



EMOTIONAL LITERACY TRAINING EVALUATION

**EVALUATION REPORT FOR
SOUTH EAST GLASGOW CHCP
JANUARY, 2007**

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TABLE OF CONTENTS

TABLE OF CONTENTS 2

EXECUTIVE SUMMARY..... 3

INTRODUCTION..... 5

METHODS..... 6

FINDINGS..... 7

PART ONE: EMOTIONAL LITERACY AS A METHOD..... 7

PART TWO: PROCESS OF EL TRAINING AND SUPPORT 16

DISCUSSION AND CONCLUSIONS 20

APPENDIX A..... 23

EXECUTIVE SUMMARY

- 16 practitioners from a range of backgrounds attended emotional literacy (EL) training that ran on October 2005, this training was a 4 day course for those with no experience of EL and 2 day refresher training for the smaller numbers of staff who had attended previous training. Of this 15 took part in telephone interviews exploring emotional literacy as a method and the process of the EL training and support.
- The majority of participants (n=11) indicated that they were currently using emotional literacy informally via their one to one work with children or young people and/or by incorporating emotional literacy into workshops they were running on other topics (n=8)
- Seven participants indicated that they had previously delivered formal workshops on emotional literacy. The duration and format of these workshops varied considerably making it difficult to ascertain what a formal workshop consists of.
- Many participants indicated that they faced a range of difficulties in setting up formal workshops this included general organisational issues in schools (n=5), time constraints (n=4), working in an informal setting or with different age groups (n=4) or the lack of value other professionals place on emotional literacy (n=3).
- Nine participants indicated that they hoped to run formal EL workshops in the future however many did not have firm agreements or timeframes for when this would be.
- The majority of participants (n=14) indicated that the emotional literacy training had a positive impact on their practice. This was in relation to emotional literacy becoming an integral part of their approach to working with young people.
- All participants rated EL positively as a method for engaging young people, however some (n=5) indicated that it was less effective for engaging children or groups of young people out with mainstream provision.
- All of the participants indicated that they were aware of the agreement for them to deliver four formal sessions on EL however the majority went on to indicate that this was now (or had always been) an unrealistic aim.
- Seven participants indicated that the support provided to them had been adequate or good however the majority indicated that there was room for improvement and gave specific recommendations on how they could be supported better in the future. This included:
 - **Need to adapt the emotional literacy materials to engage children and young people out with mainstream provision.**
 - **There should be central co-ordination of EL sessions**
 - **Regular updates should continue on how EL is being used via e-mail, internet or continuation of the support groups.**
 - **Shadowing of more experienced participants should be offered to develop skills.**

- Overall the participants seemed to consider emotional literacy as an ethos and philosophy that governs the relationship between workers and young people. For many its success was not in the delivery of formal workshops but in how it had impacted overall on their approach to working with children and young people.
- Specific conclusions on taking forward emotional literacy work in the South East include:
 - **Should the success of the EL training be measured in relation to the impact it has on the approach of workers and their skills to engage young people rather than the delivery of formal EL workshops?**
 - **Would the nature of the emotional literacy training require to be different if the focus is informal application not the delivery of formal sessions?**
 - **Is their merit in providing training that differentiates between shorter ‘awareness raising’ training that has the objective of raising the profile of emotional literacy as an approach to working and longer ‘skills development’ training that has the objective of providing skills and techniques to deliver formal EL sessions?**
 - **The focus of the EL training towards informal application raises particular issues around how best to measure the success of EL training and the impact of emotional literacy as an approach. This should be given consideration before further training is carried out.**
 - **Are children and young people not in mainstream provision an important target group for emotional literacy? If so consideration should be given to how the EL training can be adapted so that EL sessions work as well in an informal setting and with groups of children or young people out with mainstream provision.**
 - **Whether future emotional literacy training should be targeted to include a wider pull of professionals who work regularly with young people should be considered. In relation to schools and the training of teachers this should be considered in relation to where emotional literacy fits with other mental health and wellbeing initiatives currently being taken forward in schools.**
 - **The purpose of support meetings should be clarified and should take into account the informal way that emotional literacy training is being used by a large number of participants. Information about the times of the meetings should be sent to participants. If possible e-mail should not be relied upon for this task.**

INTRODUCTION

Background to Emotional Literacy (Taken from School of Emotional Literacy website www.schoolofemotionalliteracy.com)

Against a background of increasing social exclusion, a worrying trend in diminishing self esteem in teenage boys, and increasing numbers of children being recognised as having ‘additional learning needs’ or presenting challenging behaviour, there is a growing pressure to find solutions. A child’s capacity to learn and grow depends to a very significant extent on their ability to manage personal and social tasks. Without the ability to be aware of their emotional states and self-management skills to contain and handle these, their development will suffer. Without the ability to be aware of others and what they are feeling and to practise relationship management skills, their friendships and social support will vanish.

There has also been a steady rise in recognition of the importance of sound self esteem for children. This recognition has emerged through psychological studies into the aetiology of behaviour disorders, learning difficulties and other disturbances to the steady development and maturation of children. This has coincided with research into human Emotional Intelligence and the development of emotional literacy training programmes. Emotional Intelligence is now known to play a very significant part in achieving goals set, as well as being the foundation for personal satisfaction.

