Ballymun, as we are all aware evidence base is the key to success to all. It has also helped staff realise don't fear change, change is good.

This story was selected because:
- It details the change process from the perspective of an Early Years Manager who has been involved in the process for a number of years.
- It highlights the change in thinking, beliefs and values that occurred.
- It shows the confidence and optimism that has been built as a result of engagement in the change process.
- It also shows the light level cooperation, reciprocity and trust between the staff and *youngballymun* team.

Wendy
Manager St. Margaret's

#10 Change for the better for St. Margaret's Pre-school

My name is Bridget and I live on a Traveller halting site in Ballymun. Twenty seven years ago I noticed two ladies coming to the site to collect children and take them to a preschool they were running from a flat in Balcurris. One day I got talking to the ladies and they introduced themselves as Betty and Margaret. Betty was a nun and they told me they make these pickups from halting sites in Swords and Santry. After chatting to them they asked me would I be interested in coming to work with them. I was delighted to take them up on their offer as I had always loved children. At the time I had no childcare qualifications but this wasn't a requirement at the time. At the preschool there was no routine and it was a play based curriculum like most other preschools at that time. There was not a lot of toys or materials and there was a lot of children but only three staff. We took the children on lots of outings but never needed consent forms like we do now and Margaret would drive us. After some time I left work to get married and I had a son.

During this time the preschool moved to St. Margaret's site and in 1997 I was in a position to return to work so I contacted Margaret the manager, and I was given a job. The service was divided into two classrooms and one member of the staff was a qualified teacher. At this time I still had no qualifications but joined a teacher's club. There we talked about our experiences, children and how to take care of them. The layout of our service was teacher lead and structured where the adult took full control.

In June 2010, the Department of Education pulled out all funding from the service. Margaret and the teacher both left the service and it looked like the preschool would close. But the Board of Management applied for ECCE funding and employed a new manager, Wendy, who linked in with youngballymun and I believe this is when things began to change for the better for St Margaret's preschool. I began HighScope training with Wendy and changes were made to the layout of the service. This made the room really bright and it was great for both staff and children to mix together. During this time, I began my FETAC Level 5 in Childcare. Changing to a HighScope curriculum was difficult at first, but we had great support from our HighScope Coordinator Antoinette Gibbs. A new staff member Karen was employed. She had previously worked at a service which implemented the HighScope curriculum. I did feel overwhelmed with all the changes and it was a lot to take on board with training, new staff and a new curriculum all happening together.

youngballymun provided us with lots of new materials and furniture and we got rid of the plastic toys we had previously been using. I learnt about defining different areas, and I felt labelling the equipment was great because it allowed the children to work independently and return items themselves. While implementing HighScope, I learnt the curriculum is based on the children and they are respected and heard. From following the daily routine we have good attachments, the key worker system works very well and the key workers worked well with the parents. We introduced an 'open door policy' and parents are always welcome.

I live on the halting site where the preschools is based and parents are constantly talking about the positive changes which have been made to the school. One parent recently approached me praising the preschool and the difference it has made to her son. She said "he now wants to do things for himself, saying that's how he does it in school such putting on his own jacket and zipping it up". We began Siolta with Joanne Roe as our Siolta coordinator. I found this to involve a lot of work but with the great support of Joanne we did very well. The staff got together as a team and we worked well together.

Throughout the year, I realised we were already using a lot of Siolta standards but without the evidence. Siolta helped us to change things for the better as well. After completing Siolta, our service received Level 4 validation. I felt a great sense of achievement on both a professional and personal level. It made all the hard work and accepting the change worthwhile. As a Traveller woman, I worried when I began this process that I might loose a part of my culture and tradition as a traveller. Women rarely work outside the home and this was one of my fears but if anything it has given me a greater sense of achievement and hopefully my role in the preschool will be an incentive to other women on the site and show them anything is possible if you are prepared to put in the hard work and effort. HighScope and Síolta have been a great introduction to our service for everyone involved. Staff, children, parents and even the Traveller community on this site have all benefitted and reaped the rewards.

This story was selected because;
- It provides an account of a practitioner personal journey.
- It shows the credibility of the work within the Traveller community.
- Confidence building and education progression.

57

#11 Creating an environment in which teachers can teach and pupils can learn

I have worked in St. Joseph's for 14 years and had no formal training in Incredible Years. I was using some strategies for behaviour management that worked for me personally and learning informally from the expert tutors in my school. When I became Principal however, I felt that I needed to learn more about this programme that we had adopted as a whole school approach.

After some meetings with the teachers about the areas in need of development in St. Joseph's, I decided that the staff needed more clarity in this area as a number of teachers expressed concerns about the steps we should be following when dealing with the difficult behaviours.

We began the Teacher Classroom Management course in September and attended five days training. The time out of school to reflect upon my current practices in relation to behaviour management was invaluable. I gained knowledge and confidence in using the approaches and strategies with pupils from Junior Infants to Second Class. I became more confident when supporting class teachers and other staff members with pupils experiencing difficulties in this area also. Breege *[youngballymun's Incredible Years Schools Coordinator]* and the presenter on the course were a great source of support and advice.

Currently in St. Joseph's we are embedding the strategies and procedures of Incredible Years into our School Code of Behaviour. It is a long process and it involves regular discussion at staff meetings and groups are still meeting to discuss aspects of our code of behaviour, but we are beginning to see improvements in our pupils' behaviour both in class and on yard. These changes are very important to me as the leader in my school. It is important that all staff work collaboratively to ensure that our pupils and indeed parents know very clearly what the consequences are for poor behaviour. The children are becoming more aware of their rights and their responsibilities in relation to their behaviour and conduct in school. A consistent approach adopted by the whole school community creates boundaries for our pupils and ensures a safe and happy environment in which teachers can teach and pupils can learn.

Jennie McGee
Principal St. Josephs Junior School Ballymun

> **This story was selected for the following reasons:**
> - It highlights how a change in leadership does not necessarily mean a loss of engagement.
> - It provides an example of top down organisation capacity building.
> - It provides a School Principals' perspective on the whole school ownership of Incredible Years and the continuous attention and focus required.
> - It shows the benefits of prioritising pupils' social and emotional development.

#12 Benefits of Incredible Years Teacher Classroom Management training

On the first day [of Incredible Years Teacher Classroom Management training] I found myself feeling very affirmed in my teaching and in my approach to Classroom Management. It seemed to me that the Incredible Years approach was already in place in our school to a certain extent. Paul and Breege, the facilitators, showed us the Teaching Pyramid with the relationships built up between teacher and pupil forming the base of the pyramid and therefore the basis of all of the teaching and learning going on in the classroom. Praise, encouragement and incentives to learn, along with clear limits and classroom structures were key elements too, but they were not the foundation. The rapport between pupil and teacher forms the bedrock which all of the other strategies rest on. I was delighted with all of this. It was how I saw myself as a teacher. It was right up my street! We were asked to select a pupil from our class whose behaviour we would like to change, and we were helped to write a Behavioural Plan. I chose a boy who was speaking out and disrupting the flow of learning and also putting people down with his comments. We did a functional assessment of the behaviour, which was a checklist of possible reasons the child would act this way. I found it invaluable and have been using it to understand the behaviours of other pupils since.

Next came the plan itself. There were 5 steps in Workshop 1, ending with selective pro-active strategies. (By Workshop 5, the Behavioural Plan had 9 steps, ending with Time Out and Other Consequences.) I went back to my classroom and tried out the plan I had written. We had been encouraged to involve the pupil's parents in the plan, let them know what we were going to try. Despite many appointments, I had yet to meet the mother of my chosen boy. I employed a strategy mentioned at Workshop One, a positive note home. Now I hadn't got a lot of positive things to say at this point but I wrote that I had seen a little improvement in his behaviour and just wanted to discuss my plans for him. It worked. We met and I was able to consult with her about possible rewards which might work for him if his behaviour improved. I also found out, as is often the case that he was giving lots of cheek and back chat to his Mum and she was hoping my plan would work for her at home too. In short, the plan worked.

Some elements were key to this. Forensically dismantling the behaviour into the reasons it might be occurring, meant that the plan was targeted and tailored to this particular boy. An example would be that I praised him quietly when only he could hear. As a 6th class boy with a 'rep' to maintain, the last thing he needed was his teacher telling the whole class what a good boy he was. As time went on, he was able to receive open praise but at the start quiet praise suited him. Now, months later, if and when his behaviour starts to revert, I only have to have a little chat with him again and we're back on track.

The success of my behavioural plan meant that I moved my focus onto other boys who were speaking out of turn to impress their classmates. As each of these pupils were different, then different strategies worked with them. I also used Incredible Years strategies with pupils in the class who I sometimes refer to as "the quiet middle". All class teachers know the pupils I mean here. They don't cause trouble and keep working away. They don't cause trouble and keep working away. They don't need a Behavioural Plan. However, they do need to know that their teacher appreciates their hard work and participation.

