

Playing and Learning to Socialise (PALS) Social Skills programme

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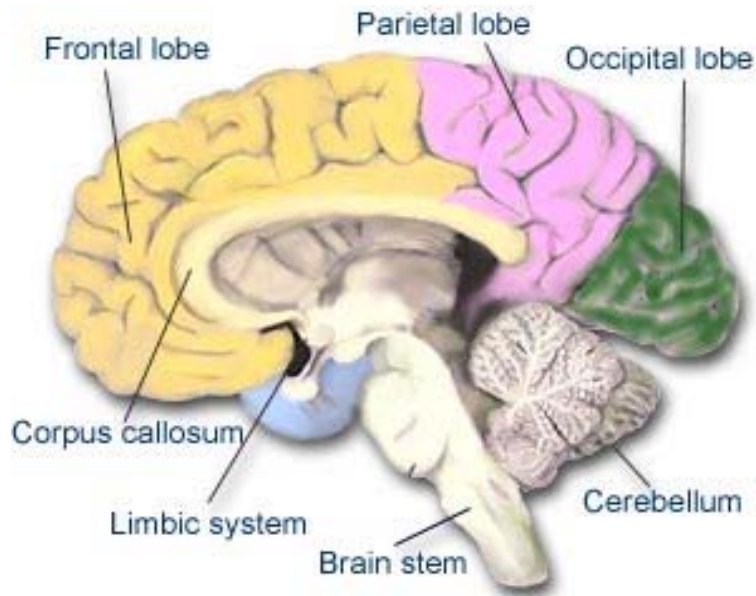


HILLINGDON
LONDON

Session Outline

- Background to the project
- What is PALS?
- How to implement PALS
- Results so far
- Next Steps

Why do we need PALS?



Higher thought

Planning

Problem solving

Emotion

Arousal

Sleep, appetite

Physiological functions

BP, HR, body temp

Why do we need PALS?

SUCCESS RATES OF EARLY INTERVENTION PROGRAMS

AGE GROUP

SUCCESS RATES

0-5 YEARS

60-70%

6-11 YEARS

55%

12-18 YEARS

20-25%

(With over 40 hours of therapy)

Background to the project

- Behaviour accounts for the largest numbers of requests for involvement from EYIT & EPS
- Introduce a **user friendly, early years specific, structured** intervention to develop social skills and promote positive behaviour of children in non maintained settings
- Local, National & International searches
- Initial contact with John Cooper & INSCRIPT

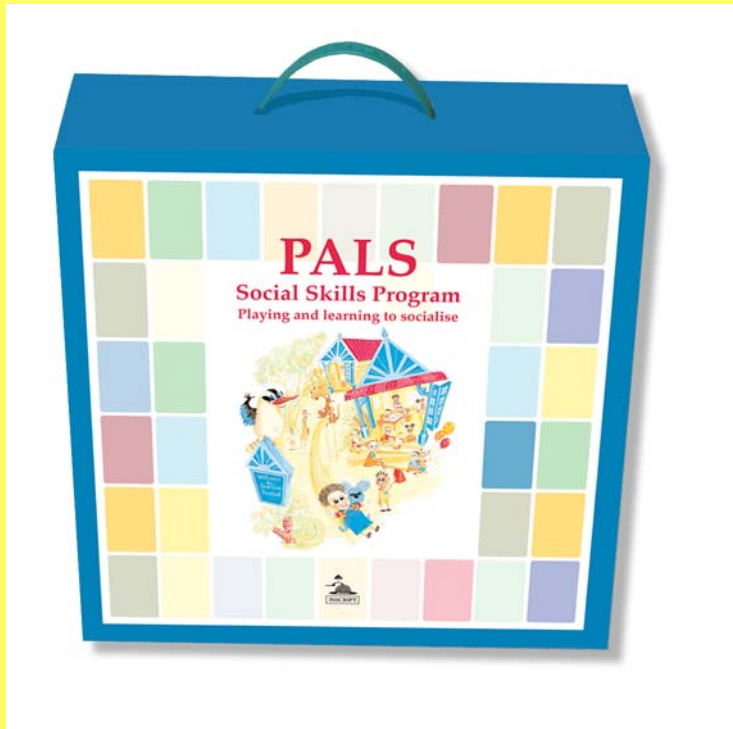
Why are we using PALS?