Emotional literacy offers a framework and a variety of approaches. By learning these and applying them in the learning environment, a child’s emotional development can be fostered and nurtured. This can be done with an emphasis on repairing damaged emotional development so that blocks to learning and growing are minimised, or by fostering the potential that is already there, creating the conditions for powerful personal maturation to take place.

The importance currently placed on the development of children’s mental wellbeing is reflected at a national level in the status of the report ‘Children and Young People’s Mental Health: A framework for prevention, promotion and care’ (Scottish Executive, 2005) and at a local level by the investment of Glasgow City Council and Greater Glasgow and Clyde NHS Board into the development of a new mental health curriculum pack for Glasgow schools and peer support schemes in schools.

The Emotional Literacy Training

In October 2005 training for health and community based staff on emotional literacy was commissioned by South East Glasgow CHCP (previously South East LHCC). This training was a continuation of a process that had begun 2 years previous when health and community based staff from the South East of Glasgow attended emotional literacy training funded by the South East LHCC and provided by Royston youth stress service. The Royston training had been well received however following on from it the implementation of EL workshops with young people had not been as forthcoming as expected. Therefore after discussions with staff within the South East further EL training was provided in October 2005 by Tony Stevenson. This training included:

- 2 day ‘refresher training’ for staff who expressed a willing to deliver emotional literacy workshops and had previously attended the Royston training.

- 4 day 'introduction to emotional literacy' for staff who expressed a willing to deliver emotional literacy workshops and had no previous experience of it.
- 1 day practice skills development for both groups including facilitation techniques, co-facilitation techniques, group work skills and relaxation techniques.

It was hoped that this would renew the enthusiasm for delivering emotional literacy workshops in a range of settings (school to community based) and that the newly trained staff would be a 'bank' of staff that could be pulled upon to deliver workshops. South East LHCC also had an expectation that those who delivered the training in October 05 would deliver 4 emotional literacy workshops by December 2006.

To support this process, the LHCC formed a partnership agreement with Anne Robertson from the Health Spot project to co-ordinate the delivery of EL in the South East. This ensured that there was a clear point of contact for organisations requesting EL input and ongoing support for the trainers themselves both individually and through regular support group meetings.

In March 2006 Create consultancy were commissioned by South East Glasgow CHCP to carry out an evaluation of the emotional literacy (EL) training.

Emotional Literacy Evaluation

The aim of this evaluation was to ascertain how the participants felt about EL as a method and how they found the process surrounding the organisation of the EL training and subsequent EL workshops. Specific areas of interest included:

EL as a Method...

- How are they currently using emotional literacy?
- Do they intend to run EL workshops in the future?
- What difficulties have they faced in setting up EL workshops?
- What impact did they feel that the EL training had on their practice?
- How did they rate emotional literacy as a method for engaging young people?

Process of EL training and support...

- What expectations did they have of the support they would receive from the organisers of the training? Did this work in reality?
- How have they found the EL support meetings?
- What might help them in the future to run EL workshops?

It was agreed that telephone interviews would be the best way to gather the views of the EL participants. The information generated would help to inform the South East CHCP on the best way to take forward emotional literacy in the South East.

METHODS

It was decided that telephone interviews would be carried out with those who had attended any aspect of the 2005 training. Telephone interviews were considered to be the best method as they would provided qualitative information without taking up too much of the participants time, participants could be encouraged to be frank and honest (confidentiality was assured) and there would be a process in place to ensure that as many participants as possible took part. Sixteen

practitioners were identified as potential interviewees, of these 14 interviews were carried out with 15 practitioners (in one instance two participants took part in one interview).

All potential interviewees were sent a letter to inform them about the evaluation process and contacted by telephone to ask if they would like to take part. If they were willing to take part a suitable time was arranged and they were sent a copy of the interview schedule. All interviews took place between September and October 2006.

The telephone interview schedule had previously been developed by Create Consultancy and agreed by the South East Glasgow CHCP (see Appendix A for a copy of the schedule).

The telephone interviews took between 15 and 35 minutes with the majority averaging at 25 minutes long. Notes were taken throughout the interview with the interviewer clarifying issues with the participants by repeating back a summary of the different sections. Each interview was also recorded however a full transcription was not carried out with the recordings only referred to where notes were unclear or an exact quotation was required. Julie Dowds of Create consultancy conducted all of the telephone interviews.

Prior to the start of the interviews participants were informed that their interview would be recorded. Participants were assured of confidentiality, both in the secure storage of the recorded information and notes and in how the final report would be presented. Due to the need for confidentiality quotes are only identified by numbers e.g. interviewee 1 etc. All identifiers have been removed when referring to specific pieces of work so that other quotes cannot be traced back to that person.

Where appropriate the responses are given in numerical form to give an indication of how many participants agreed with this point. However as this evaluation was qualitative in nature emphasis has been placed on the use of quotations to ensure that the views of those involved are represented in an accurate way.

FINDINGS

The findings within this report have been split into 3 sections; Emotional Literacy as a Method, The Process of EL Training and Support, Discussion and Conclusions. The first two sections present the findings without interpretation or discussion from the researcher. All discussion points and conclusions are found in the latter section. In addition to discussion on the points raised in the interviews fuller case studies have been included in the findings sections as examples of different ways the EL training is being used.

