



Bookbug for the Home – Outreach Programme

Year 3/4 Evaluation – Final Report

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Executive Summary

This evaluation demonstrates that Scottish Book Trust's Early Years Outreach Programme, Bookbug for the Home, is now an integral part of early years practice, providing a vast range of early years practitioners with a common language. It is more than a training programme or set of tools. It is achieving far reaching positive outcomes for families and professionals beyond those predicted when the programme was introduced four years ago.

This report presents convincing evidence to support the success of the programme in achieving its key aims during its first four years of operation. The programme has trained and inspired substantial numbers of early years professionals throughout Scotland, who are now equipped to introduce activities to vulnerable families which encourage greater interaction between parents and children, and which promote bonding, attachment, social skills and literacy in the early years.

Early years professionals and parents who have been introduced to Bookbug are highly complementary about the flexible, user-friendly activities and resources, and about the impact that they have on interaction, development, behaviour and family routines.

Bookbug is well positioned to complement key early years policies, strategies and practice. The Outreach Programme has succeeded in significantly raising the profile of the universal Bookbug Programme by creating a large, multidisciplinary network of professionals who take ownership of its principles, and who are integrating the approach into their work to the benefit of the families they support.

Context and description

The Bookbug Outreach Programme (formerly known as Assertive Outreach) is a Scottish Government-funded initiative, which trains early years professionals to introduce the principles of Bookbug Sessions – talking, singing, rhyming, cuddling and book sharing with young children – into the homes of vulnerable families across Scotland. The programme has a strong grounding in evidence-based policy, with both neurological science and economic analyses showing that the early years are an essential time for development. Investment in this early period will facilitate bonding and attachment, and equip children with life-long learning skills. There is a growing body of evidence to support the investment in early years as providing the greatest returns later in life. This is the foundation of Bookbug for the Home: to encourage high quality interactions between parents or carers and their children, fostering strong family relationships and setting foundations for future learning.

The Bookbug Outreach Programme has been launched in eight new local authorities each year for four years, and is now being delivered in all 32 local authorities in Scotland. The programme has a strong fit with education, social care and health-related strategies for families and children in Scotland including GIRFEC, Early Years Framework, Universal Health Visiting Pathway, Curriculum



for Excellence, National Parenting Strategy, and the Children and Young People (Scotland) Act. It also has clear links with national aspirations for early intervention and prevention.

The Evaluation

Blake Stevenson was commissioned to undertake an evaluation of Year 4 of the Bookbug Outreach Programme following on from two previous evaluations.

The Year 4 evaluation looked at the impact of the Bookbug Outreach Programme, notably by:

- exploring progress and impact of the programme (through new case studies with families)
- exploring the impact of the programme as observed by practitioners who have undertaken Bookbug for the Home training
- exploring the outreach model and how it is applied in different local authority areas (through interviews with stakeholder organisations)

The evaluation was conducted through an online survey to all trainees (215 returns equating to 10% of all trainees), gathering feedback from those who had used their training with families, and some who had not. We also undertook a number of case studies, interviewing the parents or carers involved and the early years professionals who had introduced Bookbug activities to them.

Findings

The evaluation endorsed the findings of the previous two reports, finding clear evidence that Bookbug for the Home training can inspire and equip early years workers from diverse roles to work in new ways with the families, and that this approach has been effectively scaled up to have an impact in every local authority across Scotland. There is also significant quantitative and qualitative data to show that these interactions have a positive impact on the families' attitudes, skills and behaviours.

“Before they would have watched a DVD. Now they read books.” Parent

The headline finding of this evaluation was that **99% of those who had introduced Bookbug to families said that these sessions were effective at encouraging parents to do more talking, book sharing and singing with their children.** The majority (69%) also reported that families subsequently continued with songs, rhymes and reading outside of their visits, having seen the benefits of these activities in terms of creating fun, intimacy, promoting development and supporting positive behaviour and routines.

The number of early years professionals who have reported using their Bookbug for the Home training with families has reached 74%, with each practitioner using their training with an average of 10.7 families, figures which show a continued growth when compared to findings from the previous



two evaluations. When collated alongside comparative figures from years 1 and 2 the results show that **over 13,000** vulnerable families have experienced Bookbug for the Home interactions during the first four years of this programme.

There were clear impacts on practice, with 72% of participating professionals saying that they would now use Bookbug activities with families where they previously would not have done so.

“Giving skills to staff who can build the skills for families.” Senior Health Promotion Officer

The survey and subsequent case study interviews found that the training equipped practitioners with the knowledge, practical skills, resources and confidence to deliver Bookbug activities with families, often in spite of parents’ initial reluctance to get involved. In addition to the changes to individuals’ practice, the Bookbug Outreach Programme has had a significant impact on early years provision in a range of local authority areas, by training often large cohorts of practitioners and providing early years workers from a diverse range of sectors with a common tool and language. There are examples of Bookbug becoming part of local strategy and being incorporated as an important early years approach throughout a local authority area, with a Library Service Manager saying *“It’s galvanised people to keep in touch more”*, while a Senior Health Promotion Officer says *“it’s now recognised as part of the strategy for parents”*.

There is clear evidence that the Bookbug Outreach Programme has succeeded in linking people into their local community and to other services which further support the development of the child and the family. We found that families who had taken part in Bookbug activities at home often progressed to attending public Bookbug Sessions on their own, with 55% of early years professionals indicating that the families they worked with had done so. By extrapolating this data out using comparative figures from previous years we see that, during its first four years, over 5,000 families attended public Bookbug Sessions as a direct result of taking part in Bookbug for the Home. In addition, 30% of trainees reported that families they worked with had engaged with other services such as health centres, toddler groups, nurseries and third sector support which they had not been involved with prior to taking part in Bookbug.

“It’s humbling to see it – it’s so simple but so huge.” Nursery Practitioner

Some challenges remain, and the report highlights the following:

- The pressures of practitioners’ caseloads can be so high, or other demands of working with families so pressing, that the time to introduce quality interactions is being compromised. **However**, Bookbug’s flexibility does ease this by enabling even small amounts of input to families in challenging settings.



- Sometimes staff are put forward for training who do not always have regular face-to-face or home-based contact with vulnerable families, so they have little opportunity to introduce Bookbug. **However**, due to improved trainee screening and the broader range of training courses now on offer, this number is now very small.
- There is a need for continued focus on foster carers and adoptive parents, who face particular challenges in building relationships with children, and for whom we found excellent examples of Bookbug having a significant impact.

Bookbug for the Home is proving to be a simple yet effective tool to reintroduce much needed joy and laughter into family homes, helping practitioners to build rapport with families more quickly. It has allowed nursery staff to better understand a child's home environment, given health teams an additional tool to observe and assess children's developmental progress, facilitated bonding and attachment between carers, adoptive parents and their children, and given a vast range of practitioners the confidence to model positive behaviours for parents.

“It's made us look at things in a totally different way.” Early Years Practitioner

This flexible, accessible form of interaction has allowed children to learn about emotions, how to read them and express them, in a safe and nurturing environment. Parents also benefit greatly from this one-to-one support, with practitioners and parents reflecting on the positive impact it's had on helping regulate parental anxiety. It's proven successful in widening families' social networks, building positive relationships between siblings, providing accessible opportunities to both parents and children with additional support needs, and has even given some parents the confidence to pursue further training and educational opportunities.

As the Bookbug Outreach Programme moves from its initial 4-year implementation into the next stage, it is clear that it has made a valuable and significant contribution to supporting some of Scotland's most vulnerable families.

“Having the confidence to sing and read makes you feel like a mother.”
Parent

1. Introduction and context

Introduction

- 1.1 Blake Stevenson was commissioned by Scottish Book Trust to evaluate Year 3/4 of the Outreach Programme - Bookbug for the Home, looking at the impact on early years professionals and the families with whom they work. This consolidated the findings from the two previous evaluations at the end of Year 1 and Year 2 and provided an opportunity to reflect on the impact of the programme throughout its first four years of implementation.

Background to the Outreach Programme – Bookbug for the Home

- 1.2 The Outreach Programme is a Scottish Government funded programme which began in 2012 (originally called the Assertive Outreach Programme), training early years professionals in the principles of Bookbug Sessions and applying these through one-to-one family work in the home. Since then it has been launched in eight new Local Authorities each year and has now been introduced to all 32 Local Authorities in Scotland (commencement of a steering group in Orkney is due in September 2016, with Falkirk being the only Local Authority where a steering group has not been formed, although delivery of training has commenced in both these areas).
- 1.3 The objective of the Outreach Programme is to introduce the principles of Bookbug Sessions – talking, singing, rhyming, cuddling and book sharing with young children – into the homes of the most vulnerable families in Scotland to help them to lead happier, healthier and safer lives. The intention is that following attendance at Bookbug for the Home training, early years professionals who might be family support officers, health visitors, social workers or third sector workers, will introduce Bookbug activities to encourage quality interaction between parents and their children in the homes which they visit. A knock-on effect of these activities will be that vulnerable families are encouraged to attend public Bookbug Sessions or to access other local early years provision where they have not done so previously.
- 1.4 At the outset of the programme it had links to a range of strategies and policy initiatives and these have increased over time as new early years developments have become accepted practice. We outline in the remainder of this section how Bookbug activities and the Outreach Programme fit with and complement the context for early years support in Scotland.
- 1.5 In terms of education, there was a desire at the outset of the programme to increase the school readiness of children experiencing Bookbug activities. As noted in the previous evaluations, and examining further evidence from this work, it is clear that the Outreach



Programme does have an impact on children at different points on the pathway towards school readiness.

- 1.6 In many situations it is the earlier stage of 'nursery readiness' that the programme is supporting as pre-nursery aged children develop language skills, experience turn-taking, and learn about the basic disciplines of sitting and listening through their involvement in Bookbug activities, as well as being given opportunities to contribute in a meaningful, appropriate and considered way. Ultimately this is part of the journey towards the Curriculum for Excellence's aims of developing successful learners, confident individuals, responsible citizens and effective contributors.
- 1.7 At the outset, the programme clearly linked with the Scottish Government's Literacy Action Plan (2010) which has an overarching vision of raising standards of literacy for all from the early years to adulthood. This continues to be the case as the programme encourages a love of books and reading from an early age (alongside other activities of singing and rhyming).
- 1.8 The Outreach Programme also complements other Scottish Government initiatives such as 'Play, Talk, Read' (re-launched 2011) and 'Read, Write, Count' (launched 2015) aimed at promoting the simple ways in which play, learning and family interaction can be integrated into everyday life.
- 1.9 The bedrock for all children's services and for those working with parents and carers developed in Scotland in the last decade is Getting It Right for Every Child (GIRFEC) - the Scottish Government's approach to ensuring a consistent way for people to work with all children and young people. GIRFEC is threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families. The GIRFEC approach encourages practitioners across all services for families to meet the needs of children and young people, working together where necessary to ensure they reach their full potential. SBT's Outreach Programme fits with GIRFEC's aims of improving the life chances of children, young people and families, and by working with early years professionals across public, private and third sectors it encourages a positive shift in culture, systems and practice.
- 1.10 Launched in 2008, the Early Years Framework signified the Scottish Government and the Convention of Scottish Local Authorities' (COSLA) commitment to giving all children the best possible start in life, and aims to break negative cycles of inequalities in health, education and employment through early and effective intervention. The Early Years Framework sets out 10 elements of transformational change, to be realised over a 10-year time horizon, and covers the period from pre-birth to age eight. The Outreach Programme clearly fits with the Early Years Framework's recognition of the importance of positive interaction between



parents and children from day one, offering practical support and ideas about how to create the best foundations for children's development.

- 1.11 The Early Years Taskforce Vision and Priorities Paper (2012) sets out the vision for communities, young people and their families, and the people that work with and for them – highlighting what needs to be done to ensure the best possible outcomes for children, for the ways families and communities can help improve these outcomes, and how services can best be targeted to support them. This is based on understanding, amongst other things, that:
- investment in the early years will save money in the future;
 - supporting parents to build strong attachments with babies and young children builds resilience and behaviours that will help that child do better in later life;
 - play is vital to physical, emotional, social and cognitive development; and
 - transformational change will be best achieved by shifting from crisis driven, curative care to preventative and anticipatory care.
- 1.12 The Early Years Collaborative (EYC) is a coalition of Community Planning Partners, including social services, health, education, police and third sector professionals working to improve children's start in life, accelerating the conversion of the GIRFEC and the Early Years Framework high-level principles into practical action. It aims to support the shift in public services in Scotland towards early intervention and prevention. Particular areas of development identified include attachment, child development and developing parents' skills, which are directly reflected in the Bookbug for the Home approach.
- 1.13 Bookbug activities, and therefore Bookbug for the Home, contribute to two of the EYC's three stretch aims:
- 85% of all children have all the developmental skills and abilities expected of a 27-30 month old by the end of 2016.
 - 90% of all children have all the developmental skills and abilities expected at the start of primary school by the end of 2017.
- 1.14 SBT has been involved at a strategic level with the Early Years Collaborative National Partners group since January 2014. Their input has included gathering and sharing improvement work around Bookbug, which has been recognised as a key high impact intervention by the group.
- 1.15 Bookbug activities also link strongly to development checks undertaken in the early years as outlined by the Scottish Child Health Programme. This programme provides pro-active care and support to all children to help them attain their health and development potential and a



27-30 month review for all children is a core component of this (referred to in paragraph 1.13). One of two overall priorities of this universal child health review is the 'promotion of strong early child development (particularly social/emotional and language/cognitive) within a context of helpful parenting and wider family wellbeing'.

- 1.16 More recently the Universal Health Visiting Pathway (pre-birth to pre-school) (2015) is due to be rolled out across all NHS boards. This is a core home-visiting programme to be offered to all families by Health Visitors as a minimum standard. The Pathway is based on several underlying principles which have a strong link with Bookbug:
- Promoting, supporting and safeguarding the wellbeing of children
 - Person-centred approach
 - Building strong relationships from pregnancy
 - Offering support during the early weeks and planning future contacts with families
 - Focusing on family strengths, while assessing and respectfully responding to their needs.
- 1.17 This programme consists of 11 home visits to all families - eight within the first year of life and three Child Health Reviews between 13 months and four to five years. Bookbug is mentioned in this as a key resource, with specific direction that the Bookbug Baby Bag should be introduced at three to five weeks of age. It is also referenced as one of three programmes to support discussion at three-month visits about the home learning environment and the impact of playing, talking, reading & singing on bonding and the importance of these in developing early language skills.
- 1.18 In 2014 the Children and Young People (Scotland) Act was introduced and again Bookbug for the Home is a clear fit with it. The Act is a wide-ranging piece of legislation, containing policies that have developed over a number of years including those focused on children's services planning, kinship care, and early learning. The Act provides the legislative impetus to bring about transformational changes to working practices across a wide range of public bodies. Being rooted in GIRFEC principles it includes the aspiration for preventative work (before a child's wellbeing is adversely affected) with the right supports being available for children, parents and carers and communities leading to improved quality of life and opportunities for community engagement and involvement. There is a strong recognition that support from services is most effective if it is in the first years of a child's life (pre-birth to pre-school).
- 1.19 The Outreach Programme also fits with the National Parenting Strategy and its emphasis on supporting parents and carers, so that they are enabled to nurture their children to ensure



that they have the best start in life and reach their potential, ideally as happy, confident, and successful individuals.

- 1.20 The driver behind these national initiatives is the increasing information now available about brain development, as well as the economic analyses showing the financial rewards that are afforded to a society by investing in the early years. Science is revealing that neural growth occurs more rapidly during early childhood, particularly during birth and three years, than at any point later in life. Thus, the Bookbug for the Home approach is about much more than literacy development. It aims to increase children's self-regulatory systems (the capacity to manage stress and emotions), social interaction and relationships, and language. Where these are not secure prior to starting school, developmental outcomes are weakened. The principles on which Bookbug, and Bookbug for the Home, are founded are thus supported by current scientific theory and empirical evidence.¹²³⁴
- 1.21 Finally, Bookbug also has a strong fit with the UNCRC (United Nations Conventions on the Rights of the Child) Article 31 (Leisure, play and culture) which identifies *“the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.”* In 2013 the Committee on the Rights of the Child produced a comment (No.17) on this article, in response to what it saw as poor recognition of the article. The content of this comment included the statement that *“Budgets should be reviewed to ensure that the allocation for children, in respect of cultural, artistic, sports, recreational and play activities, is inclusive and consistent with their representation as a proportion of the population as a whole, and distributed across the provision for children of all ages, for example: budgetary support for the production and dissemination of children’s books, magazines and papers amongst other resources.”*

Previous evaluations and recent work

- 1.22 In our 2013 and 2014 evaluations of Year 1 and Year 2 of the programme, we reported that the Bookbug for the Home training had been developed and delivered to early years professionals across 16 Local Authority areas in Scotland and had been very well received. We reported that there was an increasing number of trainees using their training to introduce families to Bookbug activities, and that the majority of those who had not yet had an opportunity to do so still intended to apply their training to their practice. There were clear

¹ Gerhardt, S. (2004). *Why Love Matters: How Affection Shapes a Baby's Brain*. Routledge: Hove.

² Shonkoff, J. P., & Phillips, D. A. (Eds). (2000). *From Neurons to Neighbourhoods: The Science of Early Childhood Development*. National Academy Press: Washington, DC.

³ Sunderland, M. (2006). *The Science of Parenting*. DK Publishing: New York.

⁴ Zeedyk, S. (2013). *Sabre Tooth Tigers & Teddy Bears: The Connected Baby Guide to Understanding Attachment*. Suzanne Zeedyk Ltd.: Great Britain.



examples of positive impacts on the practice of early years professionals and on the parents and children with whom they were working.

- 1.23 Since undertaking the second year evaluation, the Outreach Programme has introduced Bookbug for the Home training to the remaining 16 Local Authority areas across Scotland, using the new format of training (initial event and follow-up event) developed after Year 1. The training is now being delivered in all 32 Local Authority areas.

Current evaluation aims and methods

- 1.24 The purpose of the Year 3/4 evaluation was:
- to explore further progress and impact of the programme (through new and follow-up case studies with families);
 - to explore the impact of the programme as observed by practitioners who have undertaken Bookbug for the Home training; and
 - to gain a better understanding of the outreach model and how it is applied in different Local Authority areas (through interviews with stakeholders and Bookbug Co-ordinators).

Evaluation methodology

- 1.25 Our evaluation methodology comprised three key components. In the early stages of the evaluation we undertook an online survey, with Scottish Book Trust sending an email incorporating a link to all trainees from each of the four years. We received 215 survey returns from a total of 2,125 trainees who were issued with the survey (the total number of trainees was 2,980 but current email addresses were not available for all). This constitutes a 10% return rate. Appendices 1 and 2 contain details of the sectors and Local Authority areas which respondents come from.
- 1.26 We also undertook case studies of three organisations and four families where Bookbug activities had been introduced by early years professionals who had received Bookbug for the Home training. Appendix 3 contains the case studies.
- 1.27 We interviewed five stakeholders by telephone. These stakeholders had been identified by Scottish Book Trust as having different perspectives on the wider role of the Outreach Programme and its contribution to early years support within different Local Authority areas.
- 1.28 Appendix 4 contains our research tools.



Methodological benefits and limitations

- 1.29 As in previous years Scottish Book Trust experienced challenges in identifying families to take part in case studies. Whilst the evaluation has found that a high proportion of practitioners have introduced Bookbug activities with families they work with, it has consistently proved difficult to get any substantial number of practitioners committing to case studies or being able to encourage families to take part. By the completion of the evaluation we had completed seven case studies. Despite our best efforts, it proved impossible to undertake follow-up case studies with families who had taken part in case studies in previous evaluation years. Typically this was due to the worker involved no longer having contact with the family, or in some cases because the child had moved on to nursery or school.