Incredible Years provided some really useful ways to connect with these pupils. One was the Dialogue Copy. This is a special copy in which the pupil writes a short account of their day and the teacher replies to it. I found it really helpful for shy pupils to talk to me privately and for pupils to give me positive feedback about lessons or activities they'd enjoyed. I used it to write positive notes to each boy every now and then, letting them know how much they were appreciated. The last point I want to make is that one of the most important things for me was that this course took place in Ballymun, with other teachers from other schools in Ballymun. I always find it valuable to share experiences and good practice with fellow teachers but quite often their school circumstances sound so different that their experiences, while interesting, aren't hugely relevant to me. At this Incredible Years Classroom Management course the other teachers were from Ballymun, from similar schools with similar experiences. Something which worked for them would more than likely work for me too. I cannot stress the value of that aspect of this course highly enough.

Ruth Kilgarriff,
6th Class Teacher
Our Lady of Victories
Boys School

This story was selected for the following reasons:
- It provides an example of innovation specific capacity building - detailing a classroom teacher's experience of engaging in the Incredible Years teacher classroom management training and practicing/applying the skills learnt.
- It highlights how teacher-parent communication can promote home-to-school consistency.
- It shows the benefits of undertaking training with colleagues in other schools.

#13 The positive impact of Dina

This year we had a very challenging Junior Infant class with high needs. This class was our focus for Incredible Years Dina in the Classroom. In particular, we had one child who found it very difficult to take any instructional control or to stay in her chair. Let's call her Grace. Grace would not participate had no motivation and could be extremely opposed to any adult or authority figures. She would personally assault her peers and also physically assaulted "Wally" [an Incredible Years puppet] on a number of occasion. Since delivering Incredible Years from 2007, I have never experienced this level of violence towards "Wally".

I have also never had to use "Time Out" during an IY session before. Grace would have long tantrums and involve her screaming at the top of voice, crying and throwing herself on the floor. Due to this myself and the class teachers were constantly evaluating our practice and implementing new Incredible Years strategies for this particular group. We had to change our reward system a number of times with the stickers and stampers not being reinforcing enough. We used a planned ignore approach to Grace during Incredible Years except in the circumstances of physical assaults. We also immediately positively praised Grace for the most minor things on entry to the Incredible Years room (walking to her chair, sitting on her chair, etc.) Also the group stamp added to a wiggley worm jelly at the end of the session.

Five months later and we have seen a positive change in Grace. I can see it during Incredible Years Dina. She is eager to please now. Positive reinforcement now works with her. There is motivation now. The tantrums have completely disappeared during IY and Grace will show 5 and put a quiet hand up to participate. Wally is no longer a target for assault and when Grace sliding off task, most times proximal praise to her neighbour works. The class teacher has noticed a positive improvement in class. These shows the skills are being transferred from IY room and that teacher is also reinforcing the principles of IY in the classroom. The class teachers say Grace responds well to "show 5" and proximal praise in the class.

Hazel
School Completion Support Service

This story was selected for the following reasons:

- It focuses on the innovation-specific capacity that has been built to facilitate the implementation of incredible Years class room curriculum.
- It shows from an education perspective the impact of the Incredible Years classroom curriculum (Dina in the Classroom) on a child's behaviour.
- It shows the benefits of collaborative working and problem solving.

#14 The challenges are worthwhile

My first experience of The Incredible Years programme was in 2011 when I began teaching Senior Infants. At this time I was offered a place on the Classroom Dina course with Peter Loft. I knew very little about the programme at this stage but I was very interesting in learning more. If I am honest I was also sceptical and nervous about the prospect of implementing it with my own class and I was concerned about how an American programme would transfer into my Irish classroom. The very thought of introducing Wally, Molly and Dina to my class filled me with fear and I was anxious about how the children would react to them.

After completing the course I returned to school to begin implementing the programme with my class. I was lucky you have the support of another teacher in co-leading the lessons. Finding our feet was challenging at times but it was great to have Breege [the Incredible Years Schools Coordinator] and the youngballymun team for support. I learned a lot during my first year implementing the programme and found that many of my initial fears and worries need not have crossed my mind at all. In September 2012 I decided to begin the accreditation process to become a certified group leader with three of my colleagues. We again were supported by Breege and the youngballymun team in navigating the relevant paper work and liaising with Seattle to submit our lesson DVD's. It was great to have somebody who was experienced and understood the process available to help and encourage us along the way. The accreditation process was challenging at times but it was great to receive feedback from Seattle in relation to our lesson DVD's and even better when the final certification letter came in the post.

Since completing my certification I have also gone on to train as a peer coach and hope that I can help other teachers through the certification process in future. I am now in my fourth year of implementing the Incredible Years Programme and small group Dina in my classroom and I am still learning. At times it has been difficult but the classroom culture and atmosphere it helps create as well as the difference it has made to me and my pupils make these challenges worthwhile. My current Senior Infants are approaching the end of their second year of classroom Dina. They love Wally, Molly and Dina and look forward to our Dinosaur School lessons.

These lessons have helped them develop a positive attitude to school and learning, assisted them in managing and dealing with their emotions and also develop positive friendships. It has given them the vocabulary they need to express themselves and to explain what they are thinking and feeling. They are happy, confident and not afraid to try. They try to solve problems themselves with the solutions Wally has taught them, they play nicely together and are kind and friendly to each other as Molly has shown them and most importantly they try their best and love school just as Dina wants them to. Engaging in the Incredible Years Programme and Classroom Dina has changed my classroom. It has changed how I teach, what I teach and how the children in my classroom experience and enjoy school. It has also changed me as a teacher and I am glad I did not let my apprehension, nerves or the challenges stop me along the way. The Incredible Years programme has made a significant change to my classroom, my pupils and me.

Deirdre
Junior Infant Classroom Teacher

This story was selected for the following reasons:
- It shows the impact of the Dina classroom curriculum on the teacher, the pupils and the classroom environment.
- It identifies one a key barriers to implementation – transferability of an American evidence-based programme into the Irish context with fidelity.
- It also details one teacher's experience of the accreditation process.

#15 Ballymun Schools: A community of collaboration

This September our school will welcome a new teacher to our team. As I plan on how best to integrate this person into our school community, I can't help but think about how much has changed in the last number of years. For me the most significant change has been the elimination of an insular culture in place of a collaborative one where all schools learn together and from each other. Ballymun schools benefit from an excellent principal's network where a shared strategy for education has been developed in collaboration with youngballymun. youngballymun has introduced a wealth of knowledge and research alongside a team of expert and dedicated professionals to work with schools to achieve common goals. The power of connection and networking has been invaluable to the improvement process. Ballymun schools have become a community of collaboration with a common goal - better outcomes for all our pupils. Barriers have been overcome, data is shared and teachers share experiences and expertise. Such collaboration has led to more informed instructional practice and ultimately more successful outcomes for the pupils. This could not have been achieved if it was not for the vital contribution and expertise of the staff of youngballymun and the relationships they have built up with schools.

This year at our May staff meeting my staff asked when we would be having our planning meeting with Gemma [youngballymun's evaluation manager] so we could plan our learning support and so it could inform their own planning and differentiation. Could there be a more positive indicator of success? It delighted me that even as teachers neared the end of another school, as they organised school tours, sports days, end of year concerts, open days, prepared children for sacraments and went above and beyond the call of duty as always, they were eager to initiate what they saw as a highly beneficial process and one which they see as valuable and informative to their classroom experience. This type of improvement advances the whole school at a fundamental level - that of the individual teacher.

Ray O Diomsaigh
Principal Gaelscoil Bhaile Munna

This story was selected for the following reasons:

- It highlights from a school principals perspective, the benefit and impact of collaborative working.
- It shows the advantage of having a common agenda, and the narrator's commitment to this shared vision for change is evident.
- The story also shows how Ballymun schools are engaging in a continuous quality improvement cycle and using data to inform decision-making.
- It also draws attention to the importance of supporting and developing community infrastructure.

#16 Promoting learning, engagement and participation in schools

I assumed the role of HSCL in Gaelscoil Bhaile Munna in January of this year (2015). During my initial meeting with the principal the important role that young Ballymun plays in the school was highlighted. Incredible Years and Dina School plays a very important role in the junior classes (and its impact can be seen throughout the school through the children's behaviour and interactions). Incredible years for parents is also delivered in the school once a year and there is always a high uptake of participants in this course. I have attended Breakfast Buddies in the school and witnessed the impact that such a service has on the parents that engaged with the facilitators during the various sessions. Coming from another DEIS school, outside of the Ballymun area, I quickly learned that all the initiatives that are implemented in Gaelscoil Bhaile Munna, under the guidance of Young Ballymun, are invaluable. The children thoroughly enjoy and engage with the activities and sessions organised with the various classes. Over the past 6 months I have witnessed the enjoyment and learning that resulted through the delivery of Story Time (Infants), Dina School (Infants), Vocabulary Games (2nd Class) etc. Engaging parents, though difficult at times, has been very rewarding. Once the parents are in the door they engage and enjoy the sessions organised and look forward to returning. The way that the school and Young Ballymun deliver and implement activities puts the parents at ease. No in class support is delivered unless the parents are comfortable with the activity they are undertaking. During Breakfast Buddies, which was hosted in the school twice, since January, the Whole School Plan and approach to Literacy was drawn to my attention. The initial work put into the planning and organising of this particular curriculum subject area would not have been an easy task. However the plan that resulted ensures that no area of the curriculum is left untouched and the detail ensures that the delivery and execution of the plan is possible – every theme, topic and area for development is laid out month by month. Since I began working in Gaelscoil Bhaile Munna I have banked many effective methods that the school and Young Ballymun use to promote learning, engagement and participation in school and have implemented a number of the initiatives in my other school, outside of Ballymun.

