

C4EO's priority work themes

Overview

This briefing details the priorities of the eight themes that form the three-year work programme of the Centre for Excellence and Outcomes in Children and Young People's Services (C4EO).

Background

C4EO is an independent DCSF-sponsored consortium, which was launched in July 2008 to help improve outcomes for children, young people and families.

The Centre's vision is to create 'a world class collaborative Centre which gathers and shares the best knowledge available of 'what works' to contribute to a step-change in outcomes for children and young people, especially those who are most vulnerable.'

Across eight themes, C4EO will identify and coordinate local, regional and national evidence of 'what works' to create a single and comprehensive picture of effective practice. The theme headings were decided by Department for Children Schools and Families (DCSF) in line with the principles and concerns of the Children's Plan. They are:

- Early Years
- Disability
- Vulnerable Children (particularly children in care)
- Child Poverty
- Safeguarding
- Schools and Communities
- Youth
- Families, Parents and Carers.

For each theme, priorities have been identified around an individual specific outcome. All themes have a number of set priorities. Priorities were substantially influenced by discussions, both formal and informal, that C4EO's core partners had with key stakeholders, including Directors of Children's Services, members of Children's Trusts and colleagues in national organisations.

For each priority, C4EO will conduct a Research review, which will gather all available evidence – from academic research to validated effective local practice. This knowledge will then be used to produce progress maps. These will take the form of an interactive web-based tool, which will organise all the information gathered into a clear, searchable and consistent form to allow users to find information relevant to them. C4EO will also disseminate the information from Research Reviews through a series of activities including regional events and accredited 'Sector Specialists' who will offer tailored support to individual Local Authorities and their Children's Trust partners.¹

¹ For more information on how C4EO will deliver its work programme see 'How C4EO will deliver its work programme'.

C4EO draws on the expertise of a consortium of core partners who are leading on key elements of the Centre's programme. These are:

- National Children's Bureau (NCB) – theme lead for Early Years, manages the Children and Young People's Network and leads the evaluation of the Centre
- National Foundation for Educational Research (NFER) – theme lead for Schools and Communities, leads on conducting research reviews, and gathering the evidence and research.
- Research in Practice (RiP) – theme lead for Disability and leads on Capacity Building
- Social Care Institute for Excellence (SCIE) – theme lead for the Vulnerable Children (particularly children in care) and the Safeguarding themes and leads on Dissemination.

C4EO is also supported by a number of strategic partners who are also working with the Centre to deliver key elements of the work programme. These are:

- Improvement and Development Agency (IDeA) – lead on accreditation and support for Sector Specialists
- Family and Parenting Institute (FPI) – theme lead on Families, Parents and Carers and manages the Parents' and Carers' Panel on C4EO's behalf
- National Youth Agency (NYA)– theme lead for Youth
- Institute of Education (IOE) – supporting NFER with knowledge management.

The Themes

The priority areas for each of the themes are outlined below.

Early Years

This Theme will run from July 2008 until March 2010. In January 2009, the first set of progress maps were published and regional knowledge workshops held throughout January and February 2009. The theme lead is Sue Owen, Director of Well-being at NCB. The three priorities are:

- **Narrowing the gap in outcomes for young children through effective practices in the early years.**

Early years settings across the maintained and private, voluntary and independent (PVI) sectors, in both urban and rural locations, are now working with children and families from a wide range of backgrounds, including differences in culture, class, lifestyle, language, religion and nationality. This raises a range of issues for practitioners such as the development of knowledge and understanding about the children they will be working with, the ability to deal positively with difference, and how to make settings more accessible for families both physically and emotionally. Success with inclusion initiatives will ultimately contribute to narrowing the gap for children from these often excluded families as practice is related more closely to their needs and families are initially welcomed, and then retained, within the settings. It can also contribute to the community cohesion agenda, as young children develop positive views of difference, and practitioners are enabled to work with parents on such issues. Work on improved systems of data collection will be particularly central in this work, as will the availability of resources and training for Local Authorities to support practitioners in creating settings in which all young children feel they belong. Strands of current policy and practice development that relate directly to this priority include the development of support for children with English as an additional language, support for outreach skills, and the quality improvement programme.