Evaluation report

- 1.30 This report explores the experience of Bookbug for the Home trainees in delivering Bookbug activities (and the reasons why some have not put their training into practice), practical issues they have encountered and the impact of this input on families and the way they interact, as well as their engagement with other services. The report also considers the place of the Outreach Programme in the wider strategic context.
- 1.31 The case studies, which can be found in Appendix 3 of this report, provide detailed examples of the reasons why families have become involved in the programme, the delivery of Bookbug activities and considers the impact of these on parents, children and on family interaction. They also look at the impact of training on the working practices of the staff member involved.

2. Impact on the practice of early years professionals

Headlines from this chapter

- There has been a steady increase since the start of the programme in the number of families Bookbug for the Home trainees work with.
- 99% of the respondents who had introduced Bookbug for the Home sessions said they were effective at encouraging parents to do more talking, book-sharing and singing with their children.
- Bookbug is now seen as a movement that people have signed up to.

Early years professionals involved in Bookbug for the Home

- 2.1 In this section we provide an overview of the people who have participated in Bookbug for the Home training and their reasons for doing so. We explore their experiences of changing their practice by introducing Bookbug activities to families, the challenges they have faced in doing so, and the impacts on the children and families they support. This section also outlines the views of other stakeholders involved in early years work and considers how Bookbug for the Home complements their work with families and young children.
- 2.2 Throughout the four years of its operation, the Outreach Programme has provided training to staff and volunteers in a range of sectors involved in early years work. Scottish Book Trust figures showed that they have trained 2,980 people in these four years with the largest complements being from third sector (34%), health (28%) and Local Authority (20%). This was reflected to some degree in the responses from the 215 evaluation participants which comprised: Local Authority staff (38%), third sector staff (35%), health (22%), and education (5%).
- 2.3 The largest proportion of evaluation participants were family support workers (40, 19%), health professionals (31, 14%), volunteers (25, 12%) and third sector employees (17, 8%). Nursery staff, speech and language therapists, foster carers, social workers and library staff were also represented.
- 2.4 We received responses from 30 Local Authority areas. The highest response rates were from Glasgow South (21, 10%) and Renfrewshire (21, 10%), closely followed by Edinburgh



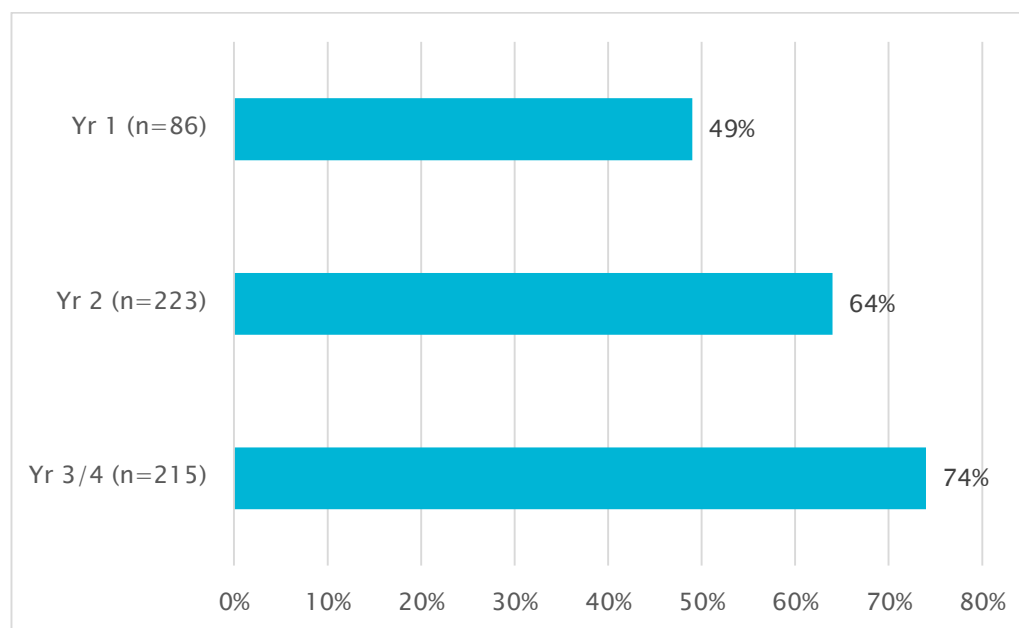
(17, 8%), Fife (14, 7%) and North Lanarkshire (14, 7%). The locations of all respondents is shown in Appendix 2.

- 2.5 The majority of survey respondents (178, 83%) had attended training in the second half of the implementation of the Outreach Programme during 2014 or 2015.

Impact of training on professionals' practice

- 2.6 We sought to establish the impact of Bookbug for the Home training on professionals' practice, in terms of them integrating Bookbug activities and resources into their work with families.
- 2.7 Figure 2.1 shows that nearly three-quarters of respondents (159, 74%) reported that they have delivered Bookbug activities in the home with families as a result of Bookbug training. This represents a continued growth in the proportion of trainees applying their training, an increase from 49% in Year 1 and 64% in Year 2.

Figure 2.1: I have delivered Bookbug activities in the home with families I work with as a result of Bookbug training

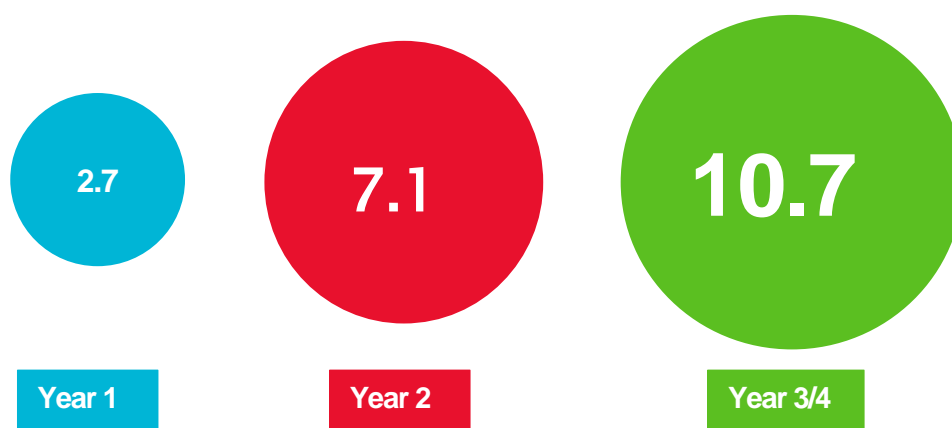


- 2.8 We asked Bookbug for the Home trainees who had delivered Bookbug in home environments to estimate how many families they have used Bookbug activities with. Responses ranged from one to over 100, with an average of 10.7 per worker. This is an increase from 7.1 families per worker in Year 2 and 2.7 in Year 1, and shows a continued growth for the Outreach Programme, as illustrated in Figure 2.2. These numbers, combined with anecdotal evidence from people we consulted during the evaluation, suggest that



practitioners who start using Bookbug activities with families and see positive results, go on to embed Bookbug activities in their practice, building a complement of families with whom they work.

Figure 2.2: Average number of families with whom each trainee has used Bookbug activities



2.9 Figure 2.3 identifies the positive impact of Bookbug training on trainees' professional practice. Of those who said that Bookbug training had impacted on their professional practice, the majority (114, 72%) reported that they now use Bookbug activities with families where they previously would not have done so. The encouragement gained from seeing the positive impact of Bookbug activities on families clearly supports practitioners to continue in this way, while around two thirds of trainees note that there has been a positive impact on their confidence in using songs, rhymes and books in their work (104, 65%). The figures are very similar to Year 2, with an increase in those saying they now introduce songs and rhymes (from 47% to 52%) and books (from 39% to 47%) where they would not previously have done so.

"I now encourage parents to do more nursery rhymes with their children as I can see the difference this makes to their speech development." (Family Support Worker)

"Bookbug for the Home training has completely changed my professional practice for the better. I now incorporate Bookbug Sessions into every individual and group session I have with families." (Early Years Support Worker)

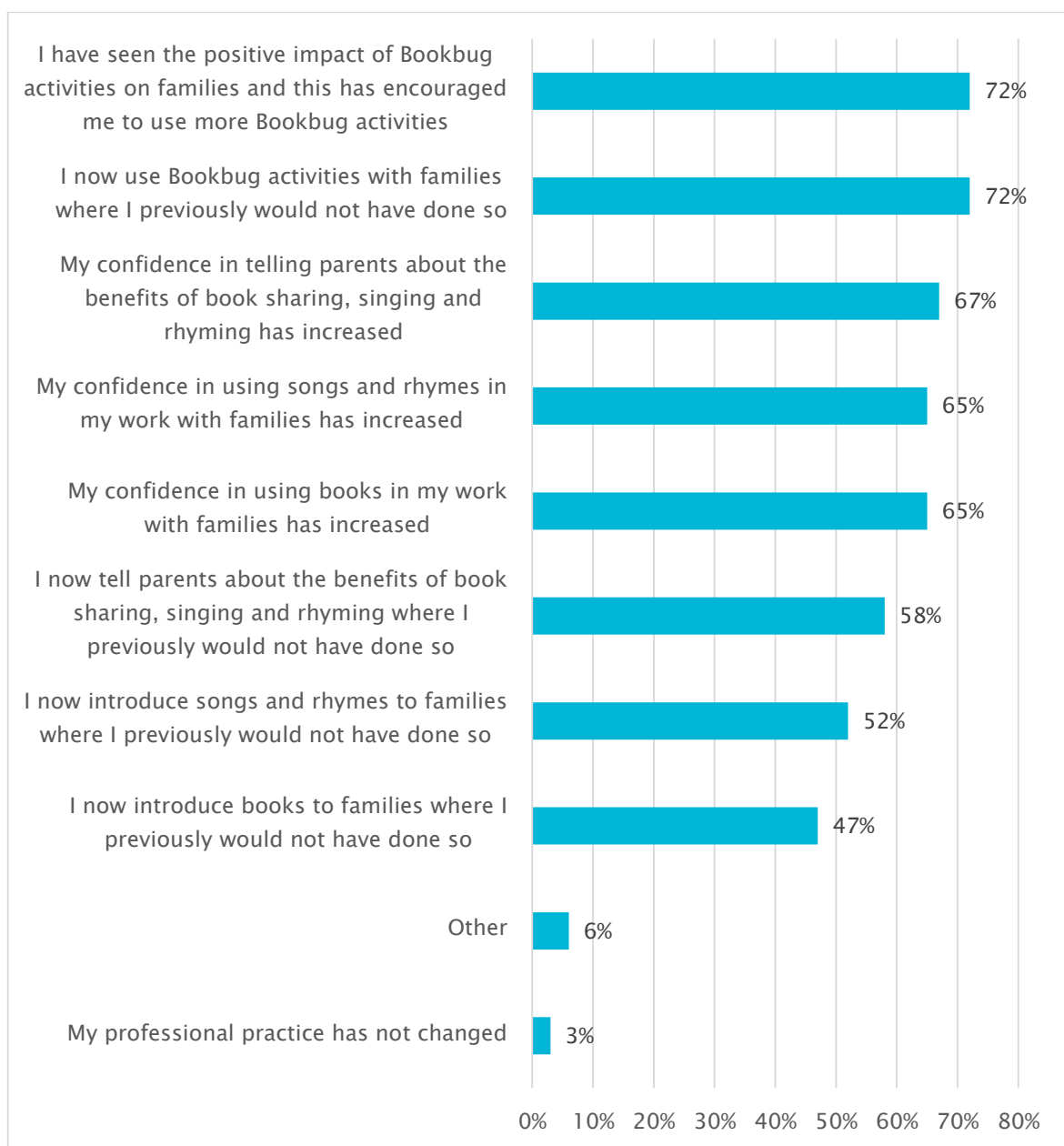
"I try to incorporate this into my routine 14-16 week visit when introducing the Bookbug Bag (although this may only be for five minutes or so demonstrating and interacting with baby) as I feel role modelling and seeing this in practice has more impact on families I work with as I



work in a very deprived area where parental education experience has been poor.” (Health Team)

“It has given me an invaluable tool for engaging families of young children. I have used it in small group settings, with parents and 2-3 year olds, to support my work encouraging parents to talk and play with their children to encourage communication development.” (Speech and Language Therapist)

Figure 2.3: Impact on professional practice as a result of Bookbug training (n=159)





- 2.10 Some respondents noted that as well as these activities impacting positively on family interaction, they also had a positive impact on the trainees' relationships with families they were working with: *"During assessments I use Bookbug as an icebreaker and to engage with children"* (Health Team staff member) while another said *"Introducing Bookbug breaks down that initial barrier with the families, and now when initially meeting with the family, Bookbug comes too, even if it is just to say 'hello', but more often than not we have a mini-Bookbug Session"* (Early Years Support Worker).
- 2.11 We also found evidence that some early years practitioners are using Bookbug activities for more than initial engagement and as part of their assessment tools in their work with families.
- "It has made my job easier. I can access more needy families and do something enjoyable with them. The Bookbug Sessions let me see the parent/child communication and watch baby's responses."* (Health Team staff member)
- "To observe how Mum engages with the children; this is particularly useful when exploring the 'Play' building block of our Five to Thrive parenting approach. It also helped me to feedback during an LAC (Looked After Children) review."* (Third Sector employee)
- 2.12 Other respondents talked about their increased knowledge of child development and the role of singing, rhyming and reading in this, and how their practice had changed as a result.
- "The Bookbug activities have enabled me to have greater understanding of child's development in relation to adapting activities to reflect this and encouraging families to interact with their child."* (Social work staff member)
- "Brought to the forefront of my mind the relevance of Bookbug resources and how they can dovetail with therapy aims for children on my caseload."* (Speech and Language Therapist)
- 2.13 As was the case in previous years, respondents also described their confidence increasing to the extent that they were equipped to introduce song, rhymes and books with families.
- "I work extra hard at positively introducing reading and book experiences to situations where there is a lack of such quality time or of confidence/ability to start such an activity. Where previously I would find alternatives if there was discomfort, I am more confident in suggesting different books/utilising a Bookbug character to demonstrate possibilities."* (Local Authority staff member)
- "It has aided my practice and skills in that I am more confident in modelling play with parents to promote attachment."* (Social Worker)



- 2.14 Nearly two thirds of respondents (104, 65%) reported increased confidence in using books with families. This figure continues to rise from Year 1 (53%) and Year 2 (also 53%).
- 2.15 Bookbug continues to be an important way of equipping early years professionals with a language that they can use to explain important developmental issues to parents.

“Bookbug for the Home has given me a new way to talk to parents about speech and language development, attachment, positive relationships and the importance of reading, sharing song and rhymes.” (Family Support Worker)

“As a foster carer I also use Bookbug with children who have been placed with us. Bookbug has allowed me to help build relationships with children but more importantly show and allow their main carers to build relationships, work through attachment issues and open lines of communication.” (Foster Carer)

“The mere fact of attending a training session has given me confidence in my ability to deliver a fun session in the home. It’s not rocket science to read to a toddler but following what we were taught in the training session, using all the tools in our little bags, and then remembering how much fun you can have with books, rhymes, singing and talking has worked magically for some families who only see hardship, poverty, unemployment, doom and gloom. Hearing simple stories, remembering the joy of laughter and forgetting about your problems, for a short time, is good all round. I started by working quietly at home, doing a very short session, seeing how much the child loved it. I now encourage mum to do the same. Recently I started to take the child to fortnightly library sessions (he loves it) and am working on mum to accompany us there. My role with the family was to encourage mum to attend groups with the child. Her self-esteem is very low but I hope that she will come as it is not intimidating at all compared to some toddler groups. When I used to go visiting the family I work with I got endless tales of difficulties, many that I could not solve for mum, I started to focus on appropriate uplifting experiences to bring a few moments of happiness during my visit and Bookbug has really helped this situation. I’m so glad I received training, I will move on to a new family (or maybe two families) in the near future and I will have the confidence to introduce Bookbug from the start.”
(Third Sector volunteer)

Practical use of Bookbug for the Home

- 2.16 We asked people who had used their Bookbug for the Home training about the situations in which they had felt it most suitable to introduce the activities, the preparation they had undertaken in advance and their delivery of Bookbug activities.



2.17 Respondents commented that Bookbug activities were particularly suitable in the following broad areas:

- where there are attachment issues;
- where there are developmental issues such as delayed language;
- where there is a need to build family relationships and improve interaction and families lack confidence to do so;
- as a tool which helps to introduce routine into families where this is missing;
- as a tool to introduce fun or to introduce calm during work with families;
- as a tool to help with assessing interaction within the family.

"I have found it works really well with older kinship carers as they seem embarrassed or unable to use other strategies whereas, they know rhymes and songs and seem more willing to use them." (Social worker)

"When the family are misbehaving I find the singing and lycra tends to calm them down and the time that they participate increases the more it is used. Reading before bed now replaces TV and makes bedtimes easier to deal with." (Volunteer)

"Babies who lack emotional communication. Bookbug is a way to encourage using face to face body language, showing emotions in order for the child to learn." (Family Support Worker)

"When supporting mums who have not experienced good parenting as children themselves and lack the knowledge and/or ability to interact in a positive way with their child." (Family Support Worker)

"Where families have had issues in knowing how to get on the floor and play and interact with their kids." (Family Support Worker)

"Very chaotic families with substance misuse issues where spending time with each other is difficult. Using Bookbug at home has helped these families focus for a period of time and spend time as a unit and has helped me to establish a rapport quickly and with less suspicion." (Third Sector employee)

"I work regularly with parents who are recovering from addiction and who lack confidence and belief in themselves as individuals and especially as parents, often as a result of trauma in their own childhoods. Many do not know any or many songs or nursery rhymes so teaching, as well as having fun, has been a



vital part of using Bookbug at home and I have seen parents embrace both books and nursery rhymes and playing with their children as a result. I have also seen it build their confidence so that they then feel enabled to join in other activities in the community in their local library or parent and baby/toddler groups widening their social networks away from previous drug associates.”