- It is an evidence based intervention
- It is **simply designed**
- It was created purely for the Early Years
- It is developmental
- It is likely to **sustain and generalise**
- **We know it works**

PALS Social Skills Program

Playing and learning to socialise

FOR AGES 3 TO 6



- A social skills and problem-solving group program designed for use in early childhood settings
- Targets children at high risk of later behavioural and emotional problems

What is PALS?

- The Playing and Learning to Socialise (PALS) Social Skills Programme is an Australian **research based** educational resource.
- PALS Social Skills Programme teaches children from **3 to 6 years of age** about greeting others, listening, sharing, taking turns, dealing with feelings of fear, sadness and anger and solving problems.

What is PALS?

- The sessions last for **20 to 30 minutes** and for 5 out of the 10 sessions the skill is **reinforced** by showing a video in which children solve a similar problem.
- Each session follows the **same structure**:
 - Greeting
 - Review the rules
 - Review previous session
 - Puppet story
 - Activity
 - Farewell.

What do the Sessions Teach?

- Greeting others
- Taking turns 1
- Taking turns 2
- Sharing
- Asking for help
- Identifying feelings
- Empathy
- Overcoming fear & anxiety
- Managing frustration
- Calming down.

How are the Skills Taught?

- With help from Kate, Jack & Anna
- Games & activities
- Songs
- Video
- Rest of the staff
- Parents.

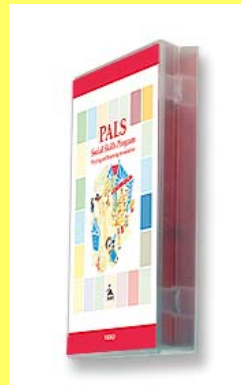
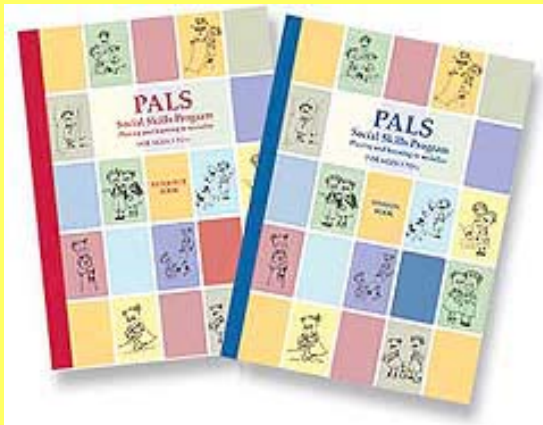
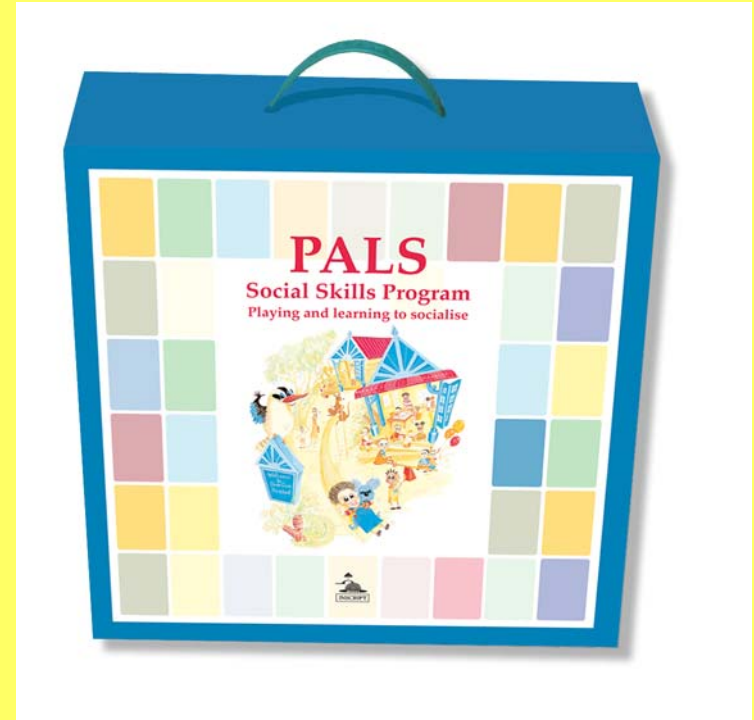
What's in the bag?