PART ONE: EMOTIONAL LITERACY AS A METHOD

Of the fifteen participants 5 indicated that they attended the 2 day refresher training (having previously attended the Royston) and the remaining 10 indicating that they attended the 4 day introductory training. The staff involved in evaluation process included school nurses and health visitors, youth workers, community workers, play staff (from children's setting) and youth health staff. The most common reasons for attending the training were:

- Want to be able to speak to children/young people more easily (n=5)
- Word of mouth from other colleagues (n=4)

- Personal interest / to learn as much as possible/ new to post (n=3)

Current Use of EL

All participants indicated that they were using their Emotional Literacy training in some way, except for one whose role had changed since the training to focus on children who were under 3. Many were not running formal workshops but had incorporated aspects of EL into workshops or sessions on other topics and/or into their one to one work with young people, children or families.

▪ **One to One (n=11)**

The majority of participants indicated that they had incorporated aspects of the EL training into the work they were doing on a one to one. This was across the board from work they were doing with young people in school drop-ins to work with families in their homes or children in the play setting.

'Incorporated it into one to one with families' Interviewee 9

'constantly use in 1-2-1-kids get bullied, truanting, hassles at home....problems they exhibit due to family issues....helps to recognise why they react as they do, trying to get underlying reason' Interviewee 11

'techniques to help them open up....use lots of bits and pieces' Interviewee 10

'Worthwhile to go on...useful at times with adult groups and in one to one when appropriate' interviewees 4 & 5

'Don't do a lot of 1-2-1 but have used it in screening of P7's and P1's...good if kids are shy ...helps get them engaged when you're a new face' Interviewee 13

Case Study 1: emotional literacy linking with other topics

'Older ones I can work with better but mainly in a 1-2-1...identifying kids from staff or they identify themselves and come to me at the drop in or say a follow on from a lesson. Say if I have been in doing a lesson on contraception or sexually transmitted infections anything like that they will come in and see me...it could be because they have been sexually active, not protected themselves, unsure what to do next then when you dig deeper some of the reasons for them being sexually active is because they are so insecure and it's there way of getting affection and closeness with someone. So quite often one thing leads to another and leads to another.'

▪ **Incorporated EL into workshops they run on other topics (n=8)**

Eight participants indicated that they had incorporated aspects of the EL course into workshops they were running on other topics. This was particularly true for those who were delivering health education in schools on issues such as puberty talks, mental health sessions, contraception etc. Those based in the community also indicated that they had incorporated EL into their work, some indicating that they felt they were using it most of the time.

'Use it every week if not every day.' Interviewee 11

'Emotional literacy is important for lots of things including sexual health.' Interviewee 1

'[I have] incorporated it into work already being done in primary and secondary like mental health awareness, puberty talks, drugs awareness.' Interviewee 2

Case Study 2: EL in 1-2-1 work with children

'We have a wee kid that comes in she is usually quite a bubbly wee person that is full of life but she was quite clingy with us...so I spoke to the girl and she came out that her mum and dad had just split up so I could do a wee one to one you know that sometimes this happens with adults it doesn't mean nobody loves you...the training made it easier to speak to children who have a wee problem... it's easier to identify that something is not right with that child, they are hiding something.'

Many of those who were using it in some way but not through formal workshops stated that this was not through choice but due to unforeseen circumstances.

'Not using it because of the setting I am in. [I] misunderstood who the training was for.' Interviewee 14

'Difficult to implement EL due to setting and summer programme.' Interviewee 4 & 5

Not using it... *'Due to workload and change in focus.'* Interviewee 12

Not using it... *'but using it in voluntary sector [not in job but personal interest] and very helpful through that.'* Interviewee 13

Previous delivery of formal workshops

Seven participants indicated that they had delivered formal emotional literacy sessions and a further two indicating that they hadn't delivered 'formal' EL sessions but had significantly incorporated it into other formal workshops. The format and success of the sessions varied significantly with the majority of formal sessions being delivered in the school setting.

Case Study 3: EL as a formal workshop

'Got a call from [a local] secondary saying they had a group of problematic young people who were kicking off in class and being really quite disruptive with the teachers, they asked me to do stuff around anger management but I'm not trained in this at all so thought I could do some stuff on EL with them, also with NEET group as well...been looking at self esteem, self awareness and been using lots of different resources...self esteem is quite a drab subject to deliver to young people...so do loads of interactive stuff take plasticine, play-doh and do self esteem talk what is self esteem? two different types of self esteem high and low...ask them what way would you feel if self esteem was good or self esteem was low...then give them play-doh and ask them to mould something that would represent either good or low self esteem.'*

*not in employment, education or training

EL Sessions in High School

- One participant had delivered sessions with 6 to 8 third year pupils over 3 or 4 weeks exploring self esteem/awareness. *'The different resources bring this alive...currently running all workshops alone.'*
- One participant had delivered 5 sessions with one group of 13-14 year olds in schools, with help from school nurse who was not trained in EL. The participant indicated that this had went well but *'overall [I] lacked support from other people to help me out.'*

- One participant had run smoking cessation groups with young people in schools and had incorporated a lot of EL into this. *Not targeting a group to deal with EL but a lot of group work you are doing you can use stuff you learned*.
- One participant had run groups on dealing with bereavement (using Seasons for Growth pack¹ but incorporating elements of EL) delivered two groups in high school (S1 – S6) and one in primary school (p5 – p7). *Ran them with pastoral care teacher [in high school] and in primary with one of the teaching staff...have done very well those groups*.