Being new to Gaelscoil Bhaile Munna and the Ballymun area I was rather nervous about starting off as the new HSCL armed with the task of getting to know all the children and building bonds, trust and forming strong realtionships with new parents and families. Where does one start? During my initial meeting with the principal, the important role that Young Ballymun plays in the school/ area was highlighted and I immediately made contact with one of the co-ordinators. Straight away we had arranged to meet and discuss the services that young Ballymun provide in the schools and in the Ballymun area. Druing my first meeting with the young Ballymun team advice was given as to where and how I should start trying to engage parents. The support and advice that I have received from the Young Ballymun co-ordinators, to date, has been invaluable in ensuring that I am successful in engaging parents in classes and activities and as a result built up trust between myself and the parents. With the co-ordinators comes many years of invaluable experience. The youngballymun team, through their work, knows the area, the families and have built up years of trust and friendships which encourages parental participation as adults feel more comfortable attending and participating in activities when they know the facilitator. By hosting, attending and participating in a number of youngballymun events in the school co-ordinators from Young Ballymun were able to introduce me to parents that were known to them. This resulted in many relationships being built (during activities and also outside of sessions as I was introduced to many others in the yard etc by parents that I had gotten to know through Young Ballymun activities.)

Cáit Ní Chuireáin, Home School Community Liaison Teacher

This story was selected for the following reasons:
- It captures an outsider's perspective (i.e. a teacher new to the Ballymun community) on the multiple programmes/initiative being implemented in schools in Ballymun.
- It shows the strong school-community-family relationships that have been nurtured over the years.
- It draws attention to the range of activities underway in Ballymun schools.

#17 Write-Minded: an indispensable force of good in Ballymun

In all honesty thinking back on my involvement with and my experience of Write Minded in Ballymun, there are so many stories of significant change I could recall. Having taught for ten years in Ballymun I have been lucky enough to have experienced the support of Write Minded Ballymun in various ways-in navigating my way through the (initially very daunting) First Steps programme with the incredible Martina, the modelling of reading and writing lessons , in providing planning support (we now possess the HOLY GRAIL of English whole school plans- which they somehow manage to improve year on year!), the mission transition programme, co-ordinating First Steps tutor meetings in the area, providing us with the most up to date research in good literacy practice and most recently the Talk Time Programme with Duana and Claire. I want to talk briefly about the impact Write Minded has had on me as a teacher before I share a story of significant change in my class this year. Teaching in Ballymun is not an easy gig. The challenges we face there as teachers I believe, are experienced by few. It can sometimes seem like we are making no difference or progress at all and it is easy to get disheartened. Write Minded is brilliant in that it understands the challenges we face specifically in Ballymun and they tailor their support in such a way as to help, inspire, challenge but never over burden teachers. They put no limitations on their expectations of what can be achieved and you can't help but buy into that attitude too- and once we do so too do our students.

One of the best things Write Minded has done (aside from all the practical support given to me as a teacher) is to provide opportunity to meet with other teachers in the area. Write Minded facilitates the meetings of First Steps tutors in the area and it is a great opportunity to learn from best practices in other schools- even though at half the meetings the agenda goes out the window! Most recently they have also facilitated meetings of 3rd and 4th class teachers in the area to exchange ideas and resources relating to literacy. This is great both in terms of professional networking- learning from one another and also boosting morale! Teaching can be really lonely at times! It is great to have the chance to meet and discuss (and on occasion VENT!) to other teachers in the area.

In terms of an impact story on my class and their learning I will share my most recent example. As a first steps tutor for oral language I understand the importance of developing oral language but in all honesty still struggle at times to put any real structure on it. Progress I have found can be hard to gauge and lessons difficult to plan. It has always frustrated me as I know that if a child can't TALK it then they definitely can't WRITE it! I think there is nothing more rewarding then empowering a child to express themselves more effectively by increasing their vocabulary and allowing them to experience as many different talk texts as possible.

At the end of last year Duana from Write Minded suggested to myself and the other 5th class teacher in our school that we trial an oral language programme called Talk Time for a few weeks. It involved learning a new word a day (Mon-Thurs) and also sending home 'talking homework' every night! Of course Duana arrived to our school with shiny folders and readymade resources and full of bright ideas as to how we could go about implementing the programme and we just couldn't say no! To begin with she suggested we just select words ourselves relating to topics in our SESE plans or vocabulary from our class stories. We trialled the programme for four weeks and it worked very well as a taster to the programme.

I admit I was sceptical about the 'talking topic' for homework. The idea was that the child would be sent home with a talking topic-anything from ice-cream to One-Direction to the Omni Shopping Centre and they would

have to talk about it for ten minutes at home with a parent/guardian. The parent/guardian would then sign to say they had completed the talking homework. To my surprise it worked really well and the children loved coming in and telling us the next day what they had talked about at home! If only parents knew what children divulged! When I took on third class this year I was delighted to get the chance to implement the Talk Time programme again. Previously we had picked the words quite haphazardly and this time Duana (now joined by Claire!) suggested we choose tier two and tier three words from a list provided. We met with Duana and Claire once a fortnight to plan the programme helping us select what seemed like very random and challenging words and working them into a topic!

They also suggested different approaches to teaching the new vocabulary including target word sheets, venn diagrams, semantic feature analysis, word ladders, vocab games etc. Once a fortnight they also came in to both the third classes to demonstrate a lesson (each lesson used a different teaching tool and vocab game) and were always very welcomed visitors by the children!

I have honestly never seen a programme impact quite as quickly as this did. Before my very eyes I could see the children's expressive language increase and with it their confidence. They used their new vocabulary at every opportunity and if it was used in the correct context I would doing a bell in the classroom (a suggestion by Duana and Claire that I adopted and soon regretted when I realised how often I would have to ring that bell!). Children coming in from yard asking when lunch was because they were ravenous, or asking the visiting recorder teacher was she doing voluntary work or would she be getting an income and then questioning if she was a professional meant Talk Time was working in my class but left me with some explaining to do at times! What amazed me even more about this programme was the fact that the children retained the vocabulary. All too often you think that something is imbedded - and two weeks later you realise it is forgotten. This very week I had a child at my desk helping him 1-1 with a maths problem. He turned to me half way through and said 'Teacher, we're interacting now aren't we?'. Interaction' was a word from Talk Time back in November! CUE GOOSEBUMPS! This is just one example of the impact Write Minded has had on me and my class- they are an indispensable force of good in Ballymun

Emma MacNaughton
3rd Class Teacher
St. Josephs Senior School

This story was selected for the following reasons:

- It provides one teachers account of how her teaching practice, attitudes and motivation have changed.
- The story clearly shows the importance of oral language in support children's reading.
- It demonstrates how implementing effective strategies can raise teachers' expectations of their pupils.
- It also shows the benefits (to the classroom teacher) in developing across-school collaborative network.

Parents Stories of Significant Change

#1 – Changing my way of thinking

I am a Mother of three children. I had my other children years ago before youngballymun was here so I only availed of the service on my third child who is now 2 years old. I have done most of the courses that young ballymun has offered, starting with Ante Natal, PCPS, Baby Massage, Baby & Me, Sleep Workshop and now the Incredible Years. I have found each and every service to very beneficial to me and my family, from tips to when to go to the hospital, how to calm baby, learning from other mothers and many, many more.

The Service that I want to talk about in more depth is the PCPS programme. I liked the idea of a 'One Stop Shop' somewhere that I could get his physical developmental and emotional needs checked in one visit. I loved how I could see the progress as they used the same checks each time. I liked that I seen his progression at every three months. I could see his hand trying to move at six months when presented with a block, he could try grab till he could build a tower with it.

One of the most memorable experiences was actually about myself. When I was younger I had a brother who died of a cot death. This has obviously been an issue that we carried for years but for some reason (probably being older this time round), it affected me a lot more than it had with my previous children. It began to creep in where I worried about it constantly which affected my sleep and to a degree, the bonding with my baby. I mentioned this in 'D' station on one of my visits as I did not feel I could talk to my mother or my family about it.

I felt really listened to and felt that she didn't see it as an over protective mother who was over analysing things. She told me that there is no definitive way of preventing this, but said it might help to look at it as something that could happen but more than likely won't. She told me that if I tried to change my way of thinking to not let every moment consume me, as by doing this I was missing some of the most important moments with him. This really hit home for me and helped me look at it in a different light.