PALS

Social Skills Program

PALS PROGRAM KIT CONTENTS

- Resource Book
- Session Book
- PALS video
- Pals audio CD
- PALS A3 size poster
- Large puppets with mouth movement



Now it's your turn!

Hands On Experience

- A box / pair or small group
- Explore the materials
- Choose a session
- Find the story
- Present the story

Selecting the Children

- See screening form.
- See 10 session list.
- Consider that children will need some early skills

Whole Staff Involvement

- The programme also emphasises the importance of involving all staff in order to promote the generalisation of skills.
- See “Staff Information Sheets.”

Parental Involvement

- Equally important is encouraging parents to support the skills at home. Parents information sheets have been written so that parents can practice the skills at home with their children.
- It is essential to consider the needs of parents.
- Involvement has included coffee mornings.
- See “Parent Information.”

What Happens after 10 weeks?

- Repeat specific activities and sessions for individual children.
- Evaluation from staff, parents and children.
- Practice the skills daily.
- Plan PALS into setting activities.

Evaluation tools

- Early Years Behaviour Checklist
- Sutter-Eyberg Inventory
- Parents questionnaire
- Session notes / reflections

Phase 1 (pilot) Results

Pilot Study:

- 9 non maintained early years settings
- 42 children

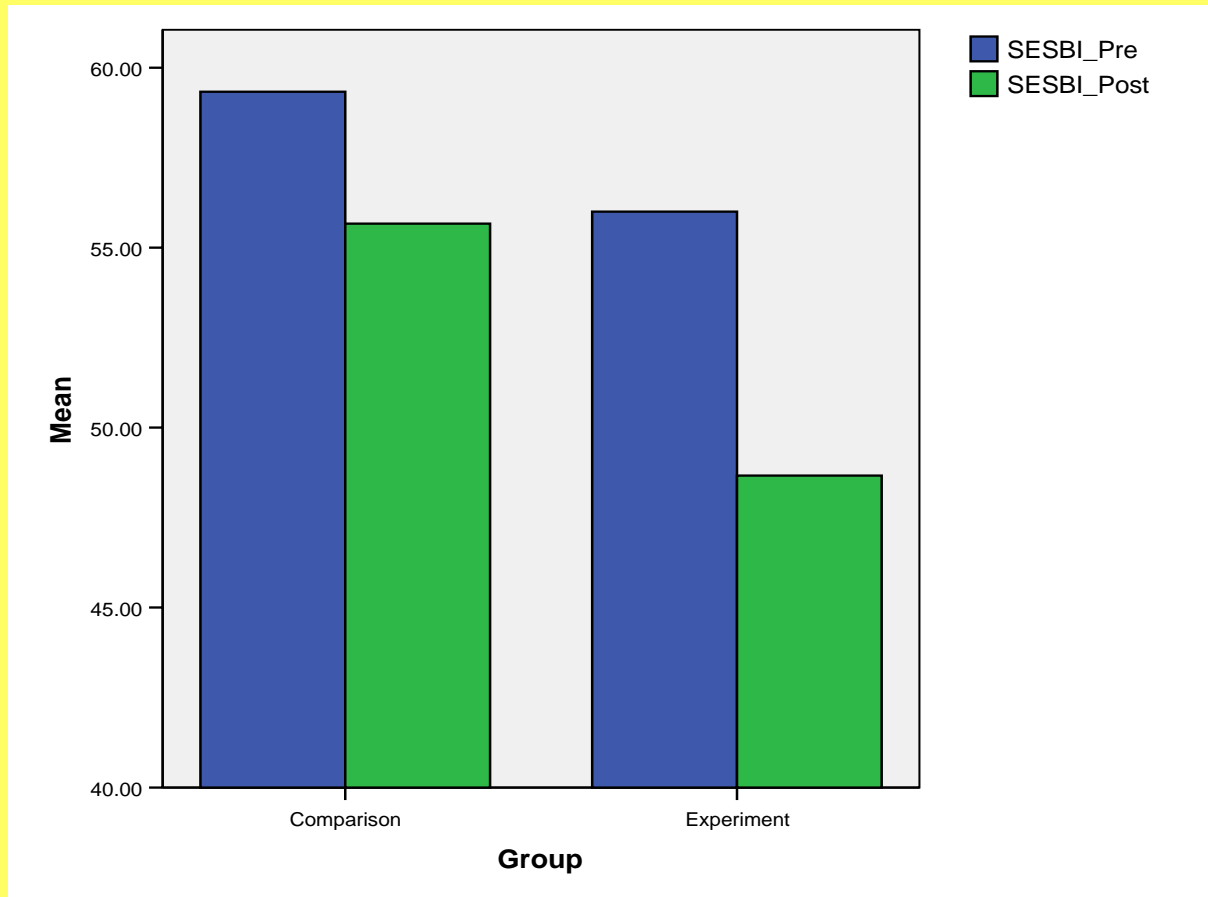
Measure 1 (SESBI)