EL Sessions in Primary Schools

- One participant had run five sessions with one group of primary 6's with behavioural problems and although indicated that it went well did comment that it might have worked better had the young people been a *'mixed group'* e.g. some with behavioural issues and others without.
- One participant had run two sessions in primary schools. One group with children who were close to exclusion *'went very well but difficult to get time and backup from schoolonce course was finished it wasn't followed through as teachers didn't have skills to back it up...almost a waste of time'*. Second group carried out in another primary *'went well and was followed up by other worker'*. [who was also trained in EL]. This participant went on to explain that the second group had worked better due to the follow up work. They also explained that 8 teachers had since been trained in emotional literacy within their learning community. Although groups had run in the primary schools little had been done in the secondary school and recently the status of the emotional literacy work had been affected due to a change in teaching staff and head teachers.

EL Sessions in Community Setting

- Two participants had delivered a session over two weeks in youth group. Wasn't successful as young people didn't turn up... *'kids didn't turn up for 1st half'* *'young people didn't turn up for 1st session until 10 min before end and due to fall out in group didn't attend following week...could have been better organised'*.
- One participant had delivered one 20 minute session with group of 5-7 year olds in community setting *'used flipchart and clay...types of emotions sad and happy...then tried to put face for this onto the clay...worked for about 15 minutes'*.

Difficulties in setting up workshops

The majority of interviewees (n=12) indicated that they had experienced difficulties in setting up workshops; the majority of these were practical problems relating to the organisation of sessions.

- **General organisational issues in schools (n=5)**

Difficulties in schools were highlighted as one of the biggest problems in setting up EL workshops. This was specifically concerned with the co-ordination of different people going into schools to deliver various topics and also the problems you can face when running the workshop e.g. in-appropriate rooms, room double booked, young people joining midway through etc.

¹ Seasons for Growth is a formal training course on dealing with bereavement. It provides a set of resources and lessons plans to use with young people in the class room or other setting.

'Getting everyone co-ordinated...lots of other things going on in schools'. Interviewee 2

'Primary well organised but in secondary the organisation of inputs is difficult...room double booked, what you need is not there'. Interviewee 15

'In-appropriate rooms, young people join midway through'. Interviewee 1

▪ **Setting and Age group (n=4)**

Four participants indicated that they faced difficulties due to their setting i.e. in a play setting, working with younger children and/or with less able young people. Overall they felt that EL was effective with able young people but less so with other groups.

'Training came across as for teenagers and youth setting... not child setting'. Interviewee 14

'Children in the centre want to play difficult to engage them in groups'. Interviewee 3

▪ **Time available and focus of role (n=4)**

A further four participants indicated that it was simply the time they had available to them and/or that their role no longer allowed group work with young people.

'Time is the issues divide myself between 10 schools in term time hours'. Interviewee 6

'No longer do group work all 1-2-1'. Interviewee 10

▪ **Importance and value placed on EL by other professionals (n=3)**

Some participants also indicated that it was difficult to establish EL workshops as other professionals did not value the impact that it could have on young people. These comments were in reference to school and community based settings.

'How much importance teachers place on it, how they value what the potential [of EL] is'. Interviewee 11

'Youth workers not interested, no belief in it so didn't engage their young people for groups'. Interviewee 1

EL Workshops Planned in Future

Nine participants indicated that they hoped to run EL workshops in the future; the setting for the majority of these was schools. It should also be noted that although nine people indicated their intention to deliver workshops only seven had plans of what that would be and within that fewer still had firm agreements or timeframes.

Future Session in High Schools

- Two participants indicated that they were going to be involved in the delivery of EL by incorporating it into the 'Baby Think It Over' programme. This is a 6 week programme that will be delivered in 5 mainstream secondary schools mainly targeted at upper school and/or young people at danger of exclusion that explores self esteem, living with a baby, the realities of parenthood etc.
- One participant hoped to deliver in 3 different settings; a high school in June 07, linking with a drama group in community setting (mentioned by another participant) and in an SEN school with an identified group of vulnerable girls.
- Delivery of anger management classes in schools but the participant was unsure when this would run as the colleague that is supporting this has been off sick.

Future Session in Community

- One participant indicated that they will run an EL workshop with a girls group within their own project.
- One participant indicated that they hoped to use it in their own work place however as it currently was ideal for use with children they first had to meet with their colleague to adapt it for age group.
- One participant indicated that they hoped to run 10 week programme on drama with 8 to 16 year olds; they were unclear of the timeframes of this but hoped to run it sometime in December.

Six participants indicated that they would not have the opportunity to run any workshops in the future for issues already discussed such as job change, narrow of focus in role, time etc.

Evaluation of EL workshops

Just under half of the participants (n=7) indicated that they evaluate the EL work they do, most within the context of evaluating the wider work they were involved with e.g. mental health sessions, bereavement sessions etc. Of these four participants indicated that they use a general questionnaire and/or the use of post it notes to collate the immediate feeling of young people involved in the session, one commented that he/she used the questionnaire that had been provided by Anne at Health Spot. A further three participants elaborated further to explain that they always tried to make the evaluation as interactive as possible by using happy/sad faces, circles and sticky dots with one of them using verbal feedback or pictures. One of the participants indicated that they used materials from the resource 'Future: Esteem Building' workbook as it gave useful tips for evaluations in primary schools.