This is just one experience that I am truly grateful for, as it changed my outlook and helped me enjoy the experience of him being small and needing me. I can't speak highly enough for the youngballymun service. I always recommend it to anyone from the area as it is so much more personal than the existing 'baby nurse' service.

All of the staff are so approachable and they are not judgemental. You can talk to them about anything and everything and I have never felt that I was being preached to or put down which is a huge thing for parents. Thanks for the great experience and allowing me to be more of a part of my child life by making me understand what is going on with him at every stage of his development.

> **This story was considered significant because:**
> - It shows a mothers capacity to engage with a range of Ready, Steady, Grow programme initiatives – thereby highlighting their credibility.
> - It gives a parent's perspective on PCPS – and the sensitivity and responsiveness of staff.

2 My relationship with my child has changed

When I first started with Mary (youngballymun's Infant Mental Health Therapist), I was all mixed up, I was confused, and I didn't have any feelings for Carl. I didn't want Carl. And through my sessions, Mary explained stuff to me and we've done a lot of talking. She listened to me. I look forward to seeing her every second week. The reason I need Mary is because I can speak to her about Carl, how his behaviour is, and how I am getting on. I have been through a tough time with Carl and Mary has been there for me. I don't just see her at our sessions, I if need to pick up the phone she is there for me. She makes my life easier. Some weeks Mary comes out to me and I would be crying or giving out, and saying I can't do this and I can't do that. Mary would ask me why, she would put it in a different way and I would be like yeah I can do it like that. Carl has come on great, I love him to bits. I never thought I would love him. I benefit from things Mary has taught me. I have done courses (like the Incredible Years Programme).....which helped me an awful lot, and Carl.

What has changed is that every time Carl would cry, I would just hate him. Now I can let him cry. I am not afraid of him anymore. I used to be terrified of him. He has come on. He is brilliant at playschool. I watch out for his behaviour. Me and Carl have grown closer, much more closer than I ever thought we would have. I didn't bond with Carl straight away, we had to work on it but the work that I have with Mary's help, has helped us bond and now it is just like being a normal mother. Like I can enjoy Carl now and can understand that he is just a toddler and if he is going through stuff, I just have to let help him out with it. So through having Mary was like having an angel looking down over me because I would have been lost without her. So, I think the programme that is being done, any mother that is out there with post natal depression or any kind of depression, or needs to talk to someone and pick up the phone even and there is someone at the end of it, it is just brilliant.

So yeah, I just think the programme is brilliant and if I had another child I would do the same thing again. I have loved my last two years, definitely. I have become very close to Mary. I can tell her anything. There is no holding back or feeling embarrassed around her. Mary takes me for what I am that is just the way it is.

> **This story was selected because:**
> - It recounts the impact of profound depression where a mother has a baby she has no feelings for and does not want.
> - It illustrates how the relationship process between the therapist and parent provides the model and the container for the parent's relationship with her child.
> - It conveys the impact and risk for the child of leaving the bonding and attachment process unattended and unsupported.

3 Things have changed for the better for children since youngballymun

I have had 20 of my 24 grandchildren go through St Margaret's preschool. The eldest is 19 now but all the grandchildren have been coming to the school since the age of 3. The difference in the way the school was when the eldest grandchild started here to how the school is now is stunning , There are huge differences that have happened since the introduction of HighScope/Siolta and the work of youngballymun with the staff in the preschool . The changes that were made were huge and I see it in the way this year's children are and behave compared to the children years ago, it's brilliant.

The first time the children started years ago there was more not getting on with each other, throwing tantrums and everything and then as years went on most of the children still didn't become any quieter or calmer, up or down, but this year and last year we had a brilliant time, there was no problems just a bit of crying at the start of the year, which was natural. Everyone is friends, I noticed a lot more friendships develop, a lot more sharing, no fights it was a very very good year. Things have changed for the better for children since youngballymun started working with us.

The parents thought that working with youngballymun was brilliant too, none of them had any problems, cos if they had problems they would tell me about them as well. I've been working here in the preschool , cooking the meals for the children for years , so the parents all know me very well and the parents would come to me if there was anything they didn't like about the changes , but they have never come about anything being wrong , they really like the changes made to the school.

The parents are more relaxed bringing their children to the school now more than before cos there are way less conflicts and its very different what the children do here during the day now , they play with each other they share the toys and take turns but years back if one child wanted something they all wanted the same thing , but now they just give it to the next child and go get whatever else they want because they can choose what they want themselves. The materials in the room are much better now, the children love the kitchen area for example, with all the real things in them they love it, they love it!. They especially like the dress up area as it's very important to Travellers and the children can all go for their own thing. I'm very happy with the preschool now since youngballymun came. It really helps the children get ready for going to primary school and they are better prepared for school now. I'm very happy for my own grandchildren that they got to come to the school. I would recommend it to anybody, and I'm happy out with all the changes made by us with youngballymun.

This story was selected for the following reasons:

- It gives the unique perspective of a Traveller grandmother.
- It shows the impact of the capacity building activities on the quality of the learning environment.
- In addition it illustrates how children have responded to the change.

4 I'm now a confident parent

I am a mum of two girls and the time my first child was starting school junior infants, was a very exciting, emotional and scary time for me. This is when I was told about Incredible Years from the school. With being a mum of two and my husband working I never really done much other then what the girls needed and was always home with my girls, so I was looking forward to starting the Incredible Years and seeing what new things I could learn.

So each week was something new and I would be given activities to take home and try and see how the children learn from them such as learning your children emotions with pictures so they could explain themselves better, doing reward charts and the rewards didn't have to cost much for example – reading a book, trip to the park or a movie night, but the things I likes was understanding to talk to your child on your knees and have eye contact and understanding how they are feeling and seeing things the way they do, because life is so busy these are little things that parents just don't think of while rushing around and keeping busy.

I also learned it's not always about giving out, you should take the time to talk through what they have done wrong, but most of all tell them when they are good, tell them "well done you're doing a great job" even if they did not get it right. They still tried and they will learn each time. What I also liked about the course it was friendly and if you needed extra help or just something explained you always had Cathy and Liz to help or you could drop into youngballymun.

The course (Incredible Years Book Club) helped me to not just read a book with my child but to jump into it and pretend and imagine and help their curiosity take over and have fun. The course is to help and give confidence to parents and the ability to pass it on to their children, my little girl loved every week; the things I bought home. We had a lot of fun learning together and understanding each other and learning new things like making homework fun, bringing the new ideas into your home so that you and your husband can be doing it together with your children. Taking time out with no interruptions and letting your child know that they are the most important little person in your life. We have made these changes in our home, it's not just about putting a child in front of the TV for the day it's about being creative with your children having laughter in your home, make learning fun and building confidence in your children.

All of these changes are important to me because I have happy children and a happy home and my children love to learn and I always know they are also learning me a lot every day and Incredible Years learns you tactics, tricks and skills and not to focus and give all your attention to bold behaviour which parents can do without realising, focus more on when they are learning and helpful even if it's with their little sister just sharing.

One thing a mother never does is tap herself on the shoulder and tell herself it's ok you're doing a good job, we are always just hoping we are and this is where Incredible Years helps us believing we are. It takes a big heart to teach little minds and always put everything into the children because they are the future so make it bright. Thanks Incredible Years for giving us confidence as parents.

This story was selected for the following reasons:

- It highlights the 'ordinary' challenges for a parent of a first child transitioning into primary school.
- It recounts how a family can be supported at key transition points.
- It brings alive the detail of the Incredible Years interventions.
- It describes the enriched relationships, parenting skills and family environment that can result from an effective and skilfully delivered parenting programme.

5 Helping children integrate

When Nathan started in crèche he was excited and giddy going in as it provided him a chance to engage with other children his own age. As he progressed through the rooms his energy and enthusiasm went unabated and if anything he seemed to grow more restless in the rooms with other children. The workers in the crèche suggested that Nathan may be developing ADHD or hyperactivity and as he progressed into junior infants his teachers raised concerns about his behaviour, his inattention and his interactions with other children. Nathan had to be moved to a table in his own in the classroom or he would repeatedly finish his work quickly and much more so than the other boys, and try to engage the boys in his class and often get himself into trouble. His inattention to everything seemed like it would be a major stumbling point in his development.

At the beginning of the programme Nathan was starting to be alienated by his classmates as his overzealous mature was too unnerving for some and only tolerable part of the time for others. As my wife and I began to implement the strategies for dealing with Nathan his behaviour at home fluctuated, improving at times and worsening at others.

The weekly meetings showed that other parents had other issues with their children and some had identical issues and this proved and immense relief and comfort as few people outside the programme in our family seemed to understand or be sympathetic to Nathan. The school were also on board with the Incredible Years and talking to the vice principal regularly and having Nathan see that so many people were taking an active interest in him helped enormously. Nathan's behaviour in school and at home changed because of the help we received from the Incredible Years Programme and by the time he began first class he could go into his classroom and fully integrate himself into the environment. At home Nathan has his routines and understands where the boundaries are for acceptable behaviour even if he likes to occasionally test the boundary.