- **Improving children's attainment through a better quality of family-based support for early learning.**

Improved integration of services is a central theme in government policy and is also recognised by early years practitioners as making a significant contribution to improving practice. Findings from the Effective Provision of Pre-School Education (EPPE) study show that integrated centres with specific features are more likely than other settings to improve outcomes for young children across all areas, including cognitive, social, emotional and physical development. The current children's centres development programme reflects this understanding, but the practice of integration varies widely, both within that programme and within the wider early years environment. There is a plethora of initiatives, strategies and guidance for Local Authorities and practitioners which relates to this. This strand of work would cover all types of provision, in the maintained and PVI sectors, rural and urban locations, to identify and disseminate effective practice in integrated working including, but not limited to, integration across health, care, education and family support. Strands of current policy and practice development that relate directly to this priority include the aim to create an integrated workforce for children's services and the integration of early learning and childcare through the Early Years Foundation Stage (EYFS).

- **Improving development outcomes for children through effective practice in integrating early years services.**

Parental and family support for early learning is now recognised as a central feature of successful outcomes for young children and as one of the most significant contributors to children's continued success in the education system. A specific emphasis on early learning within outreach and parental support programmes can also be a key to improved relationships between practitioners and parents, and between parents and children, leading to both achievement and enjoyment for children and families. A number of successful initiatives have been put in place recently to support this understanding. It is timely to pull together and disseminate evidence and practice on the specific theme of support for learning, extending this beyond parents to look at practice developed for the wider family and for informal childcare, exploring questions on how the quality of children's early learning can be enhanced in all of these circumstances. Strands of current policy and practice development that relate directly to this priority include the aim to train and qualify the children's workforce in skills and knowledge related to parental support and the support for outreach workers within children's centres.

Disability

This theme will run from September 2008 until July 2010. In June 2009, the first progress map were published and regional knowledge workshops held. The theme lead is Celia Atherton, Director at RiP. The three priorities are:

- **Improving the well-being of disabled children (up to the age of eight) and their families through increasing the quality and range of early interventions.**

Interventions for disabled children can come too late in their age or developmental stage and this can compromise their current and long-term development and well-being. Similarly, with parents, early interventions can ensure families have the support structures in place which they need or are entitled to, and which may prevent later crises (in terms of parental or family well-being) and heavier demands on (more specialist) services. Early interventions include support and services provided by a range of agencies and thus drive the need for multi-agency working and working with partners (for example housing). This priority is central to Aiming High for Disabled Children. It also links well with the forthcoming mainstreaming of the Early Support Programme.

- **Improving the well-being of disabled children and young people through improving access to extended services, universal youth services, inclusive play and leisure opportunities, sports and the arts.**

Lack of access to mainstream services alongside non-disabled peers exacerbates social exclusion for disabled children and young people and this can have long-term and intractable consequences. It also denies them the opportunities for enjoyment, achievement, and development that these settings afford. There is a lot of policy and service development activity around child care, play and youth services, which needs to take on board and respond to the need for inclusivity. This priority also relates to innovations in terms of short breaks provision and supporting transitions to adulthood, both of which are key priorities for Aiming High.

- **Ensuring all disabled children and young people and their families receive services which are sufficiently differentiated to meet their diverse needs.**

Local authorities struggle to identify the different needs and characteristics of cohorts of disabled children, young people and their families living within their area. This makes it difficult to reflect differentiated requirements in service design, strategic planning and commissioning processes, Joint Strategic Needs Assessment, and to support the independent sector to make appropriate provision. Consequently, many families have unmet or partially met needs, and are using 'ill-fitting' services. This priority seeks to expose best practice in profiling the disabled children's population, its requirements, and responsive use of this information to secure appropriate services.

Vulnerable Children (particularly children in care)

This theme will run from February 2009 until October 2010. In November 2009, the Research Reviews will be published along with summaries for DCSs and other strategic Directors across Children's Trusts. The theme lead is Mary Sainsbury, from the Social Care Institute for Excellence, who will work with support from Action for Children (previously NCH) and Making Research Count. The three priorities are:

- **Improving the educational outcomes of looked after children and young people (LACYP).**

The recent narrowing in the gap between the educational attainment of LACYP and other CYP, has begun to increase again largely due to improvements in the educational achievements of children in the non-looked after population. Educational attainment is a key indicator of outcomes identified by Every Child Matters (ECM) – enjoy and achieve, make a positive contribution, stay safe and achieve economic well-being as well as future health experiences. Improving the educational attainment of LACYP is therefore at the forefront of government policy initiatives, such as piloting virtual school heads as part of the Care Matters implementation. It should be noted that the wider educational literature highlights that socioeconomic risk factors, such as poverty and social class, linked with family breakdown and admission to care also predict low educational achievement (Berridge 2006). While recognising that educational difficulties often predate coming into care, existing information from young people themselves emphasise the fact that LACYP should be encouraged to achieve regardless of their circumstances (A National Voice 2007).