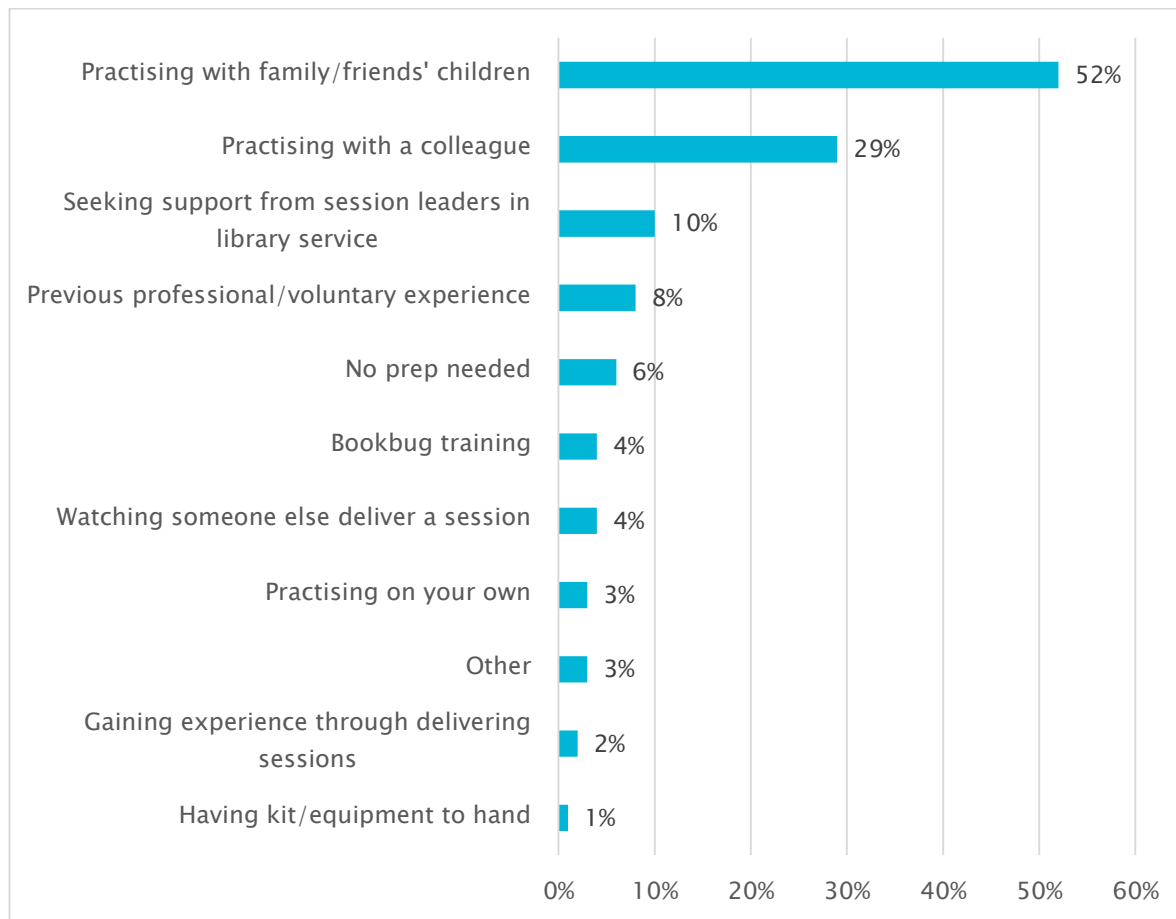
(Social worker)

Preparing for and delivering Bookbug activities

- 2.18 People who had introduced Bookbug activities to families as a result of training highlighted what preparation had helped them to feel comfortable enough to do this. Practising with children or with colleagues were most commonly identified as supporting people in their Bookbug delivery (Figure 2.4).



Figure 2.4: What preparation (if any) has helped you feel comfortable enough to introduce Bookbug activities to families? (n=156)



“I continually practise at home with my 3 year old. He loves it. And it allows me to try out new ideas and practise new songs – often made up.” (Early Years Support Worker)

“I think having the trainer demonstrate an example session was good preparation. Everyone has different ways in which they introduce materials and it was a nice way to see how someone else might do it.” (Speech and Language Therapist)

Challenges in delivering Bookbug activities

2.19 We also asked interviewees to identify the challenges they faced in introducing or delivering Bookbug activities and many provided us with feedback on this. The main challenge in delivering Bookbug activities which has been identified in each of the evaluations we have undertaken continues to be the reluctance from parents to get involved due to a lack of confidence or embarrassment at singing or reading, or a lack of awareness at the value of these activities. Respondents described these difficulties:



“Sometimes parents can be very reluctant to sing or read to their children as they say they can’t sing. It can be embarrassing to sing songs when the whole family are sitting on the sofa just watching.” (Early Years Support Worker)

“Many parents exhibit a lack of confidence and embarrassment because of what they view as their poor literacy skills or not knowing songs or rhymes and they initially feel uncomfortable admitting this. Once we get past this embarrassment some embrace it although not all. I have also talked with numerous parents who did not think babies/toddlers need books as they are too young and Bookbug and books and talking about brain development and attachment have changed this view.” (Social worker)

2.20 The challenge of breaking out of current patterns of behaviour within a family was also referred to, including the negative impact of electronic devices.

“Children have not been used to sitting having been read books and it has been more about creating a routine around introducing a book and sticking with this and encouraging the parents to understand the benefits that books and songs/rhymes can have.” (Children and Family Worker)

“Weaning families off electronic devices long enough to build rapport can be difficult.” (Home School Link Worker)

“Mum has tried to read to her children but they are uninterested. The four and six year olds are used to going to bed with a DVD on.” (Third Sector volunteer)

2.21 Other challenges experienced by staff in delivering Bookbug activities included:

- practitioners’ confidence in their own singing ability;
- maintaining children’s attention;
- chaotic family lifestyles;
- parents with literacy difficulties; and
- limited time for a family visit.

2.22 Despite the challenges, one of the outstanding results that we established through this evaluation is that 99% of respondents (157) who had introduced Bookbug for the Home sessions said that they were effective at encouraging parents to do more talking, book sharing and singing with their children.



Bookbug being used outside the home

- 2.23 Whilst the Outreach Programme was aimed at equipping early years professionals to take Bookbug activities and resources into people's homes, there are clear examples of it being used much more widely than this. The training has equipped people to introduce Bookbug within settings as varied as nurseries, local community centres and prisons.

"Fantastic training and also a fantastic resource. I regularly use Bookbug at both drop-ins where we sing and recite nursery rhymes and also with individuals in their own home to encourage them to read and sing to their children." (Family Support Worker)

"I start to introduce the importance of singing and rhyming during baby massage and continue with this message during Bookbug activities and play at home." (Family Support Worker)

"Receiving Bookbug training has given me the confidence to perform the Bookbug Sessions with the parents and the foster carers that I work with and enabled me to introduce Bookbug to Parent/Carer groups." (Early Years Practitioner within a Family Centre)

Developing Bookbug to further support families

- 2.24 We sought to establish whether there were any opportunities to improve the Outreach Programme. Respondents to the survey were asked if there was anything which could be included to better enable parents to do more talking, book sharing and singing with their children. Most commonly there was no response to this but those who had suggestions included the following (as with previous years, not all of the areas for improvement described are within the control of SBT):

- More props, especially puppets (it's currently included in the training resource only) - *"it would be good if the Bookbug Bag for families included a finger puppet as the children seem to like this"* (Member of health team);
- Bilingual resources or books without words which were also seen as useful for children where English is not the first language;
- Increased availability of public Bookbug Sessions, and ones in very public places (to build on what already takes place in seven locations), for example in a shopping centre - *"where people can just stop as they are walking by with their children, enjoy a few songs and then continue on their day, rather than it always being a planned session,"* in order to *"reach a far wider universal audience"* (Social Worker);
- App relating to Bookbug;



- DVD on how reading to your children can help support brain development;
- Ideas for how people can make their own props to use in the home and replicate Bookbug Sessions; and
- Printed lyric sheets to go with CD.

2.25 We also asked for suggestions on how the training could be improved to support professionals seeking to encourage families to do more talking, book sharing and singing with their children. Limited suggestions were given and many of the comments noted how good current training and resources were. The suggestions made by a small number of respondents were:

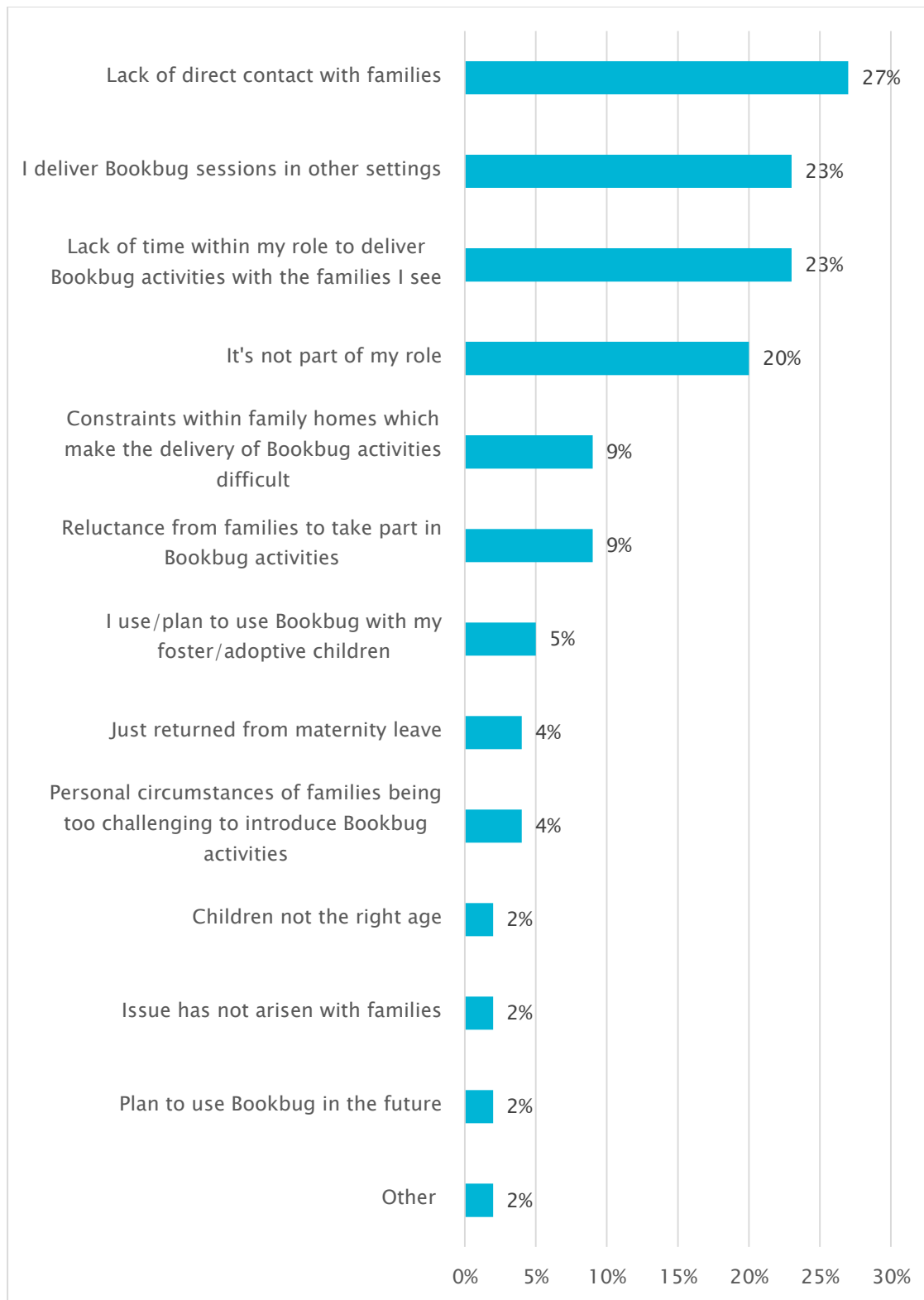
- advice on working with bilingual families;
- refresher course for trainees (these are being rolled out by SBT in October 2016);
- focus on sharing information between practitioners;
- build further on the training to those who work closely with foster carers and children in the process of being adopted.

Reasons for not delivering Bookbug activities in the home

2.26 We explored why some people had not yet delivered Bookbug activities, despite having completed the training. Figure 2.5 shows that, as in previous years, a lack of direct contact with families was the main reason (15, 27%) for this. A similar proportion of respondents (13, 23%) identified that a lack of time within their role to additionally deliver Bookbug activities with the families they saw, was a reason behind them not delivering any. This has been a consistent issue over the life of the Outreach Programme. However, it is important to note that over a fifth (13, 23%) of those not delivering Bookbug in the Home, do refer to delivering Bookbug Sessions in other settings such as nurseries, prisons, community centres and Healthy Living Centres. Although this activity does not involve Bookbug Sessions in family homes, it is still considered as part of the programme as it was always intended that the training could be used in this way by trainees who work in small community settings with no opportunity to deliver Bookbug in family homes.



Figure 2.5 Reasons for not applying Bookbug training in practice (n=56)



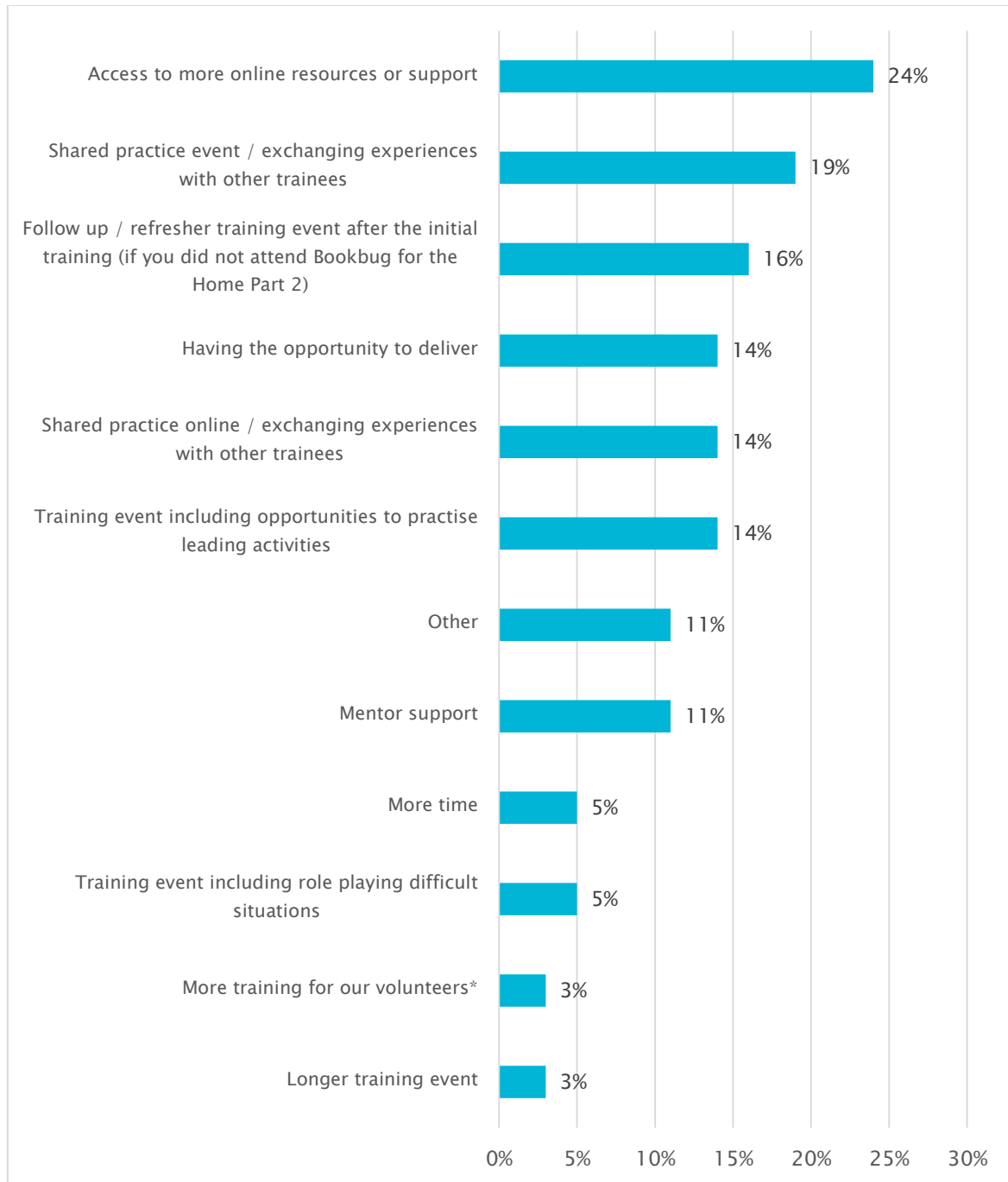


2.27 Evaluation participants also identified a range of supports or activities which they believe would have enabled them to deliver Bookbug activities more than they have so far been able to do, as illustrated in Figure 2.6. These included access to more online resources (9, 24%), opportunities to share practice (7, 19%) and refresher training (6, 16%)⁵.

⁵ SBT is providing eight shared practice events in 2016–17. These had already been planned in advance of this survey, in anticipation of this demand.



Figure 2.6: What would help you to deliver Bookbug activities more in future? (n=37)



* This refers to one respondent who said they requested a local Bookbug training event for their volunteers but was informed this was not possible. This is likely to have been due to the training for Bookbug for the Home not being appropriate to these volunteers, as SBT would always provide training where this was appropriate.



- 2.28 Nearly three quarters of respondents (41, 73%) who have not yet delivered Bookbug activities in the home think that they will do so in the future. Some of the comments referred to people expecting to have more contact with families in future to whom they could introduce Bookbug and would therefore hope to use their training, however others noted that they had done the training in order to gain an overview of Bookbug or to support families in group settings (rather than at home).

The views of stakeholder organisations

- 2.29 In this final evaluation of the Outreach Programme we sought to understand how the Bookbug for the Home model is being applied in a wider context in order to gather examples of its role and influence alongside wider early years work in different parts of Scotland.
- 2.30 We interviewed representatives of different stakeholder organisations to gain an understanding of how the Outreach Programme has enabled Bookbug activities to complement the support for early years in their Local Authority areas. Our interviews encompassed third sector, library and health staff.

A third sector perspective

- 2.31 The third sector perspective came from Home-Start, an organisation which supports families with young children to deal with the challenges that they face. This is done by matching a trained volunteer with a family to provide support and social contact. In Home-Start Renfrewshire, Bookbug for the Home training has been introduced as an optional extra to the volunteers' core training and from 2013-15 49 volunteers have been trained, representing around 70% uptake. The Senior Co-ordinator described how even for an established organisation like Home-Start this training had brought their volunteers an important new perspective, enabling them to engage with families in a new way; *"I think the training gives a huge insight – all of the brain development information – even for volunteers who are quite experienced – it opens the eyes."*
- 2.32 On a practical level the Bookbug for the Home model has fitted with the volunteers' involvement with families; *"The fact that it's flexible – that you don't need to deliver the whole twenty minute session. Volunteers can build it into their regular visiting and model engagement with children"* and *"the resources are fantastic ... you don't need the whole bag, we even tell volunteers just to have finger puppets in your pocket."*
- 2.33 In terms of impact, Bookbug activities were seen as highly important for individual children; *"Talking with and engaging with children equals language development"* and through this work the Co-ordinator also believed that Bookbug was also helping them to support national strategy in the Scottish Government's focus to have children nursery ready; *"We want*



children to use books and to talk – we are getting them ready for nursery. Brain development between 0 and 3 – that’s where we have the chance to make an impact.”