A part of the success of the changes we introduced for Nathan was him maturing as well as regularly talking to Nathan about why his mother and I were making changes. Growing up myself I found it difficult to integrate and make friends and was worried about the type of childhood Nathan might have but Incredible Years had helped with these worries especially when I see Nathan run into school and be greeted by his friends.

This story was selected for the following reasons:

- It shows that behavioural difficulties can present real threats to learning and wellbeing for individual children, can negatively impact on the educational environment, & learning for their peers.
- The shows the enhanced opportunities for engagement with parents when a parenting programme is embedded in their child's primary school.
- The highlights the significance of school–family partnerships and a whole school approach in securing improved child outcomes is brought to life.

6 Incredible Years Parenting Programme – an interactive and supportive environment

Two years ago I was fostering a 7 year old girl with a diagnosis of Reactive Attachment Disorder (RAD) I knew very little about this disorder and there was very little information available from anywhere. The long term management of the disorder was very bleak as I was advised by the psychologist that there was no evidence of any treatment being successful. This diagnosis was only highlighted because of a dispute between the local services psychologist and the school services (NEPS) I felt helpless as I was left out of the loop – not being the birth parent. I was willing to arrange private assessment but this was rejected by the social worker. I was told about the Incredible Years Programme and it was my only means of support offered to me.

Before I attended the programme I had a variety of mixed emotions. I felt isolated – everywhere – The school was pressurising the social work department to move the child to an EB school. My own family were complaining about the level of stress in the home including fighting, damaging personal possessions and general friction between everyone and to top it all my children were in the middles of college exams which added to their own stress levels. I was totally overwhelmed. I was questioning my parenting practice, I was blaming my own children for antagonising her and I was constantly researching methods and ideas on how to manage her behaviour and the family dynamics. When I started the Incredible Years programme I was delighted to meet the parents who were experiencing the same emotions. The content of the programme was easy to understand and follow, the book was a great resource because I read and re-read the book constantly at home. They tutors were excellent and they facilitated the sessions offering support on an individual level.

However the interaction and support between the participants was tremendous for me. Being able to identify with other parents who were feeling as overwhelmed as I was calmed me and gave me the space to stop and look at my handling of situations at home from another perspective. This is where the significant change occurred for me. As I began to give myself more time and space to reflect I was able to think more rationally about the situation. I realised I was using many of the tools suggested in the programme already in the home and this in itself gave me the confidence to say that I had good parenting skills and that nobody is perfect but what I was doing was in line with the suggested techniques.

I began to change my strategies at home. Instead of implementing a tool (e.g. star chart) expecting the rest of the family (there were 5 adults including me in the home) to go along with my ideas I was able to introduce these strategies from the IY programme which allowed everyone to try it and critique it rather than oppose it because it was my idea. Things became significantly calmer as when I reflected on the dynamics at home there was so much fighting among the family members and the little girls was seemingly continuing aimlessly and unaffected by it all. It was chaos. Even being able to admit there was chaos in the home was due to the space and time I had on the programme.With a calmer house came a more relaxed atmosphere. The little girl continued her behaviour but the whole family had taken on board the many skills from the programme. We even went as far as having a star cart for all the children in the house – the adult ones included. Once I had reaffirmed myself as having good practice skills, I felt more confident and insisted on being involved with the decision making process for the little girl's future.

I worked in the Ballymun community as a tutor in further education and I regularly meet students who have attended the IY programme. It is a great ice breaker for the students as they immediately feel they have something in common with me and this creates a relaxed atmosphere. I had the advantage of attending the 20 week programme. I found this time frame appropriate to cover all the tools it gave us time to perfect our use of the tools before we moved on. I cannot imagine how the people in the shorter classes could benefit as much as I did. When we finished the programme we all expressed an interest in a support group being set up to act as a contact and a way of tapping in with the facilitators on issues we needed to visit again. I can honestly say had I not attended the IY programme at that time I may have giving up fostering. I recommend that this programme be an on-going programme rolled out in the community. Liz and Cathy were exceptional facilitators. Their support and delivery of the course added to the enjoyment of the experience. It felt like we were a group of parents sharing stories over coffee.

This story was selected for the following reasons:
- It gives a foster-parent's perspective on parenting and the available services.
- It shows the role peer support plays in empowering parents and building social networks of relationships.
- It shows how programme participants interactions and support act as a key mechanism for change by facilitate critical reflection.

7 Making reading fun

My name is Nichola I have 4 sons ranging in ages from 16 to 5 years old. I left school at 18 and had my first son at 19 by the time I was 21 I had two children. Seven years later I had another child then in 2010 I had my last child. I have always read stories to the boys I started when the oldest was about one. Both of the boys really enjoyed having stories read to them I would read to them until they fell asleep which I loved, it was like a scene from the movies. When I met Lana Mc Carthy my whole way of reading changed for the better.

I got involved with youngballymun through Story sacks. Lana [The Family & Community Literacy Development Officer] totally changed my attitude to books and the way I read to the children. She made reading fun and interesting showing me how to bring the book to life. At first I thought she was mad hugging and smelling books but it definitely works the children love it. Now I read with great passion and expression using different voices for the different characters. The children show a greater interest in books from doing this. The ideas follow through in the Incredible Book Club where I tell the children about the author and illustrators. From doing this with every book both of the boys can now recognize books from the pictures, they also know which authors they like and associate a book from the same author. Ryan my five year old loves Oliver Jefferies I think it's so funny when we are in the libray he asks who the author is. We also have discussions after reading about what they liked or didn't like, which character would they like to be, could they predict what might happen throughout the story. This makes for a very fun and exciting read as they really get engrossed in the story. I explain different words they might not have heard before like the word 'tinchy' kept coming up in the book 'A Squash And A Squeeze' they never heard that expression they now use this word.

Breakfast Buddies has opened my eyes to the way I can take learning opportunities from everyday activities. Making food shopping less of a struggle and more interesting by letting the children write or draw the items on the list. Taking every chance to show them that reading and writing can be fun. Playing word games like anagrams, writing a book review, word search. Walking in the park or in the playground can be a learning experience, reading signs making lists of animals or things that they saw.

All these fantastic ways of reading and talking to my children have expanded their vocabulary. This shows through in their school work they are well above average in their class. Adam who is eight made me so proud when at his parent teacher meeting the teacher said he is the best reader in the class he reads with great expression and he would like him to be the narrator for the school play. His head is always in a book. My five year old is asking how to spell every word much to the annoyance of his brothers when they ask him something he answers them by spelling. I know all of this is down to the help and guidance of Lana and youngballymun. They put an enormous amount of effort into supporting the parents of Ballymun and their children.

I went to Maynooth College because of their encouragement in my ability to progress into further education. Without Lana's help and advice I would not have stuck at it and finished my assignments. For this I am forever grateful. It gave me confidence as a parent and I am more actively involved in my community my only regret is that this was not around when I was bringing up my two older children. I can see the difference through their schooling and interest in books. They really missed out we are extremely lucky to have a support network like youngballymun.

This story was selected for the following reasons:
- It captures the diverse strands and options in the Write-Minded language & literacy strategy to activate family literacy practices.
- It communicates how every day service practice can embed the international evidence of what works in stimulating child language and literacy development in family literacy work.
- It emphasises the enhanced outcomes for the younger children in the family who had access to Write-Minded in comparison with the older children in the family who did not.
- It attributes the mother's successful completion of a higher education programme to the support of the Write-Minded family and community literacy strategy.
- It shows how engaging in the literacy activities can build participants sense of efficacy, their confidence, and promote broader community participation.

#8 Breakfast Buddies - A place where people gather in one community

Firstly I would like to thank you for "Story Project". It pretty good opportunity to think about my story. I have to go back five years and think more about myself, about my children and family. I first became involved with Write-Minded programmes through Our Lady of Victories Primary school, where I got my first information. I took part in Story Sacks, Transition Program, Breakfast Buddies and so on, because I was interested in such activities.

My story is in relation to Breakfast Buddies. Because youngballymun has my mobile phone number they send my invitation by message. I have to say it's very clever and practical. And I can arrange a time in my schedule for it. Firstly I have to say I'm foreign and I live in Ireland with my family nearly 10 years. My English improved by years a lot but honestly it is not perfect and I can still improve. In Breakfast Buddies I got a very good opportunity to hear native speakers with their different accents. All the time I meet there with a few foreign people (usually mothers). We can help each other to understand and work together with other women.

We all know how important reading is. Our children need good comprehensive reading for every subject in their schools. How can we achieve this skill? We got a good, useful support from Breakfast Buddies because they focus on the topics like "How to involve a child's reading", "Bed time story", "How to help with spelling", "How to write a poem" and so on. The list is really long. We got very useful advice, good tips how to spend quality time with our children, this is very, very, important in today's world, especially with all the technology distracting our children. And it is not just about spending time with family, but more important how fruitful it is. I believe I got positive influence from Breakfast Buddies events. I read more with my children, we went to the library regularly and I can say we improved a lot in our comprehensive reading, grammar, spelling and good communication skill. Our family finishes the day with a book.