A number of the participants discussed the difficulties surrounding evaluating the EL component of work when they had incorporated in into other group work sessions and/or one to one work. *'Evaluation for one to one would be difficult'*. Interviewee 10 *'Evaluation has been one of the difficulties'*. Interviewee 11

Impact on Practice

All except one participant indicated that the EL training had a positive impact on their practice. The person who had felt that it had no impact stated that this was down to not having the opportunity to implement it.

The themes that emerged when discussing the impact EL had on practice included:

- **Confirmation of practice (n=7)**

For a number of the participants the EL training simply confirmed that they were already carrying out good practice, with the training raising their awareness of this:

'Always keyed into own emotions but given me better understanding of that'. Interviewee 11

'More confident with how I am dealing with clients...confirmed what I was doing was okay'. Interviewee 10

'Using skills for years and now have a name for it'. Interviewee 8

'Useful for picking up games and sharing ...good having different activities...re-inforced our practice'. Interviewees 4 & 5

▪ **Awareness of impact of actions (n=4)**

Participants commented on how the EL training had impacted on how they review their own practice and the impact their actions and the actions of others have on young people:

'[I] look at professionals overall and how their emotional literacy is often lacking ...like shouting at pupils and the impact of this ...made difference to how I deal with and approach things'. Interviewee 1

'Going in and out of schools and listen to how teachers are talking to kids, how can these kids possibly thrive and how can they possibly flourish if that is the kind of pressure they are feeling and if that is how staff are talking to them?' Interviewee 11

'Made me more confident I wouldn't shy away from it now but could go head on and find a way to bring it out in the child where as before I would have gone to my line manager and say something is not quite right here'
Interviewee 3

▪ **Greater reflection on own emotions (n=2)**

Participants also discussed how the EL training had made them reflect on their own emotions and feelings:

'Reflect more on what you do, thinking more about how you are engaging'. Interviewee 13

Other comments on the impacts of EL on their practice were:

'In terms of consulting young people getting creative input was good'. Interviewee 7

'Tips on courses were very helpful. [I] try to evaluate class lessons using some of the tips given on course' [question in balloon and ways to keep y.p engaged] Interviewee 2

One participant indicated that although the EL training had some impact it was not as good as it could have been as they had not had the opportunity to put it into practice *'[I've] not had opportunity to put it into practice, but understand child more, their emotional state'* Interviewee 14

One participant also felt that although the ideas weren't new emotional literacy training is something that should be in every professional CPD (continued professional development). This participant also indicated that they did not like the term 'literacy' as it was indicative of reading and writing skills.

Emotional Literacy as a method for engaging young people

All participants rated EL positively as a method for engaging young people, stating that it was anything from 'excellent' to 'pretty good'. Specific comments include:

'Great tool for one to one or group work...can use magazines, play-doh and get them involved...they don't even know they are learning it'. Interviewee 10

'Very beneficial...tips have worked...more interactive than classes'. Interviewee 2

'Excellent, great way for teenagers to vent frustrations in a positive way'. Interviewee 12

'Definitely good, hope most people would be doing it already'. Interviewee 15

'8/10...fun and interactive and educational...Y.P need this [to be interactive] particularly more vulnerable groups with short attention span'. Interviewee 1

'Really good, very surprised how it can open up discussion, how honest young people can be'. Interviewee 7

'Pretty good, not easy for some young people but getting them used to saying how they feel'. Interviewee 8

'I don't know I engage with people in my own personal way and I haven't been able to change that as a result of the training'. Interviewee 6

5 participants indicated that although EL was good for engaging young people it was less effective with other groups e.g. children and/or young people with learning disabilities or adults as they are less likely to engage with 'tools'

'Useful for a certain age [older children] and on a one to one but not for play setting'. Interviewee 3

'Useful for staff to learn about but for young people difficult concept to grasp, wouldn't say 'today we are doing emotional literacy''. Interviewee 4 & 5

'Children is a different story...not sure it would work.... need to simplify it....to keep attention span' Interviewee

14

'If you can get them to engage can be really valuable, if they understand it's excellent but maturity can be an issue'. Interviewee 11

PART TWO: PROCESS OF EL TRAINING AND SUPPORT

Initial Expectations

Five participants stated that they had explicit expectations as to how they would be supported to organise EL workshops. One of them indicated that this was in relation to funding for resources and time allowed to deliver and prepare for workshops; this participant felt that the reality of delivery had met their initial expectations. For the other four participants their expectations were related to them being part of a pull of staff who could support one another and could deliver across different settings, each of these participants felt that the reality of delivery had not met their initial expectations. Specific comments included:

Royston said they would come out and support first session but this didn't happen [understood that this was for range of reasons including expense, staff changes and staff availability] Interviewee 15

about refresher course aim was to 'bring in broader group of people who did have access to teenagers then people like myself could link in with them and vice versa but disappointed this didn't happen'
Interviewee 12

Help [each other] to tap into other areas rather being left on own...Anne to help with co-ordination of setting up'
Interviewee 9

'Thought that organisations that wanted EL would contact health spot and they would co-ordinate....could have clarified that we needed to set up groups' Interviewee 8