- **Improving the emotional and behavioural health of looked after children and young people (LACYP).**

Improving the emotional and behavioural health of LACYP is a Department for Children, Schools and Families (DCSF) strategic delivery objective. Using DCSF data, the National Indicator Set will create a baseline in 2008/9. We have not identified any trend data for looked after children, but one Office for National Statistics (ONS) survey showed that mental health problems among LACYP is four times that for all children, with conduct disorder the most prevalent diagnosis (Meltzer 2003). Emotional health is a keystone building block needed to achieve other outcomes throughout the child's life and challenging behaviour is one of the main factors in placement breakdown for looked after children. Problematic emotional health and behaviour are likely to be a consequence of pre-care experiences and can be exacerbated by instability of placements. LACYP mention low self-esteem and self-concept as barriers to educational and other outcomes, and emphasise promoting resilience as well as targeted interventions as an important means to improve emotional health (A National Voice 2007; SCIE 2004, Who Cares? Trust 2008). This means that interventions to assess and improve emotional and behavioural health are likely to entail systems-level change as they concern interfaces between children's health, schools, social care and housing. DCSF and the Department of Health (DH) are issuing revised statutory guidance on promoting the health of LACYP. The National Institute for Health and Clinical Excellence (NICE) and the Social Care Institute for Excellence (SCIE) will be producing joint guidelines on improving the physical and emotional health and emotional health of LACYP.

- **Increasing the number of care leavers in 'settled, safe accommodation'** – Increasing the numbers of care leavers in settled, safe accommodation is a key priority for government and is reflected in its public service agreements (PSA).

Housing stability and support are precursors to the outcomes outlined in Every Child Matters (ECM). Examples of effective practice from the DCSF focus on multi-agency collaboration, such as the leaving care councils and illustrate the systems-level change required. Steps on the ways to achieving the outcomes outlined in ECM include planned moves toward independence, maintained or developing family support where safe, and appropriate and increased use of supported housing via improved joint working between housing and children's services (CLG and DCSF 2008). Young people themselves emphasise the importance of affordability and housing choice (A National Voice 2005).

Child Poverty

The Child Poverty theme is a cross-cutting one, which means that it draws evidence from all themes and beyond children's services. The Chair is Catherine Fitt, Executive Director of Children's Services in Newcastle supported by Helen Goody, Assistant Director, Themes Co-ordination with the Centre. The Research Review will be published in September 2009, along with a strategic summary to coincide with the three national child poverty workshops. This theme has just one priority rather than three:

- **The development and delivery of effective area-wide child poverty strategies, including community engagement and development, to ensure a whole area approach to tackling child poverty, which covers the whole local authority and its partners, including the delivery of adult services.**

The most recent Households Below Average Income (HBAI) figures were released on 10 June 2008. These figures show that the number of children living in poverty rose by 100,000 in 2006-07 to a total of 2.9 million. Thus, the number of children living in poverty has risen for a second consecutive year to April 2007.

Because progress in meeting child poverty targets has been slow, the Government has recently made a number of significant commitments towards helping children and their families out of poverty. This is borne out both by the re-organisation of policy-making responsibility in this area as well as by a series of new policy initiatives.

There is a strong expectation within central government that local authorities will play a key role in delivering the latest child poverty strategies. To this end, the Government will invest an additional £125 million with local authorities and their partners to establish new pilots and approaches to inform and shape policy in the next decade; 10 million in 2008-09, 35 million in 2009-10 and 80 million in 2010-11.

Safeguarding and Child Protection

The Safeguarding theme started at the end of March 2009. The theme lead is Amanda Edwards, Deputy Chief Executive at SCIE. The Chair of the Theme Advisory Group is John Coughlan, Director of Children's Services for Hampshire County Council. Like the Child Poverty theme, it has one priority rather than three:

- **Protecting children living in families where they are at high risk of abuse, harm or neglect.**

Briefings for Directors of Children's Services: 'Knowing what you need to know to keep children safe in your Local Authority.'

The briefings will provide a succinct overview so that DCSs know the questions to ask with confidence, that they are based in knowledge drawn from current research findings and evidence based and emerging practice. This work has been specifically requested by DCSs.