On the other hand I would like to say B.B. introduced me to important days for the children and their families e.g. Christmas, Easter, Valentine's Day, Halloween etc. We are more involved to ordinary Irish life through our children and we need to co-operate. I am very glad for Breakfast Buddies because in one place where people gather in one community who all have different age, status, genders, nationality and problems. At the same time it had a big social and educational influence which spreads all over the communities and families.

And one more thing. When I finished my "Family and Community" course my final project has introduced and described closely Breakfast Buddies and I finished my Fetac Level 5 with distinction. I think this event is well known in this area and I wish for such a hard working staff more and more successful years. We need you!

This story was selected for the following reasons:

- It highlights the role that family and community literacy can play in integration and cultural exchange.
- It makes the family literacy gains accrued from the service explicit.
- It highlights the links between family and community literacy strategies and adult future/higher education.

9 How our love of reading started

I'm a 28 year old single mother to a beautiful 10 year old girl called Allie. I was born and raised here in Ballymun where I still live with my daughter today. Growing up I was never into reading, I don't know if that's because I didn't have bedtime stories or if I just associated it with school. I had to read for school so I didn't consider it a hobby I might enjoy. Although I was good at comprehension in secondary school I never considered reading anything more than part of the school curriculum. When I finished school in June 2005, I was 19 and pregnant and put away my books for good after the Leaving Cert. I had my daughter Allie a month later. Life was pretty busy then and as none of my friends had children I felt quite isolated. My days were spent with little or no adult interaction. And my hopes and future aspirations for after school took a backbench. When Allie started school in 2009 I felt I needed to do something with my time and began looking at PLCcourses and third level courses. The four years spent being a mammy since I had finished school had drained my confidence in anything academic and I found it very daunting, even the CAO form seemed like jargon to me, so yet again my plans were put aside.

In 2010 I was introduced to a member of youngballymun through my daughter's school. She told me about a programme called Story Sacks that was being held in the school one morning a week. I decided to give it a go-mainly I thought so as I could meet other parents. I remember Lana from youngballymun [the Family and Community Literacy Development Officer] explaining the importance of reading to our children, how it enhances their everyday life and about hugging and smelling the book, to show that we love it and setting good examples for our children to follow. I must admit I did think she was bit bonkers at that point. Allie loved seeing me in her school and was proud to see me getting involved. She was also very proud of my creation for her. I made her a bag and game to match her book 'The Very Hungry Crocodile'. When I brought it home she was beaming. We read the book that night and I remembered to hug the book and smell it and make a fuss of how much I loved the book. That was the start of our love for reading.

I found that I loved the time with Allie at bedtime. After hectic days, or stressful homework, to wind down we would climb into bed and cuddle up reading her choice of book. She began to ask for books for her birthday and from Santy. Her own literacy skills began to improve too, pointing and reading road signs and even writing her own stories with amazing imaginative storylines. Her positive attitude towards reading and learning is still evident in her impeccable school reports year after year. I also attended Breakfast Buddies, which I really enjoyed. I found the tips and games a huge help in helping me improve my own literacy skills and on a more personal level, my self-confidence .I also found that I in fact liked to read and I began reading books myself for the first time in years. I read true stories about children in care homes and social workers stories of abused children. This ignited the long suppressed passion in me to pursue a career helping children. I am now finishing up my 2nd year of my degree in early childhood care and education with hopes to progress on to my masters in Play Therapy when it's complete. I am fully able to read legal documents, assignment briefs and lectures with confidence.

Since linking in with youngballymun, Allie and I have taken part in literacy promotions with youngballymun like 'Spread the Word' DVD and the Literacy Promotion reading poster which gives us both a huge sense of pride and fulfilment. We are both really passionate about reading and I fully believe there is hugely importance to promote reading and literacy in young children's lives. Allie has an extensive collection of books and loves to unwind on her own reading a chapter of one of her books. I promote reading with all of my godchildren and they all particularly love the Gruffalo. So we recently took a trip to Wells House and Gardens to meet the Gruffalo. It was one of the most memorable days for Allie and myself yet, surrounded by all of our loved ones. Allie and myself continue to enjoy our story time before bed even now. I fully believe the intervention of youngballymun has enhanced mine and therefore my daughter's quality of life, for which I am so grateful. They are such a valuable resource to Ballymun and I fully hope they continue to inspire, educate and contribute to the lives of people in Ballymun for years to come.

This story was selected for the following reasons:

- It recounts how one young mother's involvement with Write-Minded activated a learning journey, which has far-reaching impacts on her own educational attainment as well as for her daughter.
- It highlights the challenges in terms of personal confidence, future education & employment presented by then pregnancy & the need for strategies specifically targeted at this poverty risk factor.
- It highlights the credibility of *youngballymun's* family & community literacy activities; showing that they fit with the values and norms of the residents.

Appendix 2:
A leverage and influence appraisal of the investment in *youngballymun*

The investment in *youngballymun* by Government through the Department of Children and Youth Affairs and The Atlantic Philanthropies from February 2007 - June 2015 has been €17.5m comprising €15m from the Prevention and Early Intervention (PEIP) programme 2007-2013 and €2.5m to date from the Area Based Childhood (ABC) programme. *youngballymun* has committed funding through its current ABC contract until June 2016. Investment under PEIP included a significant dedicated budget for the external evaluation studies which were required as part of the funding contract. The annual cost of the collective impact model of work is €1.8m per annum, with about two-thirds of the budget dedicated to quality service development and related service training, coaching and capacity building and about one third to the key influencing activities relating to leadership and long-term strategies in tackling child poverty – policy work, data analysis and communications, and negotiating systems change.

There have been significant policy developments and investment innovations in the field of children's services and systems in recent years. The leverage and influence of *youngballymun* has to be considered in terms of potential national influence as well as its actual leverage at local level, particularly in the context of an agenda of significantly reduced public sector expenditure and public service reform. In appraising the overall performance of *youngballymun* it is important to consider and factor in any additional resource contribution that this investment has leveraged and the extent to which ongoing public investment in children's health, development, education and wellbeing has been influenced by the *youngballymun* prevention and early intervention strategy. A further consideration is the level of projected return-on-investment from the model of work which is also integrally linked to an assessment of the cost-effectiveness of the strategy.

This document identifies a range of key data for consideration from a range of sources including an the independent value for money appraisal in 2013, a social return on investment study of the Parent Child Psychological Support Programme conducted by *youngballymun* under the supervision of Just Economics UK in the period 2014/2015 and a review of policy developments in relation to specific issues where *youngballymun* was active.

- ▪ *Value for Money appraisal 2013*
  As part of the process evaluation of *youngballymun* in 2012 a Value for Money study was conducted and the findings were that the "present value of the benefits for each annual intake of children to the services is almost €7million over a 25-year period". With an input cost for *youngballymun* of €1.5 million into these services, this translates into a return on Investment (ROI) of 1:4.50. This means that in terms of prevention and early intervention, for every Euro invested in these interventions, €4.50 of savings to the State are generated.

- ***Estimating Model for Influencing and Leveraging State funding for integrated services***

  youngballymun has long recognised the importance of influencing and leveraging existing state investment in children to secure measurable gains for children impacted by poverty and socio-economic disadvantage. In 2012 an 'estimating model' was developed and refined in consultation with Dr. Mark Dynarski (international economist and evaluation advisor to Atlantic Philanthropies). Applying this model *youngballymun* quantified its annual influence on €17.8million euros of Government investment in local services to children (out of a total Government spend of €37.9m) with actual financial leverage (or matched funding) from statutory partners of €3.2m of that investment each year.

  The importance of measuring leverage was reflected in the ABC contract, where there is now a contractual requirement to verify the precise value of the leverage achieved from partner organisations. Applying this new and quite different measurement system (which involves partner organisations signing off on the hours and costs leverages), *youngballymun* reports annual leverage of €2.9m, about 30% of an annual State investment of €10.6m in those partner organisations services. Under the terms of the funding contract, *youngballymun* must leverage about €1m in the period 2013-2016 but will actually achieve leverage of some €7.8m, indicating the level of influence the model exerts on the service system and on the reconfiguration of public services.

- ***Pioneering Prevention and Early Intervention – the 2013 budget announcement of ABC***

  The 2011-2016 'Towards Recovery - Programme for A National Government' set out the Fine Gael / Labour coalition strategy for recovery from the economic collapse of preceding years. The Programme for Government makes explicit and implicit references to the *youngballymun* model of work as follows:

  > *"As resources allow, this Government will invest in a targeted early childhood education programme for disadvantaged children, building on existing targeted pre-school supports for families most in need of assistance such as the youngballymun project". (p39)*

  > *"A new approach is needed to break the cycle of child poverty where it is most deeply entrenched. We will adopt a new area-based approach to child poverty, which draws on best international practice and existing services to tackle every aspect of child poverty. Initially, this model will be rolled out in up to ten of Ireland's most disadvantaged communities, in cooperation with philanthropic partners to co-fund and manage the project". (p52)*

  youngballymun actively sought to inform and influence the decision by Government and Atlantic Philanthropies to invest in the Area Based Childhood programme to tackle child poverty 2013-2016. Its provision of concrete data on scale, scope and early indications of improving learning and wellbeing outcomes for a community of children to the Office of the Tánaiste in 2012 and subsequently the quantification of leverage, influence and value for money for T.D's discussions with the Minister for Public Expenditure and Reform were specific contributions to the policy

development process. Government, led by the Office of the Tánaiste, and Atlantic Philanthropies announced a total ABC budget of €29 million for the period 2013 – 2016 in the 2013 budget.