- 2.34 The potential value of Bookbug as a preventative tool has also been recognised and Home-Start are currently looking at a small pilot project with parents of new babies where volunteers encourage them to have more contact with the baby during the first 6-8 weeks. This was a way of encouraging better parent-child interaction in order to build better relationships and prevent problems occurring which Home-Start are used to dealing with; *“getting them before they become a referral to us.”* The longer term issue was also described along with the need for preventative work; *“When you speak to people in education they say that a lot of issues could have been resolved if there had been better engagement in early years. Without that they are playing catch-up later on.”*
- 2.35 Bookbug was considered by this Home-Start Co-ordinator to be an essential tool which enabled some basic needs to be addressed in families and which had long term positive implications for the child; *“We need to ask what is it children need? They need human interaction and language development – if they get that, then when they get to nursery or school they’ll be in a good place.”*

A library perspective

- 2.36 We interviewed library staff in Dundee and the Western Isles about their experiences of the Outreach Programme supporting development of Bookbug in their locality.
- 2.37 In Dundee, whilst Bookbug had been successful in engaging substantial numbers of families through library-based sessions since 1999, the Senior Library and Information Officer described how professionals such as speech and language therapists, Home-Start staff and parental involvement officers had all said that there was a need to reach more vulnerable families in Dundee. She said that there was a recognition that in terms of where Bookbug Sessions were taking place, there was a need to *“take it out of libraries as there are barriers to libraries.”*
- 2.38 Prior to the Outreach Programme, some efforts had been made to try to get Bookbug into various settings such as playgroups and nurseries, however this had been limited by staff resources. The Outreach Programme was described as having *“made a huge difference”* - in the Dundee area alone there have been 230 early years practitioners trained since the programme began. This creates a massive resource of people able to engage with others about the key messages that Bookbug offers; *“The more people that know about it and more that are happy and confident enough to deliver it the better. If people haven’t had guidance in how to use songs and stories they can’t model good behaviour.”*



- 2.39 It was acknowledged that there had been knock-on effects of the Outreach Programme; *“The amount of families going to library sessions has increased, not greatly, but it has increased”* but also that *“there are a lot of families who don’t want to come to the library sessions”* but who have now benefitted from Bookbug in the Home.
- 2.40 Other advantages of this new cohort of Bookbug practitioners are that there is interest amongst them in sharing practice and ideas and a support network is in place. There is scope for further development - for example specific training of particular groups. Recently 18 speech and language therapists had been trained.
- 2.41 A different library perspective was offered from the Western Isles where the impact of the Outreach Programme had been two-fold. Once again the spread of people who could deliver Bookbug had been a very important development. Whilst Bookbug had been delivered for many years it had been mainly restricted to libraries because of a lack of personnel to deliver sessions. In a rural area this meant that accessibility was very limited because many people did not live locally to the libraries. However with new people being trained, it has meant that sessions are being run in new places, for example through mother and toddlers meeting in a local church hall.
- 2.42 An additional impact of the Outreach Programme however has been a more fundamental shift in how Bookbug is viewed and delivered. The Outreach Programme was described as having *“galvanized people to keep in touch more”*. Health visitors who had previously heard of Bookbug and whose role in relation to Bookbug had primarily been to hand out the Bookbug Bags had now taken part in the Bookbug for the Home training. This was described as having *“entrenched it”* with health visitors more aware of who library staff were and what they were doing, and with a stronger partnership having formed which *“will carry on after the programme finishes”*. Bookbug is now seen as a movement that people have signed up to. *“Bookbug is more recognised – it’s not just a word – it’s delivered through them.”* In further support of these networks the library has developed a newsletter, building on the new contacts they have who have a professional interest in Bookbug in the hopes of making what had been a loose network much stronger.
- 2.43 The development of this new network of people interested and active in Bookbug means a stronger infrastructure for the initiative in the Western Isles, however this is offset against a backdrop of funding cuts. Whilst the need suggests a case for a libraries staff member dedicated to develop work for children, it was described as being *“very hard to make a case for that in the current funding scenario”* which includes the possibility that libraries opening hours may be reduced. Bookbug was described as being a route into libraries for people who would otherwise not have engaged; *“if people aren’t brought up with books then the sessions provide a link – they discover books and the other benefits that we want to promote – its access to other services... free... a gateway to other things.”*



- 2.44 The Outreach Programme has very clearly and significantly expanded the resource of Bookbug in localities, making it more accessible and raising the profile amongst a range of professionals which in turn embedded the approach across many involved in early years work. This is something to be built upon going forward, and an important lesson for other areas.

Health and early years initiative perspective

- 2.45 In Lanarkshire, work has been undertaken for several years to embed Bookbug and play@home messages into health teams' practice. The evaluation sought the views of a Senior Health Promotion Officer, NHS Lanarkshire who had been involved in this work. Whilst the Bookbug programme was now *"recognised as part of the strategy for parents"* it had been *"quite a journey"* to get to that stage because of the time taken for the values of the programme to be understood and recognised as well as developing how it connects to and complements other approaches. However, it is now seen as an integral part of the way that health staff working with families can engage with them and communicate about important child development issues.
- 2.46 One of the issues encountered in the area was that Bookbug had been viewed by some as an early literacy scheme and it had taken time for people involved in strategy to understand its purpose and potential. This reflects the journey that Bookbug has been on in other areas, with the Outreach Programme being key to people having a new perspective on it. We were told that it had taken time for the following important message to be understood; *"It isn't just about reading and sharing stories – it's about building a relationship with your child and even before you've had your child – recognising the importance of rhythm and sound to a developing foetus."*
- 2.47 With that change of understanding having taken place Bookbug for the Home training was now seen as *"giving skills to staff who can build the skills for families,"* while the Outreach Programme was a way of connecting with parents and children alongside the other work being undertaken to address the issues they were coping with, but with the benefit of being *"teased out in the comfort of their own home."*
- 2.48 As well as being directly of benefit to families, Bookbug was described as being complementary to other initiatives with play@home being one example given. This programme which originated in New Zealand was rolled out across Scotland in 2008 with support from NHS Health Scotland. It promotes health activities to strengthen bonding and communication, improve parenting skills and introduce physically and mentally healthy attitudes from the first day of life. The National play@home advisor for NHS Scotland commented on the role of Bookbug as *"strongly building on the ethos of play@home"* and its aspirations to increase family engagement and at the same time having impressive



resources with which to do this. In relation to the Outreach Programme it was recognised that this programme specifically had *“an opportunity to reach a wider audience and take those messages into the homes of families who may not be in a position to go along to groups – that’s a really strong element of reaching vulnerable families.”*

- 2.49 Both interviewees highlighted the many strengths of Bookbug’s approach and the substantially increased profile and reach which the Outreach Programme had enabled. They also identified ongoing challenges such as building the understanding that play could be *“used as a tool”* so that health professionals made the *“mental link”* needed to use Bookbug activities to achieve what they need to do, rather than approaching their work with families from a more clinical perspective. Solutions to this were seen as being training for student health visitors in order that they embed this approach in their practice from the start, and supporting managerial staff to see the value of it so that they would encourage their teams.
- 2.50 The challenge of really ensuring that the opportunities available to children through Bookbug were available to all was also described, with some groups identified as potentially being on the fringe and needing to be targeted; *“if children are between two homes, if they are being looked after by foster carers or kinship carers or if parents are in homeless accommodation.”*



3. Impact on children and families

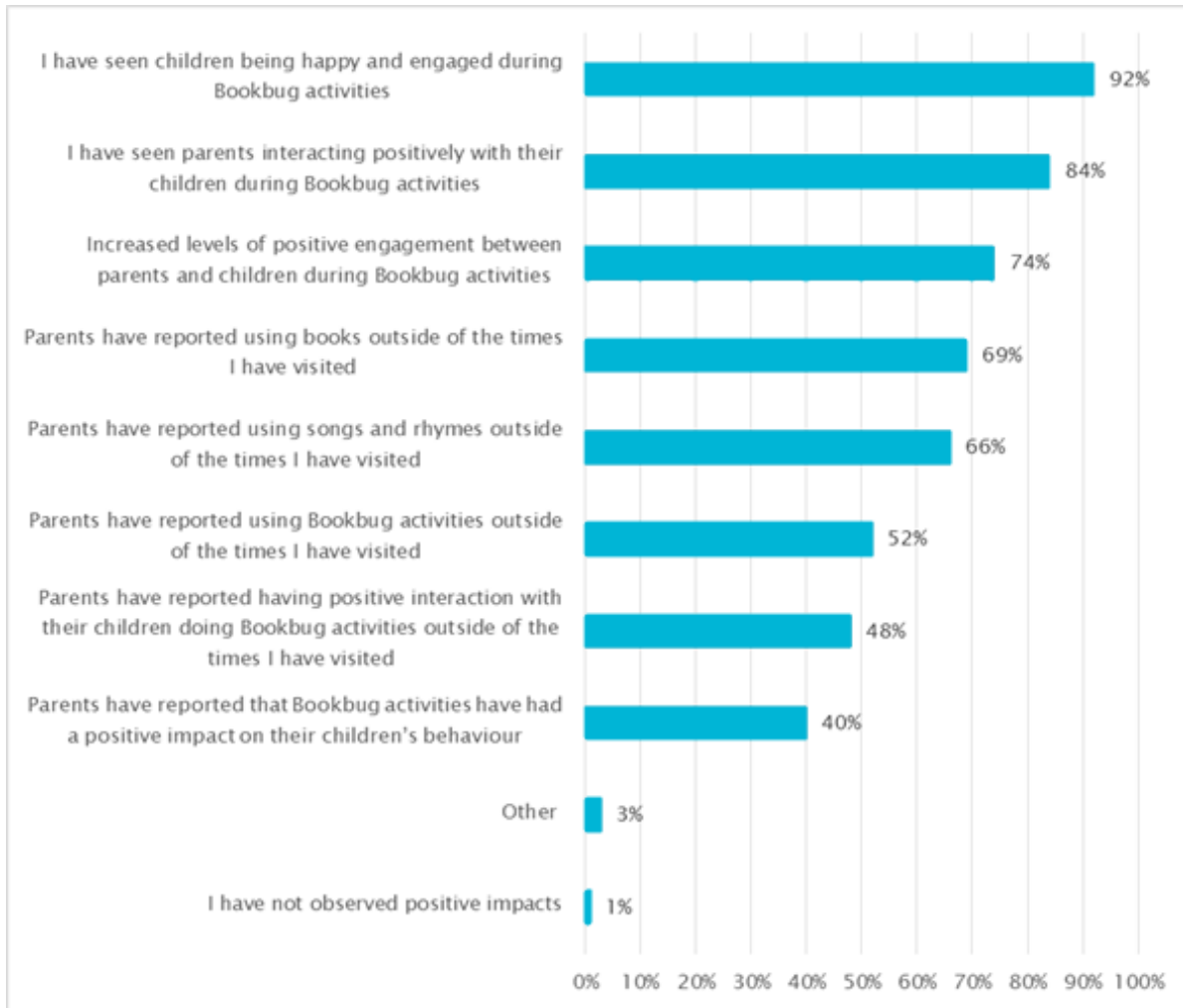
Headlines from this chapter

- One of the reasons Bookbug for the Home is so effective, is that it enables key skills to be cascaded down from professionals to parents to children.
- Parents are learning new skills, are feeling newly equipped to introduce routines to sometimes challenging situations, and overall, making simple yet far-reaching changes to the way in which family life is conducted.
- Bookbug for the Home is continuing to succeed in sign-posting, encouraging and better equipping some families to use other services.

- 3.1 In this chapter we give an overview of the impact of Bookbug activities on children and parents separately, on changes in their interaction with each other, and on sustained changes to behaviour resulting from Bookbug activities.



Figure 3.1: Bookbug's impact on families (n=159)



3.2 The majority of respondents who have used Bookbug activities in the home during this evaluation period have observed positive impacts and changes to behaviour within families as a result of introducing Bookbug activities in the home, building on findings from the previous evaluations (Figure 3.1).

Impact on children

Engaging children

3.3 We sought to establish the response of children to Bookbug activities, and overwhelmingly interviewees described this reaction as being very positive. The vast majority of respondents (147, 92%) reported that they had observed children being happy and engaged during Bookbug activities.



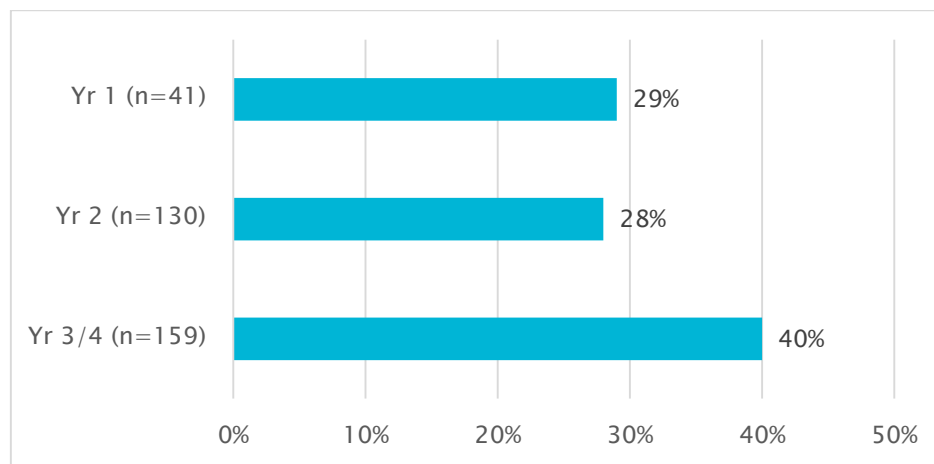
“In particular a family where they considered their child disruptive and destructive – where there was no access to books or time spent with such. I utilised baby Bookbug and nursery (as it was age appropriate to sibling in the house) and mum was amazed when the child not only read and re-read their book but eagerly read and shared the baby options with the baby.” (Home School Link Worker).

“I introduced it to a family where the children enjoyed stories with myself. I was encouraging the children with nursery rhymes, they were really excited. I encouraged mum to join in...when she sang the children looked gobsmacked. Mum admitted that she never sang to the children, they were 4 and 2 years old.” (Member of health team)

Improving behaviour and development

- 3.4 Forty per cent of survey respondents (63) said that parents had reported improved behaviour as a result of Bookbug Sessions (this was up from 28% in Year 2 and 29% in Year 1, as illustrated in Figure 3.2).

Figure 3.2: Respondents who reported improved behaviour



- 3.5 Some of the clearest examples of behaviour change identified during this evaluation have come from case studies (Appendix 3) where parents and practitioners describe the ways in which their children now engage positively with books, feel comfortable singing despite issues of confidence, are able to sit and concentrate, comply with routines and have developed language and improved communication with parents and sometimes with siblings.

Impact on parents

- 3.6 The evaluation also sought to establish the impact which Bookbug activities had on parents and found that they provided an opportunity to see activities in practice and their effect on



children, thereby inspiring and encouraging them that these were worthwhile and worth the 'cost' of overcoming issues of confidence or embarrassment.

- 3.7 The commonly described reluctance of many parents to take part initially, the lack of confidence they show in interacting with their children, and the lack of knowledge of the value of doing so are strong evidence of the need for easy-to-use activities and resources for early years professionals to pass on to families. One of the reasons that the Bookbug for the Home model is so effective, is that it enables key skills to be cascaded down from professionals to parents and children.
- 3.8 As has been found in previous years, equipping early years professionals, giving them confidence to introduce Bookbug and to role model what parents can do, results in parents being supported to interact with their children in ways they have not done before. As noted earlier, one of the clearest results of this evaluation is the 99% of respondents (157) who had introduced Bookbug for the Home sessions who said that they were effective at encouraging parents to do more talking, book sharing and singing with their children.

"I worked with a family where both parents had a learning difficulties and lacked confidence. They felt more relaxed after I had modelled ways they could engage with their children."
(Early Years Support Worker)

"A parent of one family I do Bookbug with had never read a book to her children (6 and 1 year old). Mum didn't feel confident and mentioned she felt a little silly. After three weeks of Bookbug she had the confidence to read a book to her children and even use different voices which made her children laugh, and as she saw how much her kids loved this and the joy on their faces it gave her more determination to read books every night before bed. It has helped with their bedtime routine."

(Family Support Worker)

"Where a child spends a lot of time on ipad and mum not knowing how to introduce a story positively, using the Bookbug [doll] allowed a way to get the child's interest and help with interaction when mum was encouraged to join in." (Local Authority staff member)

- 3.9 We asked about whether parents' behaviour changes and whether they continue with Bookbug activities when practitioners are not there to initiate them. We found that around two-thirds of parents have reported using books (109, 69%) or songs and rhymes (105, 66%) when the practitioner is absent as a result of Bookbug activities. These were very slightly higher than those found in Year 2, when 60% said they used books and 62% songs and rhymes.



“Parents have said how much children enjoyed the activities and were asking for stories at home.” (Local Authority staff member)

“Parents have introduced story time into bedtime routine.” (Family Support Worker)

“Parents telling me their children don’t like books and would break these. By showing them how reading books together can be positive the children have gained more access to books.” (Early Years Support Worker)

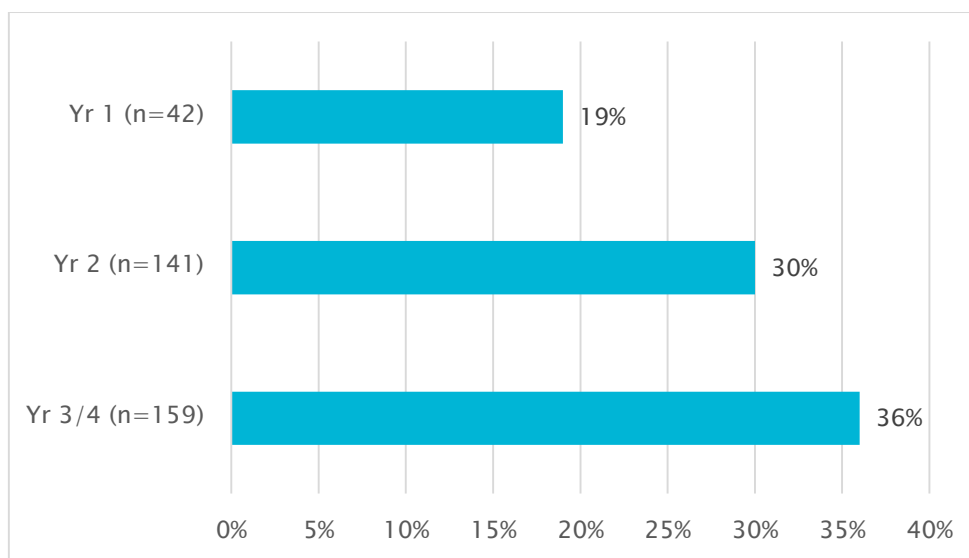
Impact on parent–child interaction

- 3.10 The vast majority of respondents (134, 84%) reported that they had seen parents interacting positively with children during Bookbug activities, while three quarters (117, 74%) said that there were increased levels of engagement between parents and children during Bookbug activities.
- 3.11 The case studies developed through the evaluation (see Appendix 3) provide strong evidence of parents experiencing very positive changes for themselves as a result of Bookbug activities, and positive changes in the way they interact with their child. We heard of examples of parents playing with and communicating with their children in new ways, both in the home and in the course of everyday life. We heard other examples of parents coming to understand the need for and impact of emphasis as they read books with their children, of learning how songs or books can be themed and linked with other play activities, of feeling newly equipped to introduce routines to sometimes challenging situations, and overall of making simple yet far-reaching changes to the way in which family life is conducted.

4. Impact on families' use of services

- 4.1 One of the original aims of Bookbug for the Home was to encourage parents to engage more with local services in order that this might further support the development of their child and encourage positive family interaction. The evaluation sought to establish whether Bookbug activities in the home had led to any change in use of local services including public Bookbug Sessions, libraries and other support services for families with young children.
- 4.2 Our survey found that just over a third of respondents (57, 36%) have **accompanied** families they work with to a public Bookbug Session as a result of Bookbug in the Home (up from 30% in Year 2 and 19% in Year 1, as shown in Figure 4.1).

Figure 4.1: Trainees who reported accompanying families to a public Bookbug Session



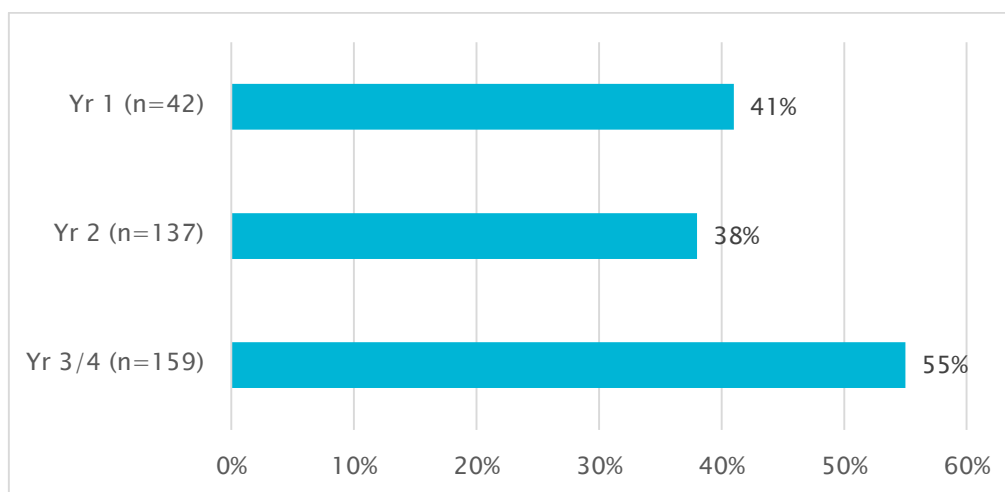
- 4.3 We asked respondents who had taken families to a public Bookbug Session to indicate how many families they had done this with. Responses ranged from one to 50, with an average of 5.9 per worker (up from 2.9 in Year 2).
- 4.4 The main reason for early years practitioners saying that they had not taken families to a public Bookbug Session continues to be a lack of time on the practitioner's behalf due to pressures of case load or that it is not seen as a legitimate element of their role. Other reasons include those referred to in previous evaluations:
- the family is perceived as lacking sufficient confidence to attend a group;
 - there is not a local session available;



- the family is not willing to attend; and
- some families already attend public Bookbug Sessions.