These briefings contribute to Lord Laming's recommendation that the National Safeguarding Delivery Unit (NSDU) should work 'with existing organisations to create a shared evidence base about effective practice including evidence-based programmes, early intervention and preventative services' (recc 2).

The briefings:

Confident accountability for decision making - What are the key questions for audit of children protection systems and decision making?

This briefing will give Directors of Children's Services an audit framework for the questions they can ask to assure them that their service operates sound decision making at all levels of the organisation. The briefing will help them to test and demonstrate the quality of their systems, building on the best available knowledge and a framework for using it. It will contribute to their informed accountability for and leadership of the local safeguarding children protection network as identified in *Working Together*.

Effective interventions where there are concerns that a child may be being abused or neglected and where there is evidence that a child has or is likely to suffer significant harm - Do people know where the evidence is strong and where it is much less certain?

This quick expert briefing will provide Directors of Children Services with a concise summary of effective interventions to inform decision making regarding children who are or may be suffering significant harm. This includes assessments that takes place in complicated and extended family and social circumstances and where a child may be in need because they are suffering, or likely to suffer significant harm (WT 1.23). The review will help them to determine what quality assurance systems they need to have in place to ensure that their assessments and services reflect this knowledge and are evidence based.

Oversight and review of cases in the light of changing circumstances and new information - How do people respond to new (and challenging) information?

This briefing will focus on what is known about decision making –

- under pressure;
- in circumstances where it is considered a child might be at risk of being killed or seriously abused or neglected;
- in ongoing, chronic situations, where small pieces of information can contribute to a new analysis
- and how this applies to decision making and review in child protection situations and what this means for quality assurance.

Schools and Communities

The Schools and Communities theme has shared leadership: Sheila Stoney, Director of Research, Evaluation and Information at the National Foundation for Education Research, is theme lead and Neil Wilson, Executive Headteacher of Newall Green High School, Manchester, chairs the Schools and Communities Theme Advisory Group. This theme runs from June 2009 to March 2011. The priorities are:

- **Narrowing the gap in educational achievement and improving emotional resilience (social skills and self-esteem) for children and young people with additional needs.**

This priority reflects key concerns and areas for improvement set out in *21st Century Schools* for those children and young people with additional needs who present schools and other services with particular challenges. This includes the role technology plays in narrowing the gap for children and young people with additional needs.

Ministers are very keen that this priority should, *inter alia*, seek to provide a better understanding of 'what works' in terms of how the CAF and Children Trusts have been used by schools to gain earlier intervention by other children's services.

The work programme for the priority should build upon the seminal work of the *Narrowing the Gap* Programme and the considerable research base that exists to support this. Another way of conceptualising this is to think about 'breaking the link' between family/individual characteristics and achievement.

The key ECM outcome for this priority is:

- Children's overall well-being, enjoy and achieve and be healthy

- **All children and young people make sustained progress and remain fully engaged through all transitions between key stages and services, 0-19 yrs (25 for care leavers).**

This priority reflects key concerns and areas for improvement set out in *21st Century Schools* for ensuring that all children – particularly those from vulnerable groups who are in danger of not engaging effectively in learning, falling out of education or being excluded - not only remain in education, but also become motivated, engaged learners learning and participate in school life.

This priority has been launched in the context of the government's policy to raise the school-leaving age to 17 in the first instance, and the local improvement and support strategies that need to be in place to ensure the continuing engagement and participation in education of all children, especially those from vulnerable groups.

The C4EO Children and Young People's panel aims to find better ways of helping young people who struggle academically or behaviourally to continue to engage and receive appropriate interventions and support.

The key ECM outcome for this priority is:

- Enjoy and achieve, economic well being, active participation and staying safe.

- **Strengthening family well-being and community cohesion through the role of schools and extended service**

This priority has two related strands.

Firstly, it responds to the new duty on schools to promote community cohesion and the emphasis placed in *21st Century Schools* on schools being at the heart of their local communities. In practical terms, this means schools being more outward-facing and welcoming to their community, sharing their resources and expertise with community members and, in turn, being more influenced by them. This is seen as enabling schools to be better able to respond effectively to the diversity of local need within their school population and to run more

inclusive schools, in which all children – irrespective of their backgrounds - can prosper and achieve, without this seeming to be an additional burden on schools. There is also a need to consider the role new technology can play in extended services (See further note on the community cohesion policy at the end of this document and the definition under Section 6).