- ***The Social Return on Investment study of the Parent Child Psychological Support Programme***
  The Parent Child Psychological Programme (PCPS) delivered by *youngballymun* in partnership with HSE Primary Care, is the centrepiece of a community infant mental health service strategy and the foundation of the *youngballymun* prevention and early intervention collective impact model of work. Notably and disappointingly in 2013, on the recommendation of the Evaluation Expert Advisory Group advising Atlantic Philanthropies and the Department of Children and Youth Affairs, PCPS was deemed to have an insufficient evidence base to merit expansion and scaling up in ABC. Instead, *youngballymun* was allocated ongoing investment to continue to appraise and assess outcomes from this programme, with a view to further assessment of the place of the PCPS in future child poverty / infant mental health strategies. Under the supervision and guidance of Just Economics UK, *youngballymun* conducted a social return on investment study of PCSP. Headline findings from this study include that the proportion of babies classified as securely attached is much higher in Ballymun compared to international populations. Secure attachment is associated with improved outcomes for children in their later development in early childhood and throughout primary school years.

- ***youngballymun - Policy Influence***
  youngballymun works to inform and influence national systems change in four ways: firstly, through by implementing a collective impact initiative in partnership with mainstream services, and therefore able to inform develops from actual practice and implementation experience; secondly, through its various conferences, workshops and special events; thirdly, through its own contributions to specific national consultation processes and finally, through its active membership of a whole range of networks and membership organisations including: The Children's Rights Alliance, the Prevention and Early Intervention Network, the Implementation Science Network, Eurochild, the European Implementation Network. *youngballymun* has consistently used the learning, data and experience from the implementation of its practice model to leverage greater change in the broader systems that impact on children's wellbeing and learning – in particular, infant mental health; quality early years provision and investment; language and literacy development; child poverty.

  Infant Mental Health
  - ▫ Key contributions by youngballymun
    - 2009 conference, A Child is Born, with key note speaker Stuart Shanker
    - 2011 working group, forum and position paper on Infant Mental Health
    - Infant mental health training and capacity building proposal to ABC

  - ▫ Recent developments
    - 2014 Better Outcomes, Brighter Futures framework: Commitment to explore the provision of an enhanced maternal antenatal and early childhood development service incorporating learning from PEIP

Investment by Atlantic Philanthropies in Nurture initiative to develop capacity in relation to health and wellbeing of 0-6s within HSE services.

Early Childhood Care and Education
- Key contributions by *youngballymun*
  - 2010 conference, Children Thrive, with keynote speaker Larry Schweinhart
  - 2013 individual and joint responses to consultation on Future Development of Síolta Framework and Quality Assurance Process
  - 2014 submission to Department of Children and Youth Affairs on the National Early Years Support Service

- Recent developments
  - 2014 establishment of Better Start National Early Years Quality Development Service
  - 2014 completion of Síolta/Aistear practice tool to support development of quality and curriculum in early years settings.

Language and Literacy
- Key contributions by *youngballymun*
  - 2010-11 literacy practice-to-policy round table series
  - Submission to the Department of Education and Skills in response to the Draft Plan on Improving Literacy and Numeracy in Schools
  - 2011 conference, Great Expectations, with key note speaker Tim Shanahan
  - Since 2011, oral language forum of practitioners delivering initiatives for children
- Recent developments
  - 2011 publication of National Literacy and Numeracy strategy
  - 2014/5 review of DEIS initiative

Child Poverty
- Key contributions by *youngballymun*
  - 2012 individual and joint submissions to Department of Children and Youth Affairs public consultation on Improving the Lives of Children and Young People
  - 2012 conference An Area-based Strategy to Tackle Child Poverty: Prevention and Early Intervention Perspectives with key note speaker Melissa Van Dyke
  - 2013 position paper on Implementing an Area-based Approach to Child Poverty
  - 2013 conference Right from the Start: Prevention and Protection across the Community with key note speakers Dr Geoffrey Shannon and Norah Gibbons
  - *youngballymun* Submission on the Child and Family Agency Bill 2013

- Recent developments
  - 2013 launch of Area Based Response to Child Poverty Initiative and announcement of additional nine areas to be awarded funding
  - 2014 establishment of Tusla Child and Family Agency

- 2014 publication of Better Outcomes Brighter Futures national policy framework for children and young people

- ***Achieving 'Alternative Models of Delivery and Better Engagement with Customers'***
  Our public sector partnerships, workforce capacity building, negotiated reconfiguration of existing services, integration of data collection and analysis systems into service provision have been critical in the work to progress a key priority in the Public Sector Reform Plan 2014 -2016 – "The use of alternative models of delivery and better engagement with customers". *youngballymun* believes that influencing thinking, practice and policy development over time and incrementally influencing systems change, and thereby progressively building the systems that will best support measurably improved wellbeing and learning outcomes for communities of children impacted by poverty needs to become a priority for Government and for civil society.   We share our experience, practice frameworks and implementation model with other communities, where possible.

- ***Sharing Knowledge and Optimising Investment***
  The ABC contract with *youngballymun* ends in June 2016. The Performance Story Report evaluation process provides independent expert appraisal of implementation and outcomes to date, creating a context in which learning from the investment in the *youngballymun* model can be optimised and the implementation improvements identified in the Performance Story evaluation extended to serve larger scale populations of children and families impacted by socio-economic disadvantage and poverty.

Index

Number	Title	Key information
Item 1	Ballymun A Social Profile 2007-2015 (2015) Brian Harvey with assistance of youngballymun	Externally contracted piece of research and analysis
Item 1a	What's the Story? Is *youngballymun* contributing to improved child outcomes? youngballymun evaluation plan 2015	Document written by youngballymun
Item 2	The Mental Health of Children and the Factors which Influence it: A Study of Families in Ballymun. (2005) Report By K. McKeown & T. Haase Research Consultants. (Full report)	Externally contracted piece of research
Item 2a	The Mental Health of Children and the Factors which Influence it: A Study of Families in Ballymun. (2005) Report By K. McKeown & T. Haase Research Consultants. (Summary report)	Externally contracted piece of research
Item 3	Ballymun Needs Analysis. (2006) Report by N. Hayes & S. Bradley, Centre for Social & Educational Research Dublin Institute of Technology. (Full report)	Externally contracted piece of research
Item 3a	Ballymun Needs Analysis. (2006) Report by N. Hayes & S. Bradley, Centre for Social & Educational Research Dublin Institute of Technology. (Summary report).	Externally contracted piece of research
Item 4	Literacy in Ballymun: Interim Report by G. Mac Ruairc *et al* (2008) School of Education & Life Long Learning. UCD.	Externally contracted piece of research
Item 4a	Snapshot of Micra-T Test Results from Ballymun Primary School Pupils in 2007	Data extracted from MacRuairc 2008 literacy report
Item 5	Evaluation of the Incredible Years Pogramme, Ballymun . By G. Mac Ruairc (2008) School of Education & Life Long Learning. UCD.	Externally contracted piece of research
Item 6	A Needs and Resource Assessment to inform the design and development of an antenatal support and parent support Programme By A. Matthews *et al,.* (2007) School of Nursing, Dublin City University	Externally contracted piece of research
Item 7	Ballymun Development Group for Children and Young People: Final Report in Process Evaluation. By K. McKeown (2005). Research Consultant.	Externally contracted piece of research
Item 8	A Process Evaluation of *youngballymun*. by McGilloway, S., O'Brien, M. *et al*. (2013) National University of Ireland, Maynooth (Full Report)	Externally contracted piece of research
Item 8a	A Process Evaluation of *youngballymun*. by McGilloway, S., O'Brien, M. *et al*. (2013) National University of Ireland, Maynooth (Summary Report)	Externally contracted piece of research
Item 9	*youngballymun:* A 10-year strategy to improve mental wellbeing and learning outcomes for children and young people (2006). Proposal to the Office for the Minister for Children, Prevention and Early Intervention Programme	Original proposal for youngballymun funding written by Ballymun Development Group
Item 10	Progress, Partners, Plans: *youngballymun's* Implementation Plan 2010. (Strategy chapter)	Published document written by youngballymun
Item 11	*youngballymun* funding proposal Area-Based Childhood Programme 2013	Document written by youngballymun
Item 12	"Ready Steady Grow Overview" in Progress, Partners, and Plans: *youngballymun's* Implementation Plan 2010.	Published document written by youngballymun