4.5 There has also been an increase in the proportion of trainees who reported that families they work with have attended a public Bookbug Session **on their own** as a result of receiving Bookbug activities in the home. Figure 4.2 illustrates that over half (88, 55%) of respondents in Year 3/4 reported that families had attended a public Bookbug Session on their own (up from 41% in Year 1 and 38% in Year 2)).

Figure 4.2: Trainees who reported that families attended a public Bookbug Session on their own



4.6 We asked respondents to indicate how many families had reported attending a public Bookbug Session on their own. Responses ranged from one to 15, with an average of 3.1 per worker (very slightly lower than last year (3.2)).

4.7 We asked an additional question this year to establish whether professionals and families had found public Bookbug Sessions welcoming - the vast majority (97, 94%) who had taken families to public Bookbug Sessions confirmed that they were. There were many positive comments relating to this question highlighting the important role of library staff and of there being a positive welcoming attitude towards newcomers (parents and children).

“The local librarians/staff in both libraries were very welcoming and seemed genuinely pleased to see the families attending.” (Teacher)

“The library staff were very welcoming and took time at the end of the session to provide the family and myself with information on Bookbug and other events he thought we would be interested in. He always makes it clear that families are welcome back.” (Early Years Support Worker)



"They were very proactive in ensuring one of my children who had a meltdown was still included in the activities while keeping the other children interested." (Local Authority staff member)

"I have found that the families I work with have felt that the stigma is left at the door. They may be apprehensive the first time we go but it slowly fades. I can see them enjoying themselves and being interested in what their child/children are doing during the session. Not worrying or feeling judged by other adults in the room. It is always great to hear parents I work with talking about how much their little one enjoyed the session and what they feel their child got from it. It's then I feel there has been a little breakthrough and they are beginning to understand just how important looking through books, bursting into song, talking about what they see in a picture all is."

(Early Years Support Worker)

- 4.8 There were a very small number of negative comments in relation to this question, with comments about other mums not speaking to those attending, variable confidence of library staff in leading sessions, the busy-ness of some public sessions and Bookbug Sessions which have booking systems which feel difficult to navigate for newcomers or for those with a low level of organisational skills.
- 4.9 Just under a third of practitioners (47, 30%) who had introduced Bookbug activities in the home reported that families they work with had engaged with other services as a result of Bookbug (up from 22% in Year 2). These services include libraries, health services, toddler groups, nurseries and third sector support. Some of this was reported as relating to people having a greater level of confidence in engaging with other people as a result of Bookbug activities (at home or public sessions). This suggests that the Bookbug for the Home model continues to succeed in signposting, encouraging and better equipping some families to use other services.

"A few have gone on to attend parent and toddler groups as they have met with other parents at Bookbug Sessions." (Family Support Worker)

"One mum said she has found new confidence in herself and has given her a boost to talk to other parents in the nursery her son attends." (Family Support Worker)

"I think some families have felt more comfortable engaging in songs, stories and rhymes in pre-school settings etc." (Local Authority staff member)

"Some of my families have registered at the library which they would not have done before." (Family Support Worker)



5. Conclusions

- 5.1 This Year 3/4 evaluation of the Outreach Programme - Bookbug for the Home has found clear evidence of its positive impact building on the solid foundations laid down in Years 1 and 2. This is shown in the continued growth in the number of early years practitioners using the Bookbug activities they have been trained in, the long-term impact on their practice and the way in which Bookbug activities have become fully integrated into their own work and the work of their organisations. In addition, we have found evidence of the impact on local areas where Bookbug has become a shared responsibility across different sectors and an initiative which is recognised as having a key part to play in early years development.
- 5.2 The evaluation of the early stages of the Outreach Programme after Year 1 concluded that effective training and resources had been developed and that there were early signs that early years professionals were being mobilised to work differently with positive results for families. This steady growth has been maintained as the programme has been implemented around Scotland resulting in a diverse range of early years professionals being trained with the vast majority reporting the subsequent value of Bookbug in their work with families.
- 5.3 A major success of the programme has been in opening up the opportunity for new people to learn about and take ownership of the Bookbug ethos, activities and brand. Whereas previously the perception of Bookbug was mostly limited to sessions being run in libraries and to the distribution of Bookbug Bags, the Outreach Programme has achieved significant involvement from health, social care, education and third sector staff and volunteers, with highly popular training which equips these practitioners in different ways:
- Increasing their confidence to introduce activities, even when parents seem reluctant or the home environment, or issues faced by the family initially appear uncondusive;
 - Increasing their knowledge of the value of talking, singing, rhyming and reading in relation to brain development and positive interaction;
 - Equipping them with practical skills to role model simple activities which parents can adopt;
 - Equipping them with practical resources to use in delivering their own Bookbug Sessions; and
 - Providing a network of people who have been Bookbug trained with whom experience can be shared.

The result of all of these and a lasting legacy of the programme is that the parents who have benefited from the changed practice of early years practitioners have been positively influenced to engage more effectively with their children.



- 5.4 Virtually all of those who have introduced Bookbug Sessions believe the approach to be effective at encouraging parents to do more talking, book sharing and singing with their children, and the vast majority of those introducing these activities in their work with families say that the approach has impacted positively on their professional practice with many positive examples of parents being encouraged to adopt new ways of interacting with their children.
- 5.5 Consistent with previous evaluations, the findings this year are that the success of Bookbug for the Home is significantly helped by its flexibility, its easy-to-use resources (which often have an immediate and positive impact), its visible impact (as parents see their child react positively) and the way in which the programme provides an opportunity to discuss the potentially complex issue of brain development through fun activities. The overwhelming majority of those who have introduced Bookbug say that they are able to convince parents of the benefits of the approach, through modelling and informing parents about behaviours which are beneficial for children's development, showing what resources can be used in the home, and increasing parents' confidence in interacting with their child.
- 5.6 Through the case studies, the evaluation has found strong examples of Bookbug activities influencing parents' appreciation of the value of closer interaction with their child and how this can be achieved. The diverse examples show parents who feel that they have found their identity as a parent through Bookbug, those who now get alongside their child in a far more intimate, animated and engaged way than they would otherwise have done, those whose confidence has been sufficiently raised to get involved in other community opportunities, and those who have found a way of creating positive boundaries and routines which have improved family life.
- 5.7 This evaluation found that most of the same challenges identified early on in the Outreach Programme continue to be present four years on, namely staff being trained who do not always have regular face-to-face or home-based contact with vulnerable families, but this number is now very small. There is now a suite of training opportunities to meet local needs and match the settings in which professionals are working with families. Furthermore, it remains a challenge for some early years practitioners to prioritise Bookbug activities alongside other demands of working with families. However, there are also many examples of how Bookbug's flexibility enables even small amounts of input to families in demanding settings, and even the majority of those who have not used their training say that they will do at some point. At the very least with this group it has raised the profile of the value and potential of Bookbug, and means that people are more familiar with the ethos, purpose and brand.
- 5.8 Scottish Book Trust believes that Bookbug is an activity which links strongly to the early years context in Scotland, to preventative work and to the shared vision of the Scottish Government *"to make Scotland the best place in the world to grow up in by improving*



outcomes and reducing inequalities for all babies, children, mothers, fathers and families across Scotland to ensure that all children have the best start in life and are ready to succeed.” We have found clear evidence of the relevance of Bookbug for the Home to the work of early years professionals, as it both complements their everyday practice and links to wider early years strategies and initiatives aimed at improving the life chances of children.

- 5.9 In addition to the changes to individuals’ practice, the evaluation has found evidence of the way in which the Outreach Programme has made changes to early years provision in different Local Authority areas, by training often large cohorts of practitioners in Bookbug delivery, by providing early years practitioners from different sectors with a common tool (and language), and by greatly increasing the accessibility of Bookbug in a given area. Practitioners are better able to see and understand how their role in supporting families fits in with other teams, departments and organisations across their Local Authority, and the community that’s being created allows for greater consistency and improved communication between services.
- 5.10 As the Outreach Programme continues to evolve beyond its initial 4-year implementation period, it is clear that it has created a significant resource of newly trained practitioners who are now active in introducing important activities which stimulate parental interaction with babies and young children as part of their wider work in supporting families. There is clear evidence that this is happening with families who would not have understood the value of these activities before, and with professionals who would not have been equipped to communicate in this way. These activities have led to some of these families getting involved in public Bookbug Sessions as well as engaging with other services which support parenting and family and child development.
- 5.11 Specific groups identified by trainees as a priority audience for this approach (such as foster carers, adoptive parents and families affected by imprisonment) have already become a focus of SBT’s expansion of this programme. Since February 2014 a tailored version of Bookbug for the Home training has been offered to closed groups of foster carers and adopters, with these audiences being actively targeted through steering group contacts. Furthermore, the Outreach Programme continues to build new relationships with prisons across Scotland including Addiewell, Polmont, Barlinnie, Grampian, Shotts and Dumfries, supporting them with training, resources and in several cases enabling participation in other programmes such as Story Book Dads by selecting and supplying the necessary book stock. The programme remains committed to seeking out new audiences who would benefit from Bookbug for the Home interactions, such as newly arrived Syrian refugees, those in temporary housing, families confined to military bases and the traveller community.
- 5.12 Changed practice in working with families is clearly embedded for many who have received Bookbug for the Home training, and we can therefore expect some of the impacts to be sustained into the future. However, there are questions about the extent to which this can be



achieved as there is a need for the ongoing delivery of Bookbug for the Home training for new staff or those who have not yet accessed training in order to maintain momentum rather than cap the programme at this point. Ongoing opportunities to share practice and ideas for those who have been trained would also give the best opportunity for the investment made to date to be most effective. In addition, there remains potential for some areas such as Glasgow and Falkirk to engage more fully with the programme than they do currently, and these opportunities should continue to be pursued.

- 5.13 On a larger scale there is the issue of potential restrictions and cutbacks experienced by community and family support services and by libraries. Given that the Outreach Programme is partly being delivered through family support services and seeks, where possible, to link families with local community resources such as libraries, then any limitation of these services threatens the fuller effectiveness of what Bookbug for the Home can achieve. Similarly, the aim of the programme to encourage families into libraries to benefit from not just public Bookbug Sessions but also the whole range of other services available there, cannot be achieved if funding cuts continue to result in the loss of qualified librarians and the closure of public libraries.



Appendix 1 – Bookbug for the Home Trainees and survey respondents by sector

Sector	Number of trainees	% of trainees	Number of survey respondents	% of survey respondents
Third Sector	1008	34%	75	35%
Local Authority	595	20%	81	38%
Health	590	20%	48	22%
Education			11	5%
Other	787	26%		
Total	2980	100%	215	100%



Appendix 2 – Bookbug for the Home trainees & survey Respondents by Local Authority

Local Authority	No. of trainees to date (31/04/16)	% of trainees	Number of survey respondents	% of survey respondents
Aberdeen	50	2%	6	3%
Aberdeenshire	73	2%	11	5%
Angus	113	4%	5	2%
Argyll & Bute	108	4%	8	4%
Clackmannanshire	31	1%	0	0%
Comhairle nan Eilean Siar	25	1%	2	1%
Dumfries & Galloway	55	2%	7	3%
Dundee	219	7%	6	3%
East Ayrshire	68	2%	5	2%
East Dunbartonshire	31	1%	1	0%
East Lothian	70	2%	7	3%
East Renfrewshire	64	2%	4	2%
Edinburgh	336	11%	17	8%
Falkirk	28	1%	0	0%
Fife	155	5%	14	7%
Glasgow South	273	9%	21	10%
Highland	117	4%	8	4%
Inverclyde	70	2%	3	1%
Midlothian	42	1%	3	1%
Moray	63	2%	7	3%
North Ayrshire	64	2%	5	2%
North Lanarkshire	230	8%	14	7%
Orkney	20	1%	1	0%
Perth & Kinross	59	2%	6	3%
Renfrewshire	198	7%	21	10%
Scottish Borders	60	2%	9	4%
Shetland	6	0%	1	0%
South Ayrshire	49	2%	1	0%
South Lanarkshire	141	5%	8	4%
Stirling	16	1%	2	1%
West Dunbartonshire	30	1%	5	2%
West Lothian	97	3%	7	3%
Unknown	19	1%		
Total	2,980	100%	215	100%*

*Note: The figures in this column do not total 100 exactly due to rounding.



Appendix 3 - Bookbug Case Studies

Bookbug for the Home in Action



Case Study 1

Corsehill Nursery

“You can wonder ‘am I doing a good enough job?’- then you come to Bookbug and you see how happy your child is and then you bring that into the home.”

Background Information

The Senior Early Years Practitioner came into post in 2014, bringing experience of Bookbug Sessions from a previous role in another establishment. Having seen the value of it and finding a supportive environment to roll it out further she sought to expand the use and role of Bookbug at Corsehill Nursery. Around the same time one of the Early Years Practitioners had attended Bookbug for the Home training and there was, therefore, an increased resource of trained staff and a willingness to incorporate Bookbug across the nursery’s involvement with children and parents. This case study involved interviews with the two staff referred to above and a discussion with seven parents.

The place of Bookbug at Corsehill Nursery

Staff described a desire to fit Bookbug activities into the working practice at Corsehill so that *“it becomes the norm”* and is not restricted, for example, to an eight week block; *“It wouldn’t have the same impact if we did it in blocks.”* The aim is that it *“ties into everything else which we were doing in nursery. It’s there all the time. We are promoting interaction with the children, improving their communication and language.”*

Establishing a parent group has been a key element as this group is regularly involved in Bookbug activities and the parents have become strong advocates of the approach.

The nursery had also introduced pre-admission home visits where a key worker meets with parent and child before they begin nursery. This has been a new way of working as staff had not previously gone out to visit families at home. Having experienced Bookbug for the Home training (described as *“fabulous”*) the Early Years Practitioner had brought Bookbug activities into these visits. Initially there was a thought that after home visiting they would be able to encourage parents to come to a nursery-based Bookbug Session, but there is recognition that this *“doesn’t have to happen”*. From the nursery’s point of view these visits are now seen as important ways to learn about families – *“we find out a lot more”*.

The nursery had also made some physical changes, setting up a Bookbug zone in the cloakroom. This provided a way to show parents what was happening and also tied in with providing a lending library. Parents talked of the value of the user-friendly nature of this facility; *“It’s there when you want*



- *it's open and flexible.*" This has proved important in enabling siblings of pupils at the nursery to also take part in Bookbug activities, which both parents and practitioners encourage.

Parents' previous experience of Bookbug

The parents' perception of Bookbug Sessions, from what they understood of those held at the local library, was that children needed to sit quietly. Through Bookbug interactions at nursery, they have realised that the aim is to have a more creative and interactive environment.

Parents described the difficulties they had experienced with library-based Bookbug Sessions:

"I used to take the kids down [to the library] – I didn't like it – people were studying and getting distracted."

"It can be a bit overwhelming having to keep quiet."

"No mum, dad or parent wants to take a child to a place where they [the parent] get stressed. My kids would be screaming or ripping books – it was too stressful."

In contrast to this, the parents described activities within the nursery environment very differently.

"You open up."

"Everything is calm. We can relax."

Bookbug Sessions

Staff described a flexible approach to planning and running Bookbug Sessions without following a fixed format; *"We do each bit for as long as we need to. If the interest in it stops – we stop"*. Whilst remaining flexible, staff noted that some children like the structure every week - *"some things you need to keep the same"*, and certain elements were seen as essential – *"Wheels on the Bus is crucial!"*

The parents also commented on the format of Bookbug Sessions describing them as *"structured but unstructured"*. They also noted the importance of *"movement rather than sitting reading"*, as well as commenting that the children enjoy it as *"they can take control"*.

Staff commented that people can be quite traditional, resulting in the fact that *"new songs can be harder to introduce"* but that there was also freedom to try things out - *"it's all trial and error – that's what's good about it"*, and that there is acceptance of the leaders and the content they introduce - *"you can't do anything wrong."*



Overall impact on practice

Staff commented on the impact of Bookbug across much of their work. *“It has really changed our practice. It’s made us look at things in a totally different way.”*

As well as incorporating Bookbug principles and activities into the day to day life of the nursery, there was also an impact on one-off events. They described an activity in the local park (a Gruffalo hunt) which they had organised for families - *“We wouldn’t have done an event like that before.”*

They also identified that having a stronger profile for Bookbug had also changed the way in which Bookbug Bags were gifted, with the nursery now gifting the Pirate Pack at ‘graduation’ as the children move from nursery to Primary School.

“It means more to them now.”

“I remember them [Bookbug Bags] coming but we didn’t do anything with them. It’s different now – there’s a purpose to the bags”.

Parents described a new understanding of what they could do with their child’s Pirate Pack. *“We didn’t know how to use them. Bookbug made us more aware of it.”*

Looking to the future

Staff described a level of confidence they had that Bookbug had a strong role to play in the work of the nursery in the future.

“I know how this is going to pan out – it’s a natural fit.”

“It won’t stop here. We have gone Bookbug crazy this year.”

More specifically the nursery’s plans included running a big Bookbug Session early on in the new term, to raise its profile and gain more interest from parents with a message that “Bookbug is easy to do and fun”, to run Bookbug related events around transition, and to explore how Bookbug could be used in relation to FAST (Families and Schools Together – programme supporting learning at home).

The Senior Early Years Practitioner said that she *“would like every member of staff trained, that we would be doing ‘stay and play’ sessions with parents, and that Bookbug becomes part of our day and a big way of breaking down barriers.”*

Parents also recognised future possibilities which they could be involved in which would promote Bookbug and its benefits to other parents; *“We could go to Mother and Toddler groups – it would be good transition.”*



Behaviour change

Parents

Staff commented on the ways in which parents had changed as they got involved in Bookbug Sessions over a period of weeks.

“Parents started off sitting on chairs – then they got on the floor and were singing as much as the kids were singing.”

“I saw a mum starting to do “what’s in the bag today?” all by herself. She took control of a Bookbug Session.”

On a practical level staff noted that some parents thought that they “would have to buy books” but have learned about the Bookbug resources that are available (gifting bags) as well as making use of the nursery’s lending library.

Parents described the way they had previously engaged with books and reading and how Bookbug activities had made a difference to how they presented or interpreted a book for their child.

“I was never one for reading books – it was boredom – I didn’t know how to read it. Now I get it. Putting enthusiasm into it.”

“I wouldn’t have known how to make it visual. [Using a Bookbug approach] It’s more creative. You might be reading about rolling a stone and you could use playdough.”

“Before I wouldn’t have involved the child in telling the story.”

Parents also noted how they used songs learned through Bookbug activities in everyday situations. Their Bookbug experience helps these songs be closer to the surface and give parents and children a strong way of connecting outside a formal Bookbug Session but using the same content.

“We are out shopping and they see a star-shape and sing ‘Twinkle Twinkle’.”