The remaining ten participants indicated that they had no expectations, with one stating that they thought they would '*just be left to get on with things as per most other training courses*'. For some of the participants their lack of expectations was due to having little or no understanding of what the course was about or who it was aimed at. Some specific comments included:

'Didn't know what it would involve just wanted to improve my knowledge'. Interviewee 13

'Misunderstood who training was for also didn't expect to have to facilitate in other areas. Realised and informed organisers that this wouldn't be feasible'. Interviewee 14

'No expectations, didn't know what we were going into to but still very helpful for personal development'.
Interviewee 3

Delivery of 4 Sessions

Each participant was asked specifically by the interviewer about their understanding of the organisers' expectation that they would deliver four EL workshops by December 2006. This discussion proved to be the liveliest and most heated with some participants holding very strong opinions about the request for them to sign a contract to this effect. In the discussions about this a number of key themes emerged:

▪ **Confusion around what constituted a session (n=6)**

Participants indicated that prior to and during the training there was confusion over what an emotional literacy workshop was and what would count as one of the 4 sessions.

Issue over what constitutes a group or session, was it same group over 4 session or 4 different groups?
Interviewee 10

'Schools based work originally not considered to count as a session but this changed once Anne got involved and seen value in schools based work.' Interviewee 11

'Aware but totally disagreed with this [it] put people's nose out of joint. I am totally committed to it [delivering EL] and will attempt to deliver as many as can but...' Also *'No clarity around what a session was did it include 1-2-1 with families? Sessions in schools? Discussion on this but never cleared up.'* Interviewee 9

'Aware but unsure what a session meant...Anne was very clear in her mind what a session would look like [6 young people for 1 ½ hours] but I knew could not be delivered like this. Young people pick what they want to do after 15 min they are bored stiff.' Interviewees 4 & 5

'4 workshops do able but also felt if incorporated EL into existing work that this would count.' Interviewee 2

▪ **Working out with own setting/role (n=4)**

Participants indicated that they had some confusion about the potential for them to deliver EL workshops out with their own setting, the indicated that this was never a feasible or realistic goal:

'Prior to course it was explained that my role was 1-2-1...this had been agreed BUT changed at end of course told had to do group work...quite a few people were surprised.' Interviewee 10

'Initially thought could [deliver session] but on return to work realised couldn't deliver 4 workshops, difficult to get out of work setting, didn't realise we were expected to deliver outwith own setting.' Interviewee 3

'Didn't fully understand the process until after the training expectation about being in 'pull' and co-facilitating it in other areas wasn't clear, wouldn't be unable to do this as would be difficult to sell this to management committee'
Interviewee 7

'We didn't expect that was entailed in it; that we were being trained to be facilitators to go out into other areas...we thought that it was teaching us to deal with the children in our setting...that wouldn't have been feasible to us' Interviewee 14

▪ **Running 4 workshops not realistic (n=2)**

A further two participants indicated that running four workshops had never been realistic for them:

'Aware of this but couldn't sign contract as no guarantee of time out [from employer]...not realistic' Interviewee 15

'Aware of this but a bit unrealistic. You are using it but not always under EL banner...difficult to evaluate it as an EL course as it doesn't always come under EL banner' Interviewee 13

▪ **Other Priorities (n=3)**

Participants once again raised in this discussion the difficulties with balancing the need to deliver four EL workshops with other priorities within their workplace.

'Aware of this towards end of training and planned to do four sessions within own setting but off sick and summer programme kicked in' Interviewee 14

'Thought could run courses but time is main barrier.' Interviewee 6

Support meetings

The majority (n=10) of participants had attended some of the support meetings with attendance varying significantly from most (n=1), some (n=4) to some at start of the process (n=5). The remaining 5 had not attended any with 2 attributing this to being off sick. Although 2 who had attended the meetings indicated that they were happy with the support offered the majority highlighted a number of issues that had prevented them from attending the support meetings:

▪ **Other Priorities/heavy workload (n=7)**

Seven participants raised the issue of meetings being difficult to attend due to workload, time pressures and other priorities within their work. Two participants indicated that although they hadn't managed to attend a lot of meetings due to time pressures it was good to know that the support meetings were available. Specific comments included:

'Support pretty good but due to other prioritise don't attend them all...fab knowing that is on hand' Interviewee 3

'Picked up how they [others in group] were using techniques but no longer attend due to change in job'
Interviewee 10

'Difficult to get away [from work] and doesn't deal with young people with disabilities'.

▪ **Lack of notice for meetings (n = 4)**

Four participants indicated that communication surrounding the time of meetings had recently deteriorated and they had either not received information about when meetings were running or had received the information with very short notice:

'Not heard about meetings...communication has been poor'. Interviewee 12

'Yes initially but no information coming to me...communication broke down and meeting dates and paperwork didn't get through'. Interviewee 11

▪ **Not running EL workshops (n = 2)**

Two participants indicated that they did not attend the support meetings as they had not ran any EL workshops so didn't have much to share with rest of the group.

'Felt guilty about not running groups'. Interviewee 6

The lack of people attending the support groups was given as a reason by some for not attending the support meetings and/or for the support offered from it being limited.

'Low turnout but unsure how to improve this as the meetings don't take up a lot of time'. Interviewee 7

'Useful to a point but not everyone turned up which isn't very helpful'. Interviewee 13

'Difficult to be supportive due to limited attendance'. Interviewee 1

Adequacy of Support

Seven participants indicated that they felt that the support offered had been adequate or good, however many of them also recognised that there was room for improvement. Their suggested improvements are discussed in relation to support in the future.