Secondly, it also responds to the need for schools to strengthen relationships with parents and carers and play their role in working with other services to identify and respond to the whole needs of the child, not just to their learning. This, in turn can impact on the well-being and educational outcomes of children and contribute to more general improvements in family well-being and community cohesion.

C4EO's work on these two strands will thus support more effective implementation of the DCSF's extended schools and services policy, with its desire to improve outcomes for all children through ensuring access to high quality extended services, among other strategies.

The C4EO Parents and Carers' Panel is supportive of considering the sense of belonging, participation and well-being of all children (and families).

The priority has strong links with the C4EO parents and Carers Theme.

Youth

The theme lead is Heather Stevens, Director of Programmes at the National Youth Agency (NYA) and the Chair is John Harris, DCS for Hertfordshire County Council. The theme will run from September 2009 to March 2011, and the three priorities are:

- **Increasing the engagement of young people in positive activities so as to achieve the ECM outcomes (and contribute to the achievement of Youth PSA 14)**

The policy framework for the development and delivery of positive activities is in place. Local authorities are developing their local youth and IAG offers and starting to fulfil their obligations under statutory guidance. However, we know that around a quarter of young people aged 13 to 19 still do not participate in structured positive activities and that there is a particularly need to target those young people who are most vulnerable and disadvantaged.

Some questions therefore remain: What positive activities should be put in place? Which activities are best at leading to positive outcomes and transitions for vulnerable and disadvantaged young people? How is it best to develop and incorporate the voice and influence of young people – particularly disadvantaged young people? How best can we harness improved partnership and collaboration in the development and delivery of the local offer? How best are positive activities commissioned?

- **Delivering better outcomes for young people by increasing the impact of targeted youth support and development**

Local authorities and their partners have had a good deal of support in the development of targeted youth support. Arrangements put in place comprise seven core delivery elements which collectively are intended to put in place systematic and joined up prevention, early intervention and support for vulnerable teenagers. Many local authority areas have met the challenge to have these arrangements in place by December 2008; others will do so in the coming months. However, there is a need to deepen the impact and share emergent effective practice across all local authority areas. In particular there is a need to link the work of TYS with that of schools in order to harness the insight that schools have into the needs of vulnerable young people.

- **Children and young people make healthy lifestyle choices by reducing their alcohol consumption and so improve their health, safety and well-being**

The level of alcohol consumption amongst those who report drinking has risen. There is also some evidence that there is a greater polarisation of drinking patterns amongst young people and binge-drinking; unsupervised drinking in public places, the under-age purchasing of alcohol and violent/criminal/anti-social behaviour associated with drinking, are all problems of growing concern. Consumption by younger children doubled in the 1990s and has now plateaued at these increased levels. Directors of Children's Services were consulted on this issue, in particular whether drugs and alcohol should be addressed. Their view was that growing alcohol consumption amongst young people was a serious issue for them and their partners, particularly the police and health, reflected in anti-social behaviour at night and admissions to accident and emergency units as a result of drinking.

Research over the last few years has given us a reasonable understanding of the risk factors associated with the excessive and unhealthy consumption of alcohol by young people. However, we have a poorer understanding of why interventions with young people exhibiting the same risk factors sometimes lead to positive outcomes while at other times seem to have little effect.

Families, Parents and Carers

- **Improving the safety, health and wellbeing of children through improving the physical and mental health of mothers, fathers and carers**

Parenting capacity is critically affected by the physical and mental health of those providing care. Problems such as alcohol dependency and substance misuse, in particular, can reduce parents' ability to be responsive to their children's physical safety and emotional needs. Outcomes of serious case reviews show the clear link between parental mental health difficulties (e.g. depression, drug and alcohol use) and placing children at risk or harm. Every Child Matters (2003), Reaching Out: Think Family (2007), The Children's Plan (2004), The National Alcohol Harm Reduction Strategy for England (2004), The National Service Framework for Children, Young People and Maternity Services (2004), the Government's 10 Year Drug strategy (2008), and Youth Alcohol Action Plan (2008) all address the need to support parents and carers with additional physical, mental and behavioural health problems which impact on parenting. Since 2008, PCTs and local authorities have been required to undertake Joint Strategic Needs Assessments of the future health and wellbeing of their local populations to plan future services.