“They are in the bath and sing ‘I’m a little turtle.’”

Parents also talked about the way in which some routines with their children had changed for the better, with reading being introduced at bedtime. Another referred to the encouragement gained from Bookbug activities and the impact on their personal confidence as a parent resulting from this.

“It’s definitely changed the way I do bedtime routines. Before they would have watched a DVD. Now they read books.”

“It’s nice to have something like reading at night – it’s precious.”

“It gave me confidence – I thought “This is what I can do” – you can feel proud of yourself. You can wonder “am I doing a good enough job?” – then you come to Bookbug and you see how



happy your child is and then you bring that into the home. You're not just bringing them to a club, you're bringing it home with you."

Children

Parents also described how they believed Bookbug activities made a connection and had an important role to play for their children.

"When you get this teddy [Bookbug doll], it's opening up their imagination. As soon as they see that teddy, it's a visual thing."

"It's language, speech and imagination."

"It gets them used to that group of children."

Some described specific behavioural changes resulting from Bookbug.

"The kids are learning a lot. It takes time but they are learning patience and turn taking."

"My kids would rip books up. His development skills are up."

Some parents also spoke about the impact Bookbug has had on the speech and language development of their child, who had been struggling with this prior to their involvement in Bookbug Sessions.

Summary

This case study shows how Bookbug affects both organisations and individuals. In this case the nursery has found an ethos combined with a set of activities and resources which fits in with their efforts to provide a positive play and educational experience for young children. However it has also provided them with a way to positively engage with parents, offering opportunities for parents to engage with their children in ways which can be sustained at home.

The parents confirm that there is a positive impact for them with changed attitudes to reading books with children and to other ways of engaging with them, and new confidence in their role as parents.



Case Study 2

The Ellis Family

“I feel like a mum for the first time”

Background

Kirsty Ellis, her partner Davy and their son Max (3) live in a town in Ayrshire. Kirsty is a full time mum and Davy who is currently out of work is involved in voluntary work at the local nursery school. The case study is based on an interview with Kirsty and Davy and with the Early Years Practitioner, Ros, from the nursery, who had delivered Bookbug for the Home for Kirsty and Max every week for around five months when Max was aged two.

How did the Ellis family get involved in Bookbug

The Ellis family got involved in Bookbug for the Home after Max started nursery. Early Years Practitioner, Ros, felt that Bookbug for the Home was the ideal approach for Kirsty and Max. She was aware that Kirsty appeared to have a low level of interaction with Max, was finding it difficult to leave home and wasn't engaging with other parents at nursery. Overall she was *“down on herself”*.

Kirsty referred to issues she had experienced during her schooling which were the root of her having a low level of confidence going into adulthood. Latterly the difficult delivery of her baby Max led to Kirsty having ongoing disability caused by permanent nerve damage and this severely affected her early experience of motherhood. There were many things she was physically unable to do at that stage and she subsequently experienced post-natal depression. She became isolated and described how she did not develop much of a relationship with her son.

Kirsty said that she decided to accept the offer of Bookbug for the Home because *“I knew I wanted to do something about how I was feeling.”*

The fact that Bookbug was offered in her home, *“a safe environment”* as she called it, was key to her getting involved – *“I would not have considered coming in [to the nursery]”*. The other thing was that being able to trust the staff member involved was *“crucial”*. Kirsty had experienced involvement from other organisations coming into her home but found she felt like she was being judged and being told how to look after her son. This had not happened with the way that Bookbug for the Home had been offered or delivered.



Behaviour change

Parent and child

Ros took the approach of not aiming for a particular end point but rather being aware that Bookbug was “*valuable in itself*”. To begin with she felt that just doing some of the activities in the house was a positive start without having high expectations of interaction; “*This is what I’m here for, just about him hearing me.*” Ultimately her hope over time was that Max’s interest would encourage involvement from Kirsty and that this would give them new activities to do together.

Ros built on this low key approach which she described as “*drip feeding little bits*”. Max’s positive reaction to Bookbug activities became an important factor in Kirsty getting involved, who said, “*The very first time you think ‘the wean’s enjoying it - why can’t I do that?’*”

How was Bookbug delivered?

Ros said that her Bookbug Sessions in the home were “*never planned*” other than always doing the hello and goodbye songs, and including singing and a book. She reflected on the need for patience as it can take time for the child to engage in more settled activities, “*It was a few months before he was sitting down.*”

She used the bag and introduced some new things each time as “*surprise elements*” which gave “*something to build on.*” However, she also noted that “*if something was missing he would know and I wouldn’t make that mistake again*” and “*you couldn’t have a Bookbug Session without doing ‘5 Monkeys on the Bed’*”.

Ros said her attitude was to “*persevere, persevere*”, gradually involving Kirsty, sometimes through Max. “*I’d say ‘Will we ask mummy?’ and depending on the reaction I would know whether to ask again.*” She also noted the importance of “*picking your moments*” – “*if I noticed her taking the lycra, then the following week I could do that again.*” Ros noted the importance of praising the parent. When Max got a sticker at the end, she would encourage him to give one to his Mum as well, “*reiterating to the child that the parent is involved.*”

At times they had taken the opportunity to link Bookbug to “*things they can do together as a family*”, like mask-making, colouring in or taking photos of sessions. They did this when Max received his Bookbug Pirate Pack at nursery.

With home sessions working well, Kirsty took the big step with Max of attending a Bookbug Session in the nursery - “*It wasn’t as bad as I thought.*” This has since led to her socialising with other parents at nursery. She also attended a public Bookbug Session “*I would never ever have seen myself doing that.*”



How did the family benefit?

The impact has been huge for Kirsty as she now interacts with Max completely differently. *"I used to see my mum sing and talk to him – I didn't feel like a mum".* Kirsty reflects that after Max's birth she feels that she did not bond with him but Bookbug has helped her to resolve this. *"I never got the bond but having the confidence to sing and read makes you feel like a mother."* Her overriding feeling of the impact of Bookbug is that *"It makes you feel like a Mum."*

"Now I just sing, read stories and emphasise words. It's brought my confidence right up. I've never felt like a mother before because of my disability - now I've got a bond."

Ros confirms this. *"Max is a much happier wee boy. Before mum's anxiety was to the fore. She wasn't coming in with a natural loving bond. It shines now."* She went on to say that Max is *"a confident little boy"* and that *"it's not been too late which the mum had thought."*

Kirsty had had some concerns about Max's language development however through Bookbug and his involvement at nursery she saw him change a lot and saw his speech develop. *"Now he sings songs to me. I need to go into the nursery and ask what the song is so we can sing it at home. He's a lot more confident."*

The other big impact on Kirsty is on her isolation. She reflected that without the intervention she has experienced life would be very different, *"I'd still be in the house"*. In contrast she has got involved at the nursery and now has social connections there. *"Now I'll come along during the week and stay in the parent room. It's helped me talk to other parents.* Before she said that she would have quickly dropped her son off but wouldn't have come in and would have returned home.

How did Bookbug impact on the staff member and the organisation?

The nursery were already looking for ways of integrating Bookbug into as many activities as possible. Bookbug for the Home has been a good extension to this.

Ros has found encouragement from this first use of Bookbug within a home setting; *"It's humbling to see it – it's so simple but so huge. It doesn't seem a lot but it did mean a lot."*

As a result, she is now starting to use Bookbug for the Home with other families and described this approach as her passion. *"Bookbug is great but Bookbug for the Home is so fulfilling - to see them in their home environment building up trust and relationship."*



Summary

This case study illustrates the beneficial impact of Bookbug for the Home on a parent who has experienced difficulties including disabilities and post-natal depression, and who was socially isolated and having problems interacting and bonding with their child.

The Bookbug for the Home sessions led to improvements in Kirsty's confidence as a mother, and this helped to improve the bond and interaction between mother and son.

Kirsty's isolation also improved. She has attended nursery and public Bookbug sessions and engages with other parents in the nursery socially which she would not have done previously.

There have also been improvements in Max's happiness, confidence and language development - Kirsty said *"now he sings songs to me... he's a lot more confident"*.

Delivering the Bookbug sessions in Kirsty's home was critical to the success of the programme for Kirsty – her home was a *"safe environment"* and she would not had the confidence to consider coming in to the nursery to take part in a Bookbug session. The Bookbug practitioner also noted the importance of taking a patient and sensitive approach to the sessions, involving Kirsty when it seemed appropriate and introducing activities which the family could do together on their own, such as mask-making and colouring-in.



Case Study 3

The White Family

“The ideas always came home and we did them as a family”

Background

Cerys White and her partner Steve live in Inverclyde and are foster carers. Since spring 2015 they have been fostering two girls Sasha (5) and Mia (3) who are half-sisters. The girls attend school and nursery respectively and although the process is underway to find them an adoptive home this may take some time. Cerys is a full time foster carer, having previously undertaken this role part-time. She also offers many years' experience of work within a social work setting working with children with additional support needs.

How did the White family get involved in Bookbug?

One of the main issues facing Cerys and Steve when the girls moved in was that neither Sasha or Mia had much in the way of language development. Even Sasha who was four at the time *“might have had twenty words”*. The lack of language affected the way that the girls were able to interact with others and meant that they lacked confidence in social situations.

This meant that whilst attending public Bookbug Sessions was an achievable thing to do, a large group was not the most constructive environment for them to be in as they could be reticent about taking part. In addition, the girls displayed signs of attachment issues, and Bookbug activities delivered in a safe environment were seen as *“providing a platform”* to work on that.

Bookbug for the Home was therefore offered on an individual basis in the nursery, delivered by an Early Years Co-ordinator.

Behaviour change

Parents

Cerys says that without being introduced to Bookbug she would have done some songs with the girls but that she *“didn't know 85% of the ones”* in the Bookbug activities she was introduced to. She has therefore gained new repertoire and also feels that as a result of seeing Bookbug activities demonstrated that she *“brings it to life more”*.

She has been able to begin to use Bookbug activities as a definite time for her and the girls and to use Bookbug activities as a tool to support the way she structures the girls' care, while also



understanding more about the importance of these activities in terms of improved attachment and language development.

In fact, based on this new found experience she is now keen to do Bookbug training herself in order to gain more ideas and confidence in this area, and potentially to then pass on skills to others, notably through support work with adoptive families.

Children

Cerys described that the girls had attachment issues which manifested in different ways. Sasha showed attention-seeking behaviour, was quite anxious and very nervous about physical activities. Meanwhile Mia didn't look for attention and had become immune to positive and negative comments and even maintaining eye contact was an issue.

There had been a number of benefits for both girls as a result of Bookbug activities.

The songs with physical activities had been a way for Sasha to learn safe physical contact and movement. Meanwhile Mia *"got involved straightaway"* and *"was physically jumping up and down with excitement."*

Cerys also noted that Sasha's anxiety meant that she really struggled with regulating her emotions, to the point that she could become physically sick. However, the ebb and flow of Bookbug activities where things can go *"faster, faster, then slower, slower"* had really helped with her *"regulation skills"*.

The importance of the songs in developing language also became clear; even if the children don't have the language to sing the songs they still enjoy taking part as they can *"play around with language"* and can *"do sounds and syllables"* along to the music. They also both developed confidence which enabled them to try new words. The family have a booklet with the songs in it and *"the girls will go and get that."* The girls have favourite songs because of the interactive element which each one brings; "Cross Cross" because it's tactile and "Grand Old Duke of York" with its marching.

A further advantage of specific Bookbug activities was the use of puppets. Cerys feels that being able to focus on these rather than on the child takes the pressure off the child; an activity can be done alongside and not face to face and this takes the focus and the pressure off them. This is particularly important with the girls having difficulty expressing themselves because of their lack of language.



How was Bookbug delivered?

Bookbug was delivered by an Early Years Co-ordinator at the local nursery most weeks over a four month period working with Cerys and Mia. (Sasha was only involved for a short time in these sessions before she started school. But Cerys used the activities she learnt about at home with Sasha.) Some of these sessions also had a focus on Messy Play, and all were delivered in the nursery family room, with a view to the activities then being used in the home. Each week there was different content but with a basic structure of a 'beginning, middle and end'.

How did the family benefit?

Although these personalised Bookbug Sessions were delivered at nursery, the benefit for the family was that *"the ideas always came home and we did them as a family."*

Cerys reflects that whilst she had always had books in the house, and might have sung with the girls, Bookbug has given her more variety to choose from and has helped to give these activities a more specific emphasis - a special time – *"the sitting down"*. Cerys uses it as *"a wee treat"*, and she believes that it has become an important form of attachment for the girls with her. It also allows her to promise this important time, for example telling Sasha that she needs ten minutes to get ready but promises that they would then do a Bookbug song together. This appears to give enough reassurance to Sasha that this time with Cerys is coming and she is willing to wait.

Bookbug activities had also been useful for Steve who had no particular experience with children. *"If he's stuck and can't think what to do then Bookbug gives something concrete."* This also works from the girls' point of view, as they know that they can get these activities which they like and which are important to them from Steve as well as from Cerys.

The activities have also been helpful in establishing routines – for example the fact that Bookbug Sessions have a clear end with a goodbye song has been a very helpful way to conclude the activities, such as at bedtime. Bookbug activities have also proved to be a successful option to keep the girls engaged in situations like in a waiting room where without rhymes or books to focus on they might be *"high as a kite"*.

They have also proved to be good activities which link the girls more positively with other children on playdates, overcoming a lack of confidence in language as all of the children with a range of abilities can enjoy Bookbug activities together.

Summary

This case study highlights the extreme situations that foster carers can face. Cerys and Steve received the girls into their home with just a few hours' notice and they have been there ever since



(for 10 months). They received little advance information and some of it subsequently proved to be incorrect.

The Bookbug activities had become an important way for Cerys to build relationships with both girls as well as the girls gaining important developmental opportunities and learning new ways of interacting.

In terms of the girls' future and in terms of Bookbug, Cerys was very clear that should they move on to an adoptive situation that they would be *"taking this with them"*. She felt that it would need to be made very clear to any future carer for the girls that Bookbug is something that they love and that is hugely important for them.

Reflecting on the preparation to be a foster carer, Cerys can see that the system assesses carers and does provide some training, but that much of this is theoretical (covering issues such as attachment, safer caring, people involved in a child's life). She feels that it is presenting what a situation may be like and is giving people the time to think through if they really want to do it.

What she believes is missing however is that *"nobody teaches you, nobody tells you what to do, for example if a child is not even looking at you."* To some extent there's an assumption that *"you have the skills"*. She thinks now however that the provision of Bookbug training and Bookbug resources for foster carers would be an extremely valuable addition to the core training offered by Local Authorities to foster carers.



Case Study 4

The Burnett Family

“...start with this little bag of magic.”

Background

Anne Burnett lives in Fife with her two adopted children Freya (13) and Harry (6). Anne is a former foster carer with experience of fostering dozens of children over many years. Anne's son Harry lives with the effects of foetal alcohol syndrome which result in him being impulsive and having a short attention span. Anne has a 25 year career background in social work and as part of her current role had completed Bookbug for the Home training. This offered her a perspective on the value of Bookbug activities within her own family setting, for use within her own professional practice and in terms of the potential value of it for foster carers.

How did the Burnett family get involved in Bookbug?

As a social work practitioner, Anne attended Bookbug for the Home training as part of a secondment role which had a focus on nurturing. She immediately saw the potential in a number of ways; for use on a personal basis at home with her adopted son Harry, for use within situations working with children at work, and for use in supporting foster carers in their care of children, based on her own extensive experience of fostering before becoming an adoptive parent.

What did Bookbug set out to achieve?

Bookbug was initially received by Anne as professional development but she then introduced it to the family home in an effort to help to establish stronger bonding time between herself and her younger child, to support bedtime routines and other practical situations such as leaving the house. This was done in an effort to bring some clearer structure to some of the practicalities of daily family life which had been proving difficult.

How was Bookbug delivered?

In this case Bookbug was not delivered by a professional bringing the activities into the family home over a set of sessions. Anne had received the training as a professional and then introduced Bookbug activities and resources into the family home in her role as an adoptive parent, using a Bookbug Bag as a permanent resource bag for the family and with the Bookbug doll becoming a toy which Harry could have (rather than being brought into the house by someone else).



Anne tried using the activities to bring a positive influence to different aspects of daily family life – getting ready to go out, routines such as tooth-brushing and going to bed, new ways of introducing a set time to sit together and new ways for Harry and his sister to engage with each other.

How did the family benefit?

Harry responded very dramatically to Bookbug immediately with the result that his behaviour has become significantly easier to manage over the four week period since the activities were introduced.

“Oh my God, the difference within the house with a lot of things.”

Anne has felt equipped with new resources and activities which Harry has connected with and this has led to daily situations becoming more straightforward; from Harry getting his shoes on, to going to bed. They have more defined times where they sit together and bond over Bookbug activities. Anne also described how it had *“taken the pressure off”* her daughter as Harry was now focused on the bag and the Bookbug doll. Her daughter had been able to read with Harry as well because this was an activity which he wanted and liked, and was one which was easy for her to deliver, rather than being faced with more non-specific demands for attention.

Behaviour change

Children

Anne describes that, in some regards, Harry functions at the age of three (he is six) in the way that he engages in activities or how he remembers and responds to instructions. This has the result that getting him to go *“from A to B”* can be *“incredibly difficult”*.

The Bookbug doll has been instrumental in positively changing his behaviour in these situations by *“giving him a visual cue.”* Anne said that she can ask Harry to *“show Bookbug how you brush your teeth”*. She notes that it’s like Harry has taken on a level of responsibility as he *“wants to teach Bookbug”*. Bedtime routines have become easier as well as Bookbug is a part of this, and Harry wants Bookbug to be involved as he talks to Bookbug and tells Bookbug about things.

Anne noted that Harry has *“hundreds of soft toys”* but because he received this one boxed for him, it has taken on special significance. Anne said it’s as though he thinks, *“It’s my box, my bear...this is mine”*. In addition, the tactile qualities of the doll have been particularly important, and in a similar vein another significant resource has been the lycra. When he was given it, *“He lay on the floor with it for about half a day, he ran around with it as a cloak, he wrapped Bookbug up in it, he took it to bed.”*

A further helpful resource has been the puppets which have *“encouraged him to sing and learn.”*



Before the introduction of Bookbug activities in the home, getting Harry “*to sit down was incredibly difficult*”. However, with Bookbug he “*associates it with sitting down*” and it has created a new opportunity for Anne and Harry to share time and has “*brought them closer together*”.

Summary

The Bookbug input for this family has been over a short time period, but has been experienced every day in the immediate aftermath of training being received, so has been relatively intensive.

There has been a quick, clear and very positive impact on the child and the family, and the case study provides an example of how a parent can be equipped with strategies to bond more strongly with a child and how new ways can be found to make essential daily activities achievable rather than being a trial. This has been achieved by the parent having an ‘in house’ Bookbug Bag and the family having its own Bookbug doll.

In addition, from a professional point of view, this case study shows how a member of social work staff with many years’ experience has found herself better equipped with ways in which to create a calm environment for children in difficult situations, and approaches to engage with and even assess the capabilities of those who have additional support needs. She noted that she has a Bookbug Bag at her desk at work and can see many situations where she would now use it.

One of the strong additional messages from this case study is about Bookbug’s potential application in equipping foster carers who receive children into their care with whom they have no prior relationship and for whom they need techniques to engage with to form relationships. Bookbug is seen as strongly supporting this work, offering options for foster carers to interact more easily with children they are meeting for the first time, or in bringing children from different backgrounds together in a shared activity. In addition, the Bookbug activities are also seen as giving foster carers activities which help them to work out children’s capabilities, and what might be the most effective ways for them to feel integrated into a temporary family setting, given the developmental difficulties they might have experienced and the new and testing situation they find themselves in.