Item 13	"Ready Steady Grow: Introduction" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Item 14	"Antenatal Service" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Item 15	"Infant Massage" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Item 16	"Parent-Child Psychological Support Programme" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Video 1	Information video about Parent-Child Psychological Support Programme (7 minutes)	Video produced by PCPS programme developer
Item 17	"Hanen You Make the Difference" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Item 18	"Talk and Play Every day" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Item 19	"Infant Mental Health Therapy" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Item 20	"Learning Years Overview" in Progress, Partners, and Plans: *youngballymun's* Implementation Plan 2010.	Published document written by youngballymun
Item 21	"Learning Years: Introduction" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Item 22	"Learning Years Support Service" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Item 23	"Incredible Years Overview" in Progress, Partners, and Plans: *youngballymun's* Implementation Plan 2010.	Published document written by youngballymun
Item 24	"Incredible Years: Introduction" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Video 2	Information video about Incredible Years Programmes (7 minutes)	Video produced by youngballymun
Item 25	"Incredible Years Toddler Parent Programme" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Item 26	"Incredible Years Basic Parent Programme" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Item 27	"Incredible Years 20-week Parent Programme" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Item 28	"Incredible Years Dina Classroom Curriculum" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Item 29	"Incredible Years Teacher Classroom Management" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Item 30	"Write Minded Overview" in Progress, Partners, and Plans: *youngballymun's* Implementation Plan 2010.	Published document written by youngballymun
Item 31	"Write Minded: Introduction" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Item 32	"Balanced Literacy Framework in Schools" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Item 33	"Story Sacks Programme" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Video 3	Information video about family literacy initiatives (3 minutes)	Video produced by Atlantic Philanthropies
Item 34	"Incredible Years Book Club" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Item 35	"Breakfast Buddies" in What we do and How we do it.	Published document

	Implementation in Action. *youngballymun* 2015	written by youngballymun
Item 36	"Summer Slide" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Item 37	"Transitions Programme" in What we do and How we do it. Implementation in Action. *youngballymun* 2015	Published document written by youngballymun
Item 38	Process evaluation of Literacivic Report by National University of Ireland, Maynooth	Externally contracted piece of research
Item 39	Delivering Equality of Opportunity in Schools (DEIS) An action plan for educational inclusion. (2005) Department of Education and Science	Department of Education and Science report
Item 40	Most Significant Change Story: Margaret Creevey, Speech and Language Therapy Manager, HSE	Implementation partner data collected by youngballymun
Item RSG1	Evaluation of the overall success and impact of Ready Steady Grow Report (2013) by Geary Institute and Dept Psychology, UCD	Externally contracted piece of research
Item RSG2	Appendices to Evaluation of the overall success and impact of Ready Steady Grow Report (2013) by Geary Institute and Dept Psychology, UCD	Externally contracted piece of research
Item RSG3	Most Significant Change Story: Lorraine Hynes, Speech and Language Therapist, HSE	Implementation partner data collected by youngballymun
Video 4	Most Significant Change Story: Parent participants in Ready Steady Grow service (6 minutes)	Parent data collected by youngballymun
Item RSG4	Most Significant Change Story: Parent participant in Ready Steady Grow service	Parent data collected by youngballymun
Item RSG5	Analysis of two cohorts of children and their parents participating in the Parent Child Psychological Support Programme (PCPS) for youngballyun Statistics report (2015) by Instituto Psicologico de la Infancia y la Familia	Externally contracted piece of research undertaken by Programme Developer/ Consultant
Item RSG6	Most Significant Change Story: Margaret Creevey, Speech and Language Therapy Manager, HSE	Implementation partner data collected by youngballymun
Item RSG7	Services for 0-3s and their parents in Ballymun 2015	Directory of services compiled by RSG Implementation Team
Item RSG8	Attachment Classifications: Ballymun Data Compared to International Norms	youngballymun analysis of data collected in PCSP and drawing on comparative international data sources
Video 6	Most Significant Change Story: Early Years Practitioners participating in Learning Years service (2 minutes)	Implementation partner data collected by youngballymun
Item LY1	SQW (2012) Evaluation of the 3, 4, 5 Learning Years Service. youngballymun. (Full report)	Externally contracted piece of research
Item LY1a	SQW (2012) Evaluation of the 3, 4, 5 Learning Years Service. youngballymun. (Summary report)	Externally contracted piece of research
Item LY2	Series of photographs of an early years setting before and after engagement with the Learning Years service.	Photographs taken and compiled by youngballymun

Item LY3	Most Significant Change Story: AM, Early Years Practitioner	Implementation partner data collected by youngballymun
Item LY4	Assessing the quality of childcare in Early Years Centres in Ballymun Spring 2015: data from Ballymun early years settings showing pre and post test ratings	youngballymun analysis of data collected by external contractor
Item LY5	Improvements in the Social & Emotional Outcomes of Ballymun 4-5 Year olds: The Evidence from Parents SDQs in 2005/6 versus 2015	youngballymun analysis of data completed by parents and collected by classroom teachers
Item LY6	The Social & Emotional Outcomes of Ballymun Preschoolers 2015 ECCE: ECCE Practitioner Assessment	youngballymun analysis of data completed by ECCE practitioners
Item LY7	The Social & Emotional Outcomes of Ballymun 5 year-olds 2015: Compare favourably with UK norms The Evidence	youngballymun analysis of data completed by parents and teachers and drawing on comparative international data sources
Item IY1	Most Significant Change Story: Hazel, School Completion Support Worker	Implementation partner data collected by youngballymun
Item IY2	Morgan, M. & K. Espey (2012) Whole-school implementation of Incredible Years: An Action Research Study. youngballymun. (Full report)	Externally contracted piece of research
Item IY2a	Morgan, M. & K. Espey (2012) Whole-school implementation of Incredible Years: An Action Research Study. youngballymun. (Summary report)	Externally contracted piece of research
Item IY3	Teachers' Reported Changes Pre and Post Incredible Years Teacher Classroom Management Training	youngballymun analysis of data from completed by teachers
Item IY4	Incredible Years Basic Parenting Programme Monitoring Child and Parents Outcomes: Preliminary Findings	youngballymun analysis of data from completed by parents
Video 7	Most Significant Change Story: Parent participants in Incredible Years parent programme (7 minutes)	Parent data collected by youngballymun
Item IY5	Most Significant Change Story: Deirdre, Junior Infants Classroom Teacher	Implementation partner data collected by youngballymun
Video 8	School principal and parent talking about experience of Incredible Years (2 minutes)	Video resource produced by youngballymun
Item IY6	Improvements in the Social and Emotional Outcomes of Ballymun Pre-teens: The Evidence from Parent-completed SDQs 2005/6 versus 2015	youngballymun analysis of data from completed by parents and collected by classroom teachers
Item IY7	The Social & Emotional Outcomes of Ballymun Pre-teens 2015: Comparison with National & UK norms	youngballymun analysis of data from parents and teachers and drawing on comparative national and international data sources
Item WM1	SQW (2012) Evaluation of Write-Minded: A shared area-based literacy strategy (Full report)	Externally contracted piece of research
Item	SQW (2012) Evaluation of Write-Minded: A shared area-based	Externally contracted

WM1a	literacy strategy (Summary report)	piece of research
Item WM2	Sample 2015-2016 Whole School Plan for English & Literacy Across the Curriculum (SESE, SPHE, Arts Education, PE, Maths, Languages, Religion)	Document developed by youngballymun in partnership with school staff
Item WM3	Most Significant Change Story: Emma McNaughton, 3rd Class Teacher	Implementation partner data collected by youngballymun
Item WM4	Presentation on Evaluation of the effectiveness of Write-Minded: Interim data on quantitative analysis (2011) C. Hodgson, T. Yeshanew, J. Sewell	Externally contracted piece of research
Item WM5	Oral Language Assessments Feedback 2013	youngballymun report on analysis of oral language data collected in partnership with Trinity College SLT Department
Item WM6	Most Significant Change Story: Parent participant in Write Minded service	Parent data collected by youngballymun
Video 9	Most Significant Change Story: Parent participant in Write Minded service (4 minutes)	Parent data collected by youngballymun
Item WM7	Sample of presentation on Literacy Attainment in Ballymun Community of Primary Schools 2012/13	youngballymun analysis of longitudinal school literacy data
Item WM8	Class Acts in Literacy: Eleven Best performing language and literacy classroom practices of Ballymun Primary Schools	Resource compiled by youngballymun based on practice in classrooms
Video 10	Class Acts in Literacy: Sample video of classroom practice on reading fluency (7 minutes)	Resource compiled by youngballymun based on practice in classrooms
Item WM9	Ballymun Child Literacy Data Round Table: Report of Proceedings (2015)	Report written by youngballymun based on inputs at round table event
Item WM10	Improvements in literacy outcomes for Ballymun Primary School Pupils: 2007 versus 2015 The Evidence	youngballymun analysis of longitudinal literacy data by cohorts collected by schools
Item WM11	Ballymun pupils literacy outcomes approaching national average: The Evidence	youngballymun analysis of longitudinal literacy data by cohorts collected by schools

youngballymun

Pioneering Prevention and Early Intervention