- **Improving children's outcomes by supporting parental and carer couple relationships and reducing conflict within families, including domestic violence**

Three million children in the UK will see their parents separate during their childhood. The negative impacts of parental separation on children's emotional, behavioural, educational, health and financial outcomes are well documented. In addition, the quality of life of thousands of children whose parents or carers do remain in a relationship can be adversely affected by conflict and other relationship difficulties. At least 750,000 children a year witness domestic violence (DoH 2002) and this has been linked with an increased risk of behavioural problems and emotional trauma, and mental health difficulties in adult life.

In the Children's Plan (2007) the government pledged to do more to support those affected by family breakdown and support the couple relationship. Last year the first 'Relationship Summit' was held with increased funding for family support initiatives announced. Local authorities, Primary Care Trusts and voluntary sector organisations are expected to work in partnership to address the needs of parents with conflicted and disrupted relationships through services such as relationship counselling and family mediation. However, research suggests that while there is a high demand for services, provision is very variable across local authorities in the UK.

- **Improving children's and young people's achievement, behavioural and emotional outcomes through effective support and intervention with mothers, fathers and carers of 7-19 year olds**

Every Child Matters (2003) specifies the need to support children with emotional and behavioural problems and their families through multi-agency and multi-disciplinary partnerships such as Behaviour & Education Support Teams (BESTs), CAMHS, Children's Trusts, Sure Start Children's Centres and extended schools. Primary Care Trusts and local authorities are required to ensure that they provide a range of services to support parents when their children experience behavioural or emotional problems. BESTs work with children aged 5-18, their families and schools, with the aim of early intervention and preventative work to stop emerging problems developing further, but in general there is a greater range of support for parents of pre-school children than for those with older children, These parents sometimes report a lack of services, especially between the ages of 7 and 13.

As set out in the recent white paper *21st Century Schools*, schools will be required to work more extensively and effectively with parents, other providers and wider children's services to improve children's and young people's outcomes. This priority will explore how integrated working between services can be improved including referrals and early interventions. It will also explore how schools can engage with parents and carers

in their children's learning and development. This priority will also link in with the Parenting Early Intervention pilots targeting 8 to 13 year olds identified as 'at risk' of negative outcomes, particularly involvement in anti social behaviour.

Disability research

C4EO is commissioning a distinct piece of research over three years into disability, which will be separate from the disability theme. The research will be carried out by the Social Policy Research Unit at the University of York (SPRU) and led by Professor Tricia Sloper and Dr Bryony Beresford. They will be joined by Professor Jennifer Beecham from the University of Kent. It is part of the C4EO work, and was heralded in the Aiming High for Disabled Children programme. Celia Atherton from RiP leads this work within the C4EO. Responsibility within DCSF is held by the Disability Policy Team.

The primary research will be conducted on two areas:

The effectiveness and costs of early identification and intervention for sleep problems:

- Rapid review of evidence on tools to detect and assess sleep problems, and the effectiveness of sleep interventions.
- Mapping of existing models of intervention to address sleep problems in disabled children.
- Selection of local services implementing interventions that fit with evidence on effectiveness, using different models of delivery. Evaluation of the effectiveness and costs of methods of delivering early intervention sleep programmes (i.e. detection, assessment and intervention).

The effectiveness and costs of different modes of delivering behaviour management interventions to parents of disabled children:

- Rapid review of evidence on the effectiveness of behavioural approaches to behaviour management interventions.
- Mapping of existing models of interventions to address behaviour problems in disabled children across the age range.
- Selection of local services implementing a range of models of intervention that fit with the evidence on effectiveness, but use different ways of delivering the service. Evaluation of the effects of interventions in terms of children's behaviour at home and school/nursery; parental stress and confidence. Exploration of parents' and professionals' experiences of implementation, how problems are identified, and the history of the problem, including barriers to and facilitators of intervention; and comparison of different models on effectiveness and costs.

Outputs

1. Sleep study: accessible summaries of research evidence, including screening and assessment tools; guidance for practitioners on effective delivery of early intervention sleep programmes; guidance for parents on managing sleep problems; all co-produced with practitioners and parents, using facilitated participation techniques.
2. Behaviour problems study: accessible summaries of research evidence; guidance on effective ways of training parents in behaviour management skills; guidance for parents on managing difficult behaviour.
3. Both Rapid Evidence Reviews are now available. The first research study (on sleep problems) is supported by screening and assessment tools. These summaries are provided in hard copy and on the web – with separate versions written for practitioner and parent audiences.

Further information

Please visit www.C4EO.org.uk