Case Study 5

The Clark and Brooks Families

“There have been improvements in the relationships between the children who are more able to play independently and together”

Background

The Clark and Brooks families live in an urban location in the north of Scotland. Fiona and Stuart Clark have two children Daniel (4) and Emma (6). Fiona works part time as an unqualified development worker and her husband works full time. Lauren Brooks lives with her five children David (2) twins James and Megan (5) Sarah (8) and Jordan (16). The two women have become friends through the nursery that their children attend. Two of their children, Daniel and James, had been referred to Speech and Language Therapy and had communication and social development needs. The case study was based upon interviews with the two families and the Early Years Practitioner in the school.

How did the families get involved in Bookbug?

The Early Years Practitioner who is also the Nursery key worker for Daniel and James delivers a weekly Bookbug Session which is open to all but she targets children in the nursery whom she thinks would benefit from Bookbug. This includes those who need support with speech and language, literacy or listening skills, and social development. She encouraged their participation in Bookbug as she thought their language and development needs could be supported by attendance at the Bookbug Sessions.

Fiona’s son Daniel is a shy boy who had been referred to Speech and Language Therapy and Fiona was concerned about his speech and his social interaction. He was not comfortable in a larger group and had some separation issues. Fiona was aware of Bookbug, having completed a course as part of a mother and toddler group some time before, so recognised the importance of rhyming, singing and books.

Lauren’s son James had also been referred to Speech and Language Therapy and used a hearing aid. In addition, his start at school had been deferred by a year. Bookbug was viewed by Lauren and his key worker as something that would help his “holistic” development. Lauren also has a younger son David and she hoped that by attending Bookbug Sessions together this might help the relationship between the two boys who often fought for her attention. She was encouraged to attend by Fiona.



How was Bookbug delivered?

In this case Bookbug was not delivered in the home by a professional but as a weekly session held at the children's nursery school. The sessions take place in a relaxed environment, held in a community room and are informal. They run weekly for an hour and the nursery children are brought out to participate.

During the sessions there will be discussion about a book, songs and rhymes plus art and craft activity or drama and the parents or carers get involved in singing and activities too. *"We all muck in, all are equal in the room"*. The practitioner/keyworker will make a connection with learning in the nursery for example using particular songs or work on sounds and syllables.

They can be attended by parents, grandparents, siblings and other carers and are run very informally, allowing them the opportunity to mix and to connect with the nursery and school. There is also a social dimension to the sessions with parents having coffee together at the end. The involvement of younger siblings provides a bridge for children coming up to nursery.

Fiona and Lauren then used what they have learned in the sessions with their children at home, for example in describing the book they're reading and discussing the story as well as recalling the songs and rhymes.

How did the families benefit?

The Clarks have embraced Bookbug and the whole family enjoy stories and songs using the materials, with both mum and dad using their child's Bookbug Bag at home. For Fiona, who had some previous exposure to Bookbug training, she now feels that having seen the benefits and as her own children are going to school she would like to look at working in this field and training further. Fiona has no family nearby so the social aspect of participating in the weekly Bookbug Sessions was important to her. She and Lauren have become closer as friends.

In the case of the Brooks family, there have been improvements in the relationships between the children, who are more able to play independently and together, taking some of the pressure off Lauren. Participating in the sessions provided an opportunity for Lauren to spend dedicated time with each of the two boys and devote an equal amount of attention to both where normally she found that James demanded more attention at the expense of the younger child. She has become more confident about interacting at Bookbug and now buys books for the children and they enjoy reading together. Lauren also enjoyed meeting other mums.



Behaviour change

Children

At first Daniel wouldn't take part in the sessions but now does and is always keen to go to Bookbug. He is described as having *"come out of his shell"* and is more confident, interacting well and playing with other children.

He is more open and communicative, for example he tells his mum what he's been doing at Nursery whereas before going to Bookbug he wouldn't say, and is generally showing more interest. Fiona believes he has *"come on leaps and bounds"* and his keyworker's view is that *"Daniel is excelling, now whizzing through books."*

James is now talking more and *"coming on a treat"*, he will put his hand up and is more comfortable talking more one to one with adults. He is less introverted *"before, he always had his hand to his mouth but he is now more confident"* and looks forward to and enjoys Bookbug. His speech is clearer and his listening and reading skills have improved. He lacked concentration but concentrates at Bookbug. Lauren is now confident that James is ready for school and is no longer as far behind in his development.

David too is *"ready for nursery"* and Lauren believes that this is as a result of Bookbug. He was very shy but has now opened up, is speaking well and will sit in a chair listening to a story. David is asking to be bought books. She intends continuing to bring him to Bookbug after his brother has started school and before he begins nursery.

Both parents recognised that other factors helped the development of their sons too during this time but saw Bookbug as an important factor.

How did Bookbug impact on the staff member and the organisation?

Historically Bookbug had been used in the primary school by the Family Development Worker but not the nursery. It is delivered by an Early Years Practitioner in the nursery who had previously worked and volunteered in roles involving families so had an interest in this area. She began with Bookbug by assisting the Family Development Worker before taking on sole delivery in the nursery setting.

The practitioner described herself as being something of a perfectionist and at first she didn't know what was expected of her so planned rigidly. She now has a less planned approach to her work as her confidence has increased and has changed her practice so that she is now more flexible and more adaptable and led by the children. She feels more able to respond to their moods or reactions to particular stories or songs and *"go with the flow"*.



Bookbug has been an effective way for her to do more work with families and for the service to respond to the needs of particular children. It has been a useful two way process, with the content of the Bookbug Session reflecting work going on in the nursery and some Bookbug elements being adapted for use in the nursery, for example to aid concentration and listening.

“Bookbug Rhyme Time” as they call it gives children a taste of being at nursery. The sessions are delivered across all ages and provide an opportunity for staff to meet new parents. It also encourages a connection between the nursery and the wider community.

Summary

In this example Bookbug has impacted on the families and the nursery on a number of levels. The children in both families have benefited from regular engagement over time which has led to increased confidence, socialisation and improved communication skills. While these changes cannot be solely attributed to Bookbug, the parents and key worker/Bookbug practitioner regard it as having played a significant part.

The case study also shows how, for the Brooks family in particular, Bookbug has provided a space and structure for the children to play together and to be more independent and in so doing has helped to create a calmer and less competitive atmosphere at home.

In addition, it demonstrates how, within the context of a school nursery, Bookbug can bring wider community benefits. It has fostered a link between the community and the school and provided an introduction to the nursery for younger children and their parents who may be unfamiliar with the environment. It has also helped to reduce social isolation among parents and helped to increase their confidence.



Case Study 6

Family Nurture Approach (Dunfermline, Fife)

“Go for it! It’s changed our lives for the better.”

Background Information

The Family Nurture Team is a group of professionals from across health, education, social work and the voluntary sector. Linking with nurseries and Family Centres across Fife, best practice in areas such as attachment, relationships and early language was identified in order to develop services to support parents and help children get the best start in life. Rather than a single type of service being developed the aim was to design services which were easy to access, flexible and responsive to the varying community needs across Fife. Within the role there was a task of *“looking at where vulnerable families are based and why they are not attending services”* and trying to make services more universal, more accessible and more local. This case study was compiled following interviews with a Community Education Worker who had been heavily involved in the team, and one parent who had benefited from Bookbug activities.

The links between Bookbug and the Family Nurture Approach

After visiting Bookbug Sessions, Community Education Worker, Claire, could see the potential contribution of Bookbug to bonding and attachment, brain development and early literacy and language development. Although Bookbug had a presence at the start of the project it was not common and *“it was only really a library thing.”* Claire trained as a Bookbug Session leader initially and then undertook Bookbug for the Home training too, and was then able to start supporting local sessions within communities and families, describing Bookbug as a tool to get into parent and toddler groups. From there it became clear that there were families who weren’t attending these groups or that there were locations which were not served by groups. As a result, Family Nurture staff developed small scale work, for example, working with two families at a time and taking referrals from health and social work. There were *“a lot of different criteria”* used before referring people. *“Some were known to social work or were on the child protection register, some were very isolated in communities and some were young families without parenting capacity.”*

Experience of delivering Bookbug

Claire described working with younger families as *“a little bit scary”* having only recently been Bookbug trained, and that at first it wasn’t easy to *“sit in the middle of the floor looking a bit silly with a finger puppet on.”*



“It takes perseverance if a family is initially not engaged and thinks that the Bookbug approach is a bit silly - you have to be prepared to be flexible and make changes to suit the needs of a family.”

However at the same time Claire *“realised that Bookbug was so key for families”*. Her experience was that families became more engaged once they saw their children enjoying the sessions and developing as a result - *“they respond when they see their child respond.”* Claire started to introduce a play element which she said was *“less threatening”* where she could pick a play topic such as ‘water’ and then theme everything (play activities, songs, books) with that.

There was then sufficient interest from parents for some of them to become Bookbug trained themselves, which then enabled new parent-led sessions to be started within toddler groups.

Immediate and longer term impacts

The sessions showed parents a different side to their children as they would make comments such as *“We didn’t know he liked music or singing before”* or *“He never used to settle at night but now he sings.”* There was then sufficient interest from parents for some of them to become Bookbug trained themselves, which then enabled new parent-led Bookbug Sessions to be started within toddler groups.

Some of the other results included *“families being registered with libraries who weren’t registered before”*. Claire said that previously they would have felt that their child was *“too noisy and might ruin a book”* but now they knew differently and saw libraries as a place they could use; *“they won’t get shouted at, won’t get fined, and they are now going to borrow books.”*

Behaviour change

Parents and children

The Community Education worker described a culture shift that needed to happen for some parents. Some of those coming to sessions thought that this was *“their free time and the kids were getting a story read to them”*. Staff had to get across that parents couldn’t leave their children unattended or be answering their phone while the Bookbug Session was on. In this way *“Bookbug was used to change adult behaviour”*. At first they were sitting on chairs and looking *“a bit blank”* but then they began to get involved.

Some groups went on to be inspired to lead Bookbug themselves. *“I was supporting a dads’ group at the time and they went on to be a constituted community group and looked at their training needs and they identified that they would like to be Bookbug trained. They looked at where Bookbug was and wasn’t [being offered] and how to make it more accessible. They set up sessions in museums.”*



Overall impact on practice

This case study provides an example of Bookbug becoming fully integrated into the work of a local community-focused team of social care and early years professionals. *“It’s key to everything that we do with families – we build on parenting by using Bookbug.”*

Bookbug has been used as a method of engagement to invite people to get involved in user-friendly local activities – *“Fancy coming to the centre to do a couple of stories and a Bookbug Session?”*. Their attendance and involvement then means that *“once engaged with the story session they can sign up for parenting or health advice or ways of getting some financial support. It’s developing relationships and accessing services.”* It has also been used within events such as Family Fun Days and consultation days.

However, Claire noted that its principal purpose is as a way of introducing parents to greater interaction with their children and to the positive impact of singing, rhyming and reading. It has been possible to incorporate it into many settings – *“We are all talking about it and using elements of it – we’ve developed and edited it ourselves.”*

“Using it appropriately in different sessions has in turn made it more accessible – they are using it in their homes.”

Although the project does not have secure funding, Bookbug’s impact on practice continues and Claire noted that for herself; *“For me Bookbug will still be an element of what I do.”*

Case Study - Lizzie

For some individual parents the impact of their involvement in Bookbug through the Nurture Team has been not only on their relationship with their child but also on their own level of confidence leading to some major life decisions.

Lizzie, a young mum of three children under six, had started off going to a group for young parents as she was new to the area. She wanted something to do and people for her and her children to meet. From this she was encouraged to attend a Stay and Play session. Bookbug was part of this and was a new approach for her to experience. *“I hadn’t done much with my kids before like reading books – I was a bit nervous and not very comfortable singing in front of people.”* However, with everyone joining in and her two year old being *“straight into it from the start”* she began to enjoy the sessions. Lizzie was involved in another group and they needed some parent helpers to lead, and it was suggested to her that she could train and lead Bookbug Sessions. *“I wasn’t sure if she [Claire] had picked the right person,”* but Lizzie went on to find the training a very positive experience.



Her next big step was her first time leading a session. This had been *“nerve-wracking – thinking I was going to mess up the words or read the story wrong. I apologized that I might get it wrong,”* but now Lizzie has moved on to co-lead a session at her son’s nursery once a week.

Lizzie now sees Bookbug as being *“brilliant”* in helping children to learn language (*“my daughter can sing ‘wheels on the bus’ and she’s just turned two”*) and be more confident – *“my daughter is shy but she’ll clap and sing the songs.”* For her the impact has been at home as well – *“before I started doing Bookbug I wouldn’t sit on the floor and sing with them and read stories. It’s made the relationship better between me and my kids.”* Beyond this Lizzie also feels that the confidence she has gained through leading Bookbug Sessions means that she is now looking at other opportunities. She plans to apply to go to college to do administration with a view to working in a school.

“I’ve been wanting to go to college for ages but because of doing the training and getting confident doing the wee group it’s just built it up.”

For others who would look at Bookbug as she initially did with some nervousness she says, *“Go for it. It’s changed our lives for the better. I was quite a shy person before but even just reading a book in front of people has made a difference.”*

Summary

This case study demonstrates the way in which Bookbug is helping a range of professionals reach more vulnerable families and opening up access. In this case professionals across health, education, social work and the voluntary sector, were able to refer vulnerable families who they thought would benefit from using Bookbug in smaller groups. The impact this direct, focused involvement had was clearly beneficial both for the children involved and their parents. But these benefits could take time to embed, as parents sometimes first had to learn to engage fully in the Bookbug Sessions.

The ripple effect that Bookbug Sessions can have is clearly shown in this case study, with a dads’ group getting trained and taking Bookbug to a new location (museum), while the local Family Nurture Team has extended it to other events and settings. For individual parents it can raise confidence to a level that allows them to take other positive steps forward in their lives.



Case Study 7

Children's Centre, Inverclyde

“Bookbug gives us a reason to spend time together.”

How was Bookbug delivered at the Children's Centre?

The Early Years Worker at the Children's Centre was a key worker in the nursery who was seconded for two years to work with vulnerable children and deliver Bookbug. Bookbug is delivered in all of the nursery rooms (i.e. for all age-groups), and in addition is used as a tool to undertake one-to-one work with children selected due to issues with their behaviour.

This case study concerns two families whose children attend the nursery at the Children's Centre: the Wilson and Jones families.

This case study is based on an interview with the Early Years Worker at the nursery and interviews with the mum in the Wilson family and the aunt in the Jones family. We were also able to observe part of one of the sessions being delivered with the Wilson family.

The Wilson family

Sally Wilson, her daughter and her son, Tom (4), live in a town in Ayrshire. Sally is a single parent and is a former nursery nurse. Tom attends nursery at the Children's Centre.

Tom's mum knew about Bookbug already, having taken her son to some public Bookbug Sessions, and the nursery felt that it would be a good tool to use as part of the one-to-one support they were offering to Tom.

How did the Wilson family get involved in Bookbug?

Sally had been having challenges dealing with her son's behaviour at home and the nursery offered the family one-to-one sessions to try to address some of the behavioural issues Sally was experiencing. These took place in the nursery building, but in a space separate to the mainstream nursery activity going on. The sessions took place once a week.

What did Bookbug set out to achieve with the Wilson family?

Tom exhibited very challenging behaviour at home and his mum approached the nursery asking for their help with techniques to manage him. Tom exhibits hyperactive behaviour and the Early Years



Worker hoped that, by providing Tom with one-to-one support, they could encourage him to concentrate more, calm down, and learn how to take turns in a group. Both the mother and the Early Years Worker were keen to address the issues before Tom started school the following year.

The Jones family

Alison Jones looks after her nephew George (4) because his parents are not currently able to (both parents are currently in custody). George attends nursery at the Children's Centre. His behaviour can be challenging for his aunt to deal with and the nursery offered him one-to-one support through Bookbug to try to address some of his behavioural issues and support his aunt.

How did the Jones family get involved in Bookbug?

The nursery felt that George would benefit from Bookbug on a one-to-one basis. George's aunt agreed as she was keen to get support to address some of his more challenging behaviour and to help them to develop a stronger relationship.

The Early Years Worker delivers two one-hour Bookbug Sessions a week to George, and has been working with him for a period of ten months. His aunt also sits in on some of the sessions. The Early Years Worker uses the lycra and puppets in the Bookbug Sessions. In addition, she took photographs of the Bookbug Sessions to make up a photo book so that George could show it to his mum and dad if he saw them at a later date.

What did Bookbug set out to achieve with the Jones family?

Bookbug offered George and his aunt an opportunity to spend time together having fun, learning songs and being in a relaxed atmosphere. In addition, the Early Years Worker hoped that taking part in Bookbug would help to improve some of George's behaviour and give the aunt tools to use back in their home.

Impact on the Children's Centre

The Early Years Worker has observed huge benefits to the nursery of delivering Bookbug to all of the children, but in particular has valued the two-year opportunity to provide one-to-one support using Bookbug to address behavioural issues and support more vulnerable children.

Her own skills and enthusiasm are clearly a core component of the success of the model – she is dedicated and always keen to adopt new materials and approaches – often using YouTube for inspiration.



The Early Years Worker is keen to see this more intensive support continue but, at the time of this case study, it was unclear whether this would be possible.

How did the families benefit?

Impact on the child

Both the Early Years Worker and the families reported significant changes to the children's behaviour as a result of the support that they received.

Skills development and preparation for school

The Early Years Worker noted that the nursery tries to actively encourage skills development which help with pre-school preparation and through Bookbug also introduced the children to numbers and colours. In addition, she thinks that Bookbug helps to keep the children fit.

Tom has received the personalised support offered through Bookbug for two years. During that time his mum has observed him becoming much calmer and having much better concentration. He has also learned to take turns in a group setting, and is much more interested in imaginary play. He is better able to listen to instructions and his behaviour at home has also improved – *"If he's misbehaving I go and get Bookbug. He joins in after a while."*

Tom's mum observed the importance of the structure of Bookbug and her son's familiarity with the pattern of activities and the importance of this to his confidence and enthusiasm - *"He looks forward to the sessions. He knows the pattern and knows if something has been missed, like the lycra. He likes knowing what's coming."*

George's aunt reported that George is far more interested and has a better imagination than before he started Bookbug. She believes that it has helped George to control and manage his frustrations – *"It has given him words to describe his feelings – he does it using language he has heard at Bookbug Sessions. He relates situations to ones he has read about."* She also noted it has improved his ability to share his experiences with others.

Impact on behaviour and relationships at home

George's aunt noted that he is now far more interested in story-reading at home. She thinks that the Early Years Worker has *"a giff"* and that George will be *"lost not listening to her when he starts school."* George's aunt observed that George has become easier to settle down at bedtime now – *"he goes to bed willingly because he loves story time so much."* She also said that she spends more time with George now because Bookbug has given her a reason to do so.

The Early Years Worker confirmed that the support has brought Tom and his mother much closer together and has given them one-to-one time in the home as well which has been beneficial.



Impact on the parents/carers

Sitting in on the Bookbug Sessions has had a significant impact on George's aunt. She says that it has made her think about how to tell stories and be more creative and that this has spurred on George's enthusiasm back at home. She also says that it made her more conscious of pronouncing her words better than she would have before.

She reported that, as a result of sitting in on the Bookbug Sessions at the nursery, she now takes George to Bookbug Sessions at her local library, which George loves, and now uses the library to borrow books and DVDs which she never would have before - *"Bookbug influenced me going to the library for the first time with him. It has benefited me, it's helped me as a person too."*

The early years worker emphasised the changes to Tom's mother as well. It has impacted on how she interacts at home with Tom, and her relationship with him has strengthened. In addition, she feels more confident in undertaking activities with him and does so much more than she did previously.

In addition, her own confidence has grown significantly and, as a result of encouragement from the Early Years Worker, she has undertaken Bookbug for the Home training herself.

Summary

This case study highlights the role of Bookbug in supporting intensive one-to-one sessions with children who are exhibiting behavioural challenges.

The Early Years Worker and the families noted that the Bookbug Sessions have a positive impact on children's readiness for school in terms of developing skills like concentration, sharing and communicating with other children.

The regular structure of the Bookbug Sessions with a set pattern of activities is seen as important in helping the child know what to expect.

As with other case studies in this document, this one demonstrates the significant impact that Bookbug can have on relationship-building between parent/carer and child and the positive impact it has on a parent's/carer's confidence and approach to interacting with the child at home.

It also stresses the role that a professional working in such a one-to-one situation has, and the impact that their skills and enthusiasm bring to the situation.

Appendix 4 – Research Tools

Questions for stakeholders

1. What is your role?
2. In what geographical area do you work / cover?
3. What has your connection/involvement been in the Assertive Outreach / Bookbug for the Home model?
4. How does the Assertive Outreach / Bookbug for the Home model link with / support your work / the work of your organisation? (note: cover any regional or national focus here)
5. What has worked well in relation to the Assertive Outreach / Bookbug for the Home model?
6. What challenges have there been in relation to the Assertive Outreach / Bookbug for the Home model?
7. How have you shared experiences with others? (others using Bookbug in other settings)
8. What ongoing support have you had from SBT? Has it met your needs?
9. What if anything needs to change about the Assertive Outreach / Bookbug for the Home model?
10. How will your organisation / area use the Assertive Outreach / Bookbug for the Home model in the future?
11. To what extent do you need further support from SBT or is there a point at which the model is self-sustaining?
12. Any other comments?



Organisational Case Studies – Interviews with Practitioners

Explain purpose of the case studies and that this interview aims to explore the practitioner's views of the impact of Bookbug Sessions on them, their organisation and the families involved. ASK FOR IMAGES/CASE NOTES/DIARIES THAT CAN REINFORCE THE DISCUSSION

Role

1. What is your role in the organisation and what does that involve?
2. *For manager/depute manager only:* Please describe the organisation. What services do you provide? Who do you work with and where?

Getting involved in the Bookbug Assertive Outreach programme

3. *For manager/depute manager only:* How did the organisation get involved with the Bookbug Assertive Outreach programme?
4. *For manager/depute manager only:* Why did you decide to get the organisation involved in the Bookbug Assertive Outreach programme? How did you hope to benefit?
5. *For manager/depute manager only:* Which staff took part in Bookbug Assertive Outreach training? How were they selected?
6. *For other interviewees only:* Why did you decide to get involved in the Bookbug Assertive Outreach programme? What did you see as the benefits?
7. How was the Bookbug Assertive Outreach training delivered? What worked well? What could have been improved?

Use of Bookbug

8. Please describe how you/your organisation use(s) Bookbug activities with families you work with. *(Ask the manager/depute manager how the organisation uses BB. Ask other interviewees how they use BB in their work)*
(Where, when, how often, who is involved, which activities/resources do you use?)



9. How engaged are the participants with the sessions? Does this change over time? Do you do anything to encourage or sustain participants' engagement or interest in the sessions either during or between the sessions?
10. How do you select which families to use Bookbug activities with?
11. How do you suggest or introduce Bookbug Sessions to them?
12. How do they react to the suggestion?
(Any objections, how have these been overcome?)
13. What works well about using Bookbug activities?
(Which Bookbug resources/activities have been most effective? Why?)
14. What works less well?
(Which resources/activities are not so effective? Why?)
15. What challenges have you encountered with Bookbug? How were these overcome or how could they be overcome?
16. What support have you had from SBT? How does this help? How could it be improved?

Impact

17. What differences, if any, have you observed in the families as a result of the Bookbug Sessions? Can you give any examples? Probe:
 - Have you noticed any change in the frequency or quality of interaction between parents and children? For example, do they sing, read, talk or play with their children more?
 - Have you noticed any increase in positive interaction/behaviour in the home?
 - Have you noticed any change in interaction between other members of the family eg siblings, grandparents?
 - Are you aware of any changes in the family's use of council services/participation in public Bookbug Sessions?
 - Have you noticed any changes in the child? (Prompt if requested: communication, enjoyment, structure, behaviour).
18. What difference has taking part in Bookbug made to your practice? Do you do anything differently now as a result of Bookbug? If yes, please explain.



19. *For manager/depute manager only:* What difference has Bookbug made to your organisation? Does the organisation do anything differently now as a result of Bookbug? If yes, please explain.

(Any changes in policy or practice?)

(Any impact on staff who did not take part in BB training?)

Learning points/improvements

20. What tips or learning points would you give to other practitioners or organisations about to begin Bookbug?

21. How could the Bookbug Assertive Outreach programme be improved?

(Support for the families? Support for professionals?)

Other

22. Do you have any other comments?

Thanks very much for your time



Case Studies - Interviews with Families

Explain that we are talking to families who have taken part in Bookbug Sessions in their home. We want to know what they thought about the sessions and what impact they have had on the family. This will help SBT to improve the Bookbug programme in the future.

Explain that we will use what they say to write a case study of their family's experience of Bookbug Sessions but this will be anonymous – we will not use their name nor any information that could be used to identify them.

Getting involved in Bookbug

1. Who suggested Bookbug in the home sessions to you?
2. Why did you decide to take part?
(What did you hope to gain from taking part?)

Bookbug in the home sessions

3. What happened during the Bookbug Sessions in your home? *Prompt:*
 - (Who took part? What activities did you take part in?)
4. What did you think about the sessions?
5. How did your child/ren react to the sessions?
6. How did other family member(s) react to the sessions?
7. What was good about the Bookbug Sessions? What did you like? What did you enjoy?
What was useful?
8. What was not so good? What did you not like?
9. How could the sessions have been improved?

Impact

10. Has taking part in Bookbug Sessions made any difference to you? If yes, please explain.
What has changed as a result of Bookbug for you? For your children? *Prompt:*
 - (Do you sing, read, talk or play with your child/ren more now than before Bookbug?)
 - (Do you spend more time together as a family now than before Bookbug?)
 - (Has your relationship with your child/ren changed at all since you started Bookbug?)



- (Have you noticed any changes in your child/ren since you started Bookbug?)
- (Do you take part in any other activities now that you didn't do before Bookbug? For example, do you go to the library more often? Do you take part in public Bookbug Sessions? Do you take part in other family activities outside your home?)

If yes to any of the above, please explain. How did Bookbug Sessions in the home help bring about this change, if at all?

Other

11. Do you have any other comments?

Thanks very much for your time



Case Studies - Interviews with Other Professionals

Explain purpose of the case studies and that this interview aims to explore the professional's views of the impact of Bookbug in the home sessions on the family.

Role

1. Please describe your job role.
2. *Ask for any information they can share with us eg photos, case notes, diaries.*

Bookbug in the home sessions

3. What did you hope the family would gain from Bookbug?
4. What worked well about Bookbug for this family? What did not work so well?
5. How could Bookbug Sessions have been improved or further supported for this family?

Impact

6. What differences, if any, have you observed in the family as a result of the Bookbug in the home sessions? Can you give any examples? Probe:
 - Have you noticed any change in the frequency or quality of interaction between parents and children? For example, do they sing, read, talk or play with their children more?
 - Have you noticed any increase in positive interaction/behaviour in the home?
 - Have you noticed any change in interaction between other members of the family eg siblings, grandparents?
 - Are you aware of any changes in the family's use of council services?
 - Have you noticed any changes in the child? (*prompt if requested: eg communication, enjoyment, structure, behaviour*).

Other

7. Do you have any other comments?

Thanks very much for your time.



Case Studies - Interviews with Trainees

Explain purpose of the case studies and that this interview aims to explore the trainee's views of the impact of Bookbug in the home sessions on them and the family.

Role

1. Please describe your job role.
2. Please describe your involvement in Bookbug.

Family characteristics

If not already known, ask the trainee for a description of the case study family (number and ages of children, family structure (lone parent/foster care/kinship care/multiple generations), any additional support or medical needs).

Ask for any information they can share eg case notes, diaries, photos.

Bookbug in the home sessions

3. Why did you decide that the Bookbug for the Home sessions would be appropriate for this family?
4. How did you suggest Bookbug for the Home sessions to the family?
5. What was their reaction?
(Any objections, how were they overcome)
6. How did you run the Bookbug for the Home sessions?
(How many, who was involved, what activities did you do?)
7. How engaged were the participants with the sessions? Did this change over time? Did you do anything to encourage or sustain participants' engagement or interest in the sessions either during or between the sessions?
8. What was most effective about these sessions? Why?
9. Which activities were not so effective? Why?
10. How could Bookbug Sessions have been improved or further supported for this family?



Impact

11. What differences have you observed in the family as a result of the Bookbug in the home sessions? Can you give any examples? Probe:

- Have you noticed any change in the frequency or quality of interaction between parents and children? For example, do they sing, read, talk or play with their children more?
- Have you noticed any increase in positive interaction/behaviour in the home?
- Have you noticed any change in interaction between other members of the family eg siblings, grandparents?
- Are you aware of any changes in the family's use of council services?
- Have you noticed any changes in the child? (Prompt if requested: communication, enjoyment, structure, behaviour).

12. What was the impact on you on delivering Bookbug for the Home sessions with this family?

13. Have you made any changes to your practice as a result of your involvement with Bookbug with this family or more widely?

Other

14. Do you have any other comments?

Thanks very much for your time



Bookbug for the Home Training Trainee Survey - Years 1 to 4

Thank you for taking part in this important evaluation work. Your time is very much appreciated and your responses will be treated anonymously.
Please complete the survey by **Monday 29 February**.

If you have any questions about the survey, please contact Ian Christie on ian@blakestevenson.co.uk or 0131 667 2919.

About you

1. Your employer (Answer required)

- Local authority Health Third sector Education

2. Role (sector) (Answer required)

- | | |
|---|---|
| <input type="checkbox"/> Library staff | <input type="checkbox"/> Early Years Support Worker |
| <input type="checkbox"/> Health Team (e.g. Health Visitor / Assistant, Nursery Nurse, FNP etc.) | <input type="checkbox"/> Family Support Worker |
| <input type="checkbox"/> Nursery staff member | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Social worker / social work assistant | <input type="checkbox"/> Third Sector employee |
| <input type="checkbox"/> Speech and Language Therapist | <input type="checkbox"/> Volunteer |
| <input type="checkbox"/> Student | <input type="checkbox"/> Other (please tick box and describe below) |

If other, please describe



3. Local Authority (Answer required)

- | | |
|--|--|
| <input type="checkbox"/> Aberdeen City | <input type="checkbox"/> Highland |
| <input type="checkbox"/> Aberdeenshire | <input type="checkbox"/> Inverclyde |
| <input type="checkbox"/> Angus | <input type="checkbox"/> Midlothian |
| <input type="checkbox"/> Argyll & Bute | <input type="checkbox"/> Moray |
| <input type="checkbox"/> Clackmannanshire | <input type="checkbox"/> North Ayrshire |
| <input type="checkbox"/> Dumfries and Galloway | <input type="checkbox"/> North Lanarkshire |
| <input type="checkbox"/> Dundee City | <input type="checkbox"/> Orkney Islands |
| <input type="checkbox"/> East Ayrshire | <input type="checkbox"/> Perth & Kinross |
| <input type="checkbox"/> East Dunbartonshire | <input type="checkbox"/> Renfrewshire |
| <input type="checkbox"/> East Lothian | <input type="checkbox"/> Scottish Borders |
| <input type="checkbox"/> East Renfrewshire | <input type="checkbox"/> Shetland Islands |
| <input type="checkbox"/> Edinburgh City | <input type="checkbox"/> South Ayrshire |
| <input type="checkbox"/> Comhairle nan Eilean Siar | <input type="checkbox"/> South Lanarkshire |
| <input type="checkbox"/> Falkirk | <input type="checkbox"/> Stirling |
| <input type="checkbox"/> Fife | <input type="checkbox"/> West Dunbartonshire |
| <input type="checkbox"/> Glasgow City | <input type="checkbox"/> West Lothian |

4. In which year did you attend Bookbug for the Home training? (Answer required)

- 2012 2013 2014 2015



5. **In which month (approx.) did you attend Bookbug for the Home training? (Answer required)**
- | | | | |
|-----------------------------------|--------------------------------|------------------------------------|-----------------------------------|
| <input type="checkbox"/> January | <input type="checkbox"/> April | <input type="checkbox"/> July | <input type="checkbox"/> October |
| <input type="checkbox"/> February | <input type="checkbox"/> May | <input type="checkbox"/> August | <input type="checkbox"/> November |
| <input type="checkbox"/> March | <input type="checkbox"/> June | <input type="checkbox"/> September | <input type="checkbox"/> December |
6. **Did you attend both Bookbug for the Home Part 1 and Part 2? (Answer required)**
- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|
7. **If not, what was the reason for this? (Please tick all that apply) (Answer required)**
- | | |
|--|---|
| <input type="checkbox"/> I was never offered this option | <input type="checkbox"/> I wasn't told what it involved |
| <input type="checkbox"/> I was unable to attend on the day | <input type="checkbox"/> Other |
| <input type="checkbox"/> I didn't think it was necessary | |

If other, please specify

Your use of Bookbug activities in the home

8. **I have delivered Bookbug activities in the home with families I work with as a result of Bookbug training (Answer required)**
- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No |
|------------------------------|-----------------------------|



If you have delivered Bookbug activities in the home...

9. Please estimate how many families you have used your Bookbug for the Home training with?

10. How has Bookbug for the Home training impacted on your professional practice? i.e. have you changed anything about the way you do your job?

11. In what way(s) has your professional practice changed? (Please tick all that apply) (Answer required)

- | | |
|---|--|
| <input type="checkbox"/> I now use Bookbug activities with families where I previously would not have done so | <input type="checkbox"/> I have seen the positive impact of Bookbug activities on families and this has encouraged me to use more Bookbug activities |
| <input type="checkbox"/> I now introduce books to families where I previously would not have done so | <input type="checkbox"/> My confidence in telling parents about the benefits of book sharing, singing and rhyming has increased |
| <input type="checkbox"/> I now introduce songs and rhymes to families where I previously would not have done so | <input type="checkbox"/> I now tell parents about the benefits of book sharing, singing and rhyming where I previously would not have done so |
| <input type="checkbox"/> My confidence in using books in my work with families has increased | <input type="checkbox"/> My professional practice has not changed |
| <input type="checkbox"/> My confidence in using songs and rhymes in my work with families has increased | <input type="checkbox"/> Other (please tick box and describe below) |



If other, please describe

Please provide any other comment to tell us more about how your practice has changed

12. Can you describe the family situations where you have found it most effective to introduce Bookbug activities?

13. What preparation (if any) has helped you feel comfortable enough to introduce Bookbug activities to families? (Answer required)

- Practising with a colleague
- Practising with family/friends' children
- Seeking support from session leaders in library service
- Other



If other, please describe

14. What challenges (if any) have you encountered in introducing or delivering Bookbug activities?

15. Do you feel that Bookbug for the Home Sessions are effective at encouraging parents to do more talking, book sharing, and singing with their children? (Answer required)

Yes

No

If 'No' why not?



15.b What impacts have you observed on families as a result of your Bookbug activities? (Answer required)

- I have seen parents interacting positively with their children during Bookbug activities
- I have seen children being happy and engaged during Bookbug activities
- Parents have reported using Bookbug activities outside of the times I have visited
- Parents have reported using songs and rhymes outside of the times I have visited
- Parents have reported using books outside of the times I have visited
- Parents have reported having positive interaction with their children doing Bookbug activities outside of the times I have visited
- Parents have reported that Bookbug activities have had a positive impact on their children's behaviour
- Increased levels of positive engagement between parents and children during Bookbug activities
- I have not observed positive impacts
- Other (please tick box and describe below)

If other, please describe

16. Have you taken any families you work with to a public Bookbug Session as a result of Bookbug in the home? (Answer required)

- Yes No

If yes, how many families have you taken to public Bookbug Sessions?



If no, why not?

17. Have any families you work with reported that they have attended a public Bookbug Session on their own as a result of Bookbug in the home? (Answer required)

Yes

No

If yes, how many families have reported that they have attended a public Bookbug Session?

17.b Were you and/or the family made to feel welcome when attending a public Bookbug Session? (Answer required)

Yes

No

Please comment



18. Please give any comments about your experience of involving families you work with in public Bookbug Sessions

19. Have any families you work with reported that they have engaged with other services that they previously did not engage with as a result of Bookbug? e.g. health services, third sector support, social work, nursery, school (Answer required)

Yes

No

If yes, which services?

If no, please add any comments



20. Is there anything else you feel should be included in the Bookbug programme to better enable parents to do more talking, book sharing, and singing with their children?

21. Is there anything else you feel should be included in the Bookbug for the Home training to better support professionals to do more talking, book sharing and singing with families?



If you have not yet delivered Bookbug activities in the home...

22. Can you please tell us why you have not yet delivered Bookbug activities with families? (Please tick all that apply) (Answer required)

- Lack of direct contact with families
- Lack of time within my role to deliver Bookbug activities with the families I see
- Lack of confidence in delivering Bookbug activities
- Personal circumstances of families being too challenging to introduce Bookbug activities
- Reluctance from families to take part in Bookbug activities
- Constraints within family homes which make the delivery of Bookbug activities difficult
- Other (please tick box and describe below)

If other, please describe



23. Which one of your previous answers was the main reason for you not delivering Bookbug activities? (Please tick only one) (Answer required)

- Lack of direct contact with families
- Lack of time within my role to additionally deliver Bookbug activities with the families I see
- Lack of personal confidence in delivering Bookbug activities
- Personal circumstances of families being too challenging to introduce Bookbug activities
- Reluctance from families to take part in Bookbug activities
- Practical issues within family homes which make the delivery of Bookbug activities difficult
- Other (please tick box and describe below)

If other, please describe

24. Which of the following do you feel would have increased your ability/confidence to start delivering Bookbug activities? (Please tick as many as apply) (Answer required)

- Longer training event
- Training event including opportunities to practise leading activities
- Training event including role playing difficult situations
- Follow up / refresher training event after the initial training (if you did not attend Bookbug for the Home Part 2)
- Shared practice event / exchanging experiences with other trainees
- Access to online resources or support
- Mentor support
- Other (please tick box and describe below)



- Shared practice online / exchanging experiences with other trainees

If other, please describe

25. Which of these would be most likely to support you to deliver Bookbug activities? (Please tick only one) (Answer required)

- Longer training event
- Training event including opportunities to practise leading activities
- Training event including role playing difficult situations
- Follow up / refresher training event after the initial training (if you did not attend Bookbug for the Home Part 2)
- Shared practice event / exchanging experiences with other trainees
- Shared practice online / exchanging experiences with other trainees
- Access to online resources or support
- Mentor support
- Other (please tick box and describe below)

If other, please describe



26. Even though you have not yet been able to deliver Bookbug activities, do you think that you will do so in the future?(Answer required)

Yes

No

Please explain your answer

Other comments

27. Do you have any other comments?



Case studies

If you are working with, or about to work with a family who might be willing to take part in a case study as part of this evaluation we would love to hear from you. Case studies are a great way for us to tell the story of the impact of Bookbug for the Home Sessions on families.

We can provide information on what being in a case study would involve, including the incentives we can offer to families taking part. For more information contact Mike Nicholson on mike@blakestevenson.co.uk.

Please submit your questionnaire

Thank you *very much* for your time in completing this form.

Please now click on 'Submit' below to return your completed survey to us.

You will then be directed to a page where you can provide your contact details if you want to enter the prize draw.