The remaining 8 participants gave a mixture of responses when asked about the adequacy of the support. For some participants that had not attended support groups and/or had delivered a limited number of EL sessions they found it difficult to comment on the adequacy of the support. Others were more explicit in saying that they had not found the support useful or helpful, again the reasons for this were strongly linked to the suggestions they gave for potential improvements in the future.

Support in Future

When asked what could be done to help them deliver EL workshops in the future a number of key themes emerged.

- **Need to adapt materials for different client group (n=5)**

This related to participants who were working with client groups other than young people e.g. children, young people with disabilities, adults, parents etc. They all mentioned needing to adapt the materials and finding the time to do this.

'Some things useful but has taken a lot of own initiative to tailor it to client group...couldn't have run it as it was...focus of course was cognitively able young people not client group we are working'. Interviewees 4 & 5

'More what we need to do to adapt it for age group'. Interviewee 14

- **Central co-ordination of workshops (n=4)**

This related to participants feeling that it would be easier to run EL workshops if the co-ordination of workshops was done at a central point:

'Need someone to co-ordinate and organise the groups and we could turn up and deliver it. If left up to the individuals it's not going to happen... will fall by wayside...need someone to co-ordinate groups'. Interviewee 12

'Help with co-ordination of setting up...get a phone call are you able to do this?' Interviewee 9

- **Regular updates (n=3)**

This related to different ways that participants could be updated on EL work being carried out potential session coming up, minutes of meetings, evaluation tools etc. Suggestions included use of e-mail or the internet, keeping support group but meeting every 6 months.

- **Time (n=2)**

For some participants they felt that the key barrier was not related to the support provided but the time available for them to devise and deliver sessions.

'Time is factor so little can be done...but schools getting better at planning for year ahead so this helps'.
Interviewee 2

- **Shadowing (n=2)**

Two participants mentioned the possibility of shadowing more experienced trainers.

DISCUSSION AND CONCLUSIONS

The following section discusses the key themes that have emerged during the analysis of the interviews; it also provides some conclusions that should be taken into account when considering the future development of emotional literacy training.

EMOTIONAL LITERACY AS A METHOD

Current use of emotional literacy

The key theme raised throughout the evaluation was that the majority of participants were using the emotional literacy training in an informal way rather than to run formal workshops. It seemed that for many participants the success of the training was in relation to how it impacted on their approach to working with young people and the skills and techniques it provided for the successful engagement of them. Although some participants reflected that this was not a 'new' way of working but a confirmation of current practice they all commented on the positive impact the training had on many areas of their practice.

Although fewer in number the participants who were using EL training to deliver formal workshops indicated that they felt there was merit in this focused work. The extent of the impact on the young people was often expressed in relation to the duration and format of the EL sessions and the ability to follow up the work that had been carried out.

- **Should the success of the EL training be measured in relation to the impact it has on the approach of workers and their skills to engage young people rather than the delivery of formal EL workshops?**
- **Would the nature of the emotional literacy training require to be different if the focus is informal application not the delivery of formal sessions?**
- **Is their merit in providing training that differentiates between shorter 'awareness raising' training that has the objective of raising the profile of emotional literacy as an approach to working and longer 'skills development' training that has the objective of providing skills and techniques to deliver formal EL sessions?**
- **The focus of the EL training towards informal application raises particular issues around how best to measure the success of EL training and the impact of emotional literacy as an approach. This should be given consideration before further training is carried out.**
- **Are there implications for funding future training if the outcome of the EL training is difficult to link to concrete results?**

Difficulties in Setting up Workshops

The majority of participants indicated that they had experienced difficulties in setting up formal EL workshops. Some of the difficulties were general issues related to running any session e.g. organisational issues in schools and time constraints; however others were related specifically to EL as a method:

Four participants indicated that it was difficult to set up an EL workshop in their setting as the approach was not appropriate to their client group. This was in relation to the informal nature of

their setting and their client groups being children and/or young people out with mainstream provision. This suggests that further work is required to adapt the emotional literacy techniques if there is a desire to ensure that children and young people out with mainstream provision can engage with it.

Three participants indicated that the value other professionals placed on emotional literacy made a difference to how easy or difficult it was to set up formal workshops. This suggests that emotional literacy and its potential benefits is less understood by other professions and therefore is more difficult to 'sell' as a workshop. The issue of valuing emotional literacy was also raised in relation to the overall impact it had on young people. Four participants indicated that the EL training had made them more aware of how the actions of adults impact on young people; this was with specific reference to how some teachers shout at pupils in schools. The general feeling of these participants was that schools and other settings should be encouraged to adopt emotional literacy as an ethos and philosophy that governs the relationship between young people and staff.