- Post test scores were 76% lower

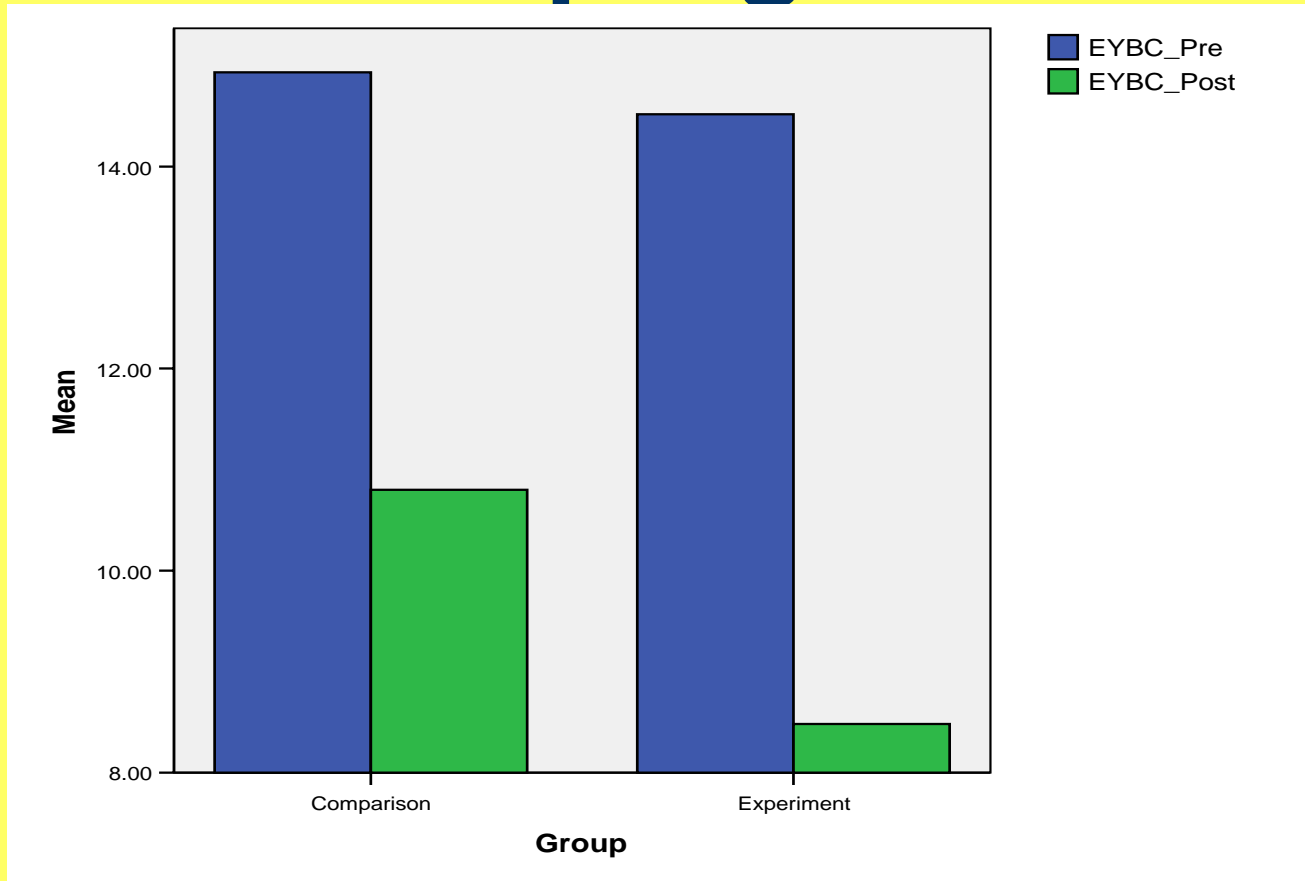
Measure 2 (EYBC)

- Post test scores were 90% lower
- 98% significant difference (in reduced reported difficult behaviour) between those children who received PALS and those who didn't.

Mean SESBI score before and after program



Mean EYBC score before and after program



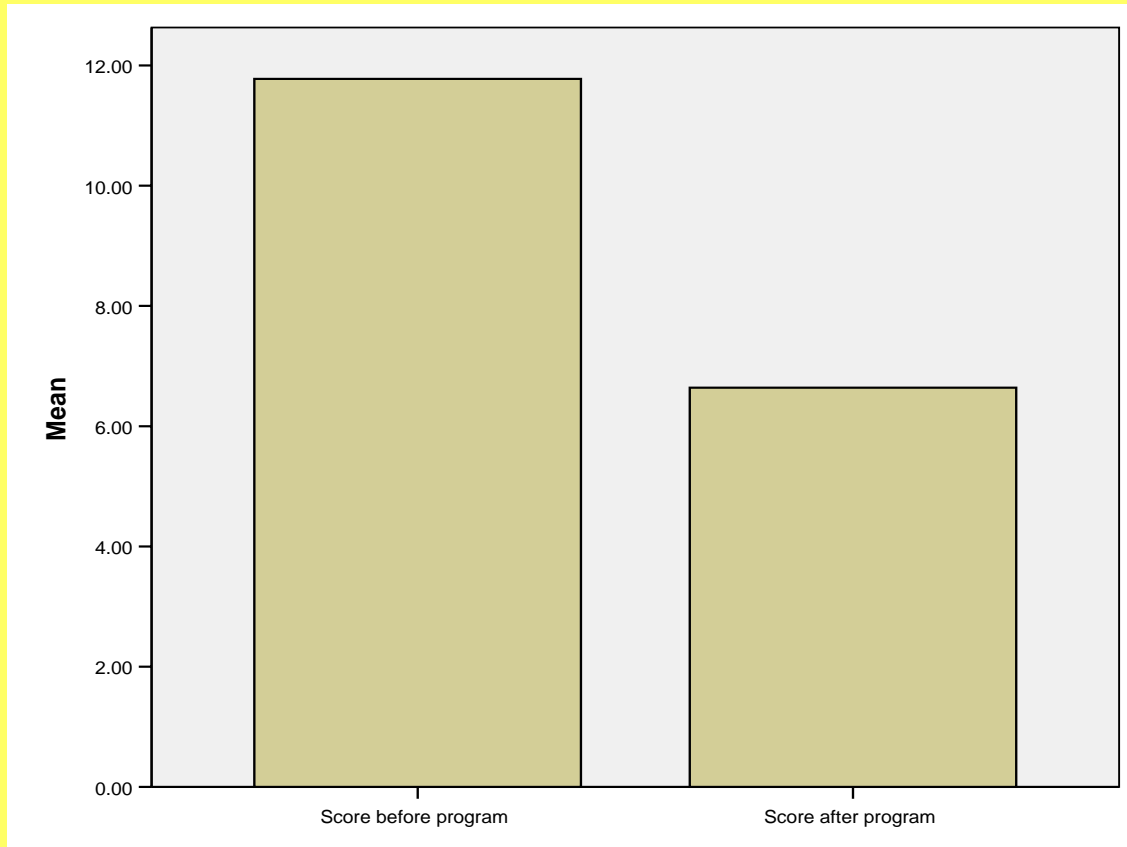
SJ

Phase 2 Results

Current PALS Uptake:

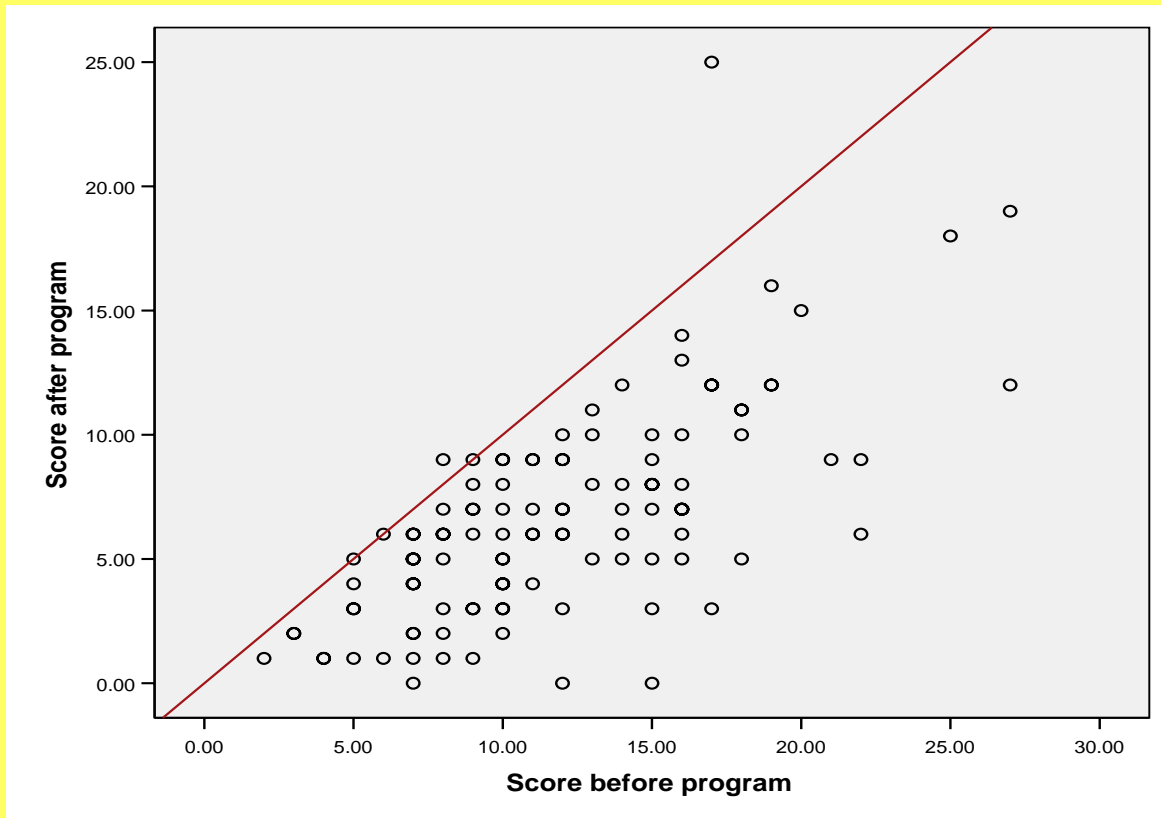
- 17 non maintained settings
- 9 schools
- 99% significant difference between pre & post scores

Mean EYBC score before and after program



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Scatterplot to show reduced difficult to manage behaviours



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Phase 3

- 25 non maintained settings
- 25 schools

- Total of 350 children in 18 months

To do list

- Complete PALS plan
- Complete checklists for each child
- Obtain parental consent
- Practice the sessions
- Discuss at a staff meeting

TASK	DETAILS
Project Leader