Both of these issues raise particular issues for the future development and focus of delivery for emotional literacy training:

- **Are children and young people not in mainstream provision an important target group for emotional intelligence work? If so consideration should be given to how the EL training can be adapted so that EL sessions work as well in an informal setting and with groups of children or young people with lower levels of concentration.**
- **Whether future emotional literacy training should be targeted to include a wider pull of professionals who work regularly with young people should be considered. In relation to schools and the training of teachers this should be considered in relation to where emotional literacy fits with other mental health and wellbeing initiatives currently being taken forward in schools.**

PROCESS OF EL TRAINING AND SUPPORT

When exploring the process of the EL training and support it was apparent that there was a lack of clarity about the purpose of the training and what support they would receive to deliver EL sessions. This lack of clarity was also apparent when discussing the expectation on them to deliver four formal EL sessions. Although all of the participants were aware of this expectations when probed further it was clear there was no consistent understanding of what this would entail in reality and a suspicion that it was (and always had been) an unrealistic aim. This is highlighted by the fact that only five participants had clear expectations on how they would deliver EL sessions and how they would be supported to deliver them. The key discussion areas relating to this are:

- **Confusion around what constituted a session**

Participants were very unclear around what would constitute a formal session; some were unclear if session in schools would count others whether one to one work would count. It would appear that this confusion was not clarified at the time of the training.

- **Organisation of formal sessions**

There were considerable differences across the participants understanding of what the process for delivering sessions would be. Some felt that they would become part of a 'pull' of staff who

could deliver across the CHCP area, whilst others were not aware that they would be expected to deliver session out with their own setting, for the latter group they indicated that this was never a feasible or realistic goal.

- **For many staff it is unrealistic for them to deliver formal session on emotional literacy. This is not due to a lack of desire by the participants but other constraints and as previously discussed the reality that the majority emotional literacy was an approach they had incorporated into their every day practice.**
- **If future training is provided on emotional literacy participants should be made clear of the expectations placed on them. These expectations should be realistic and if it includes running formal workshops clarity should be provided on what this should consist of.**

Support meetings

The perceptions of the usefulness of support meetings were mixed with many participants commenting on the limited ability of the support meetings to provide support due to the small numbers attending. The reasons for the lack of attendance was varied and on reflection it may be that clarity is required on the purpose of the meetings particularly in light that the majority of participants are not delivering 'formal' EL workshops. A small number of participants commented that they had not received information about the time and location of meetings and this had impacted on whether or not they attended.

- **The purpose of support meetings should be clarified and should take into account the way that the emotional literacy training is being used.**
- **Information about the times of the meetings should be sent to participants. If possible e-mail should not be relied upon for this task.**

Future support needs

Each participant was asked what would help to support them to deliver formal EL sessions in the future. The following suggestions should be given due weight and consideration, however this should be balanced with the overall conclusion of this report that the measurement of success of the EL training is in relation to the impact on everyday practice rather than the delivery of formal workshops. Suggestions for future support needs:

- **Need to adapt the emotional literacy materials to engage children and young people outwith mainstream provision.**
- **There should be central co-ordination of EL sessions**
- **Regular updates should continue on how EL is being used via e-mail, internet or continuation of the support groups.**
- **Shadowing of more experienced participants should be offered to develop skills.**

APPENDIX A

EMOTIONAL LITERACY – INTERVIEW SCHEDULE CREATE CONSULTANCY

INTRODUCTION

Hello. This is _____ from Create Consultancy. We had arranged to carry out a telephone interview today at _____ on emotional literacy training. Is this still a good time for you? (if no re-arrange) Did you receive the interview schedule? (If no briefly go over what will be discussed).

Just before we begin I want to let you know that I am taking notes of our discussion so I may ask you to clarify points. I am also recording our discussion; this recording will not be fully transcribed but is helpful to have in case there is anything I am unclear about when I am writing up my notes. The answers you give will be collated into a report. The interview will be completely confidential and your name will not be used in the report. Until the final report has been written the recording of your interview will be kept securely in our office and will then be destroyed. No staff at HealthSpot or at the South East CHCP will have access to the recordings. Do you have any questions before we begin?

1. What has your involvement been in Emotional Literacy training? *What training did they attend?*
2. Why did you take part in the EL training?

EMOTIONAL LITERACY AS A METHOD

3. How are you currently using your emotional literacy training? *if not at all why?*
4. Have you delivered any workshops to young people?
If yes, explore how many, age range, setting, ability and duration of workshop(s). If no why?
5. Have you faced any difficulties in setting up workshops?
If yes what have these been? If no is there anything in particular that has helped?
6. Do you have any EL workshops planned for the future?
If yes explore how many, setting, age group, ability and duration of workshop.
7. Have you used your emotional literacy training in any other ways e.g. in one to one work?
If yes explore who with e.g. age, ability, setting.
8. What impact, if any, do you think the EL training has had on your practice?
Prompt: Do you think you have used any other aspects of the EL training?
- *group work skills - relaxation technique - co-facilitation skills*
9. Do you currently evaluate the EL work you do? Yes No
If no why not? If yes what evaluation tools do you use?

10. Overall how do you rate Emotional Literacy as a method for engaging young people?

PROCESS OF EL TRAINING AND SUPPORT

11. When you signed up for the emotional literacy training, what did you expect from the organisers in supporting you to deliver EL to young people? How did you expect to deliver it? – Have the actual process and results been any different? Why?

12. Have you attended the support meetings for EL trainers?

If yes have these been useful to you? If no why?

13. Do you think that the support provided to develop and deliver EL workshops has been adequate?

If no how could it be improved?

14. Is there anything that the organisers could have done to enable you to deliver more sessions/more formal sessions? Do you think that any additional support would be useful to help you deliver EL workshops in the future?

If yes ask for specifics,

15. Do you have any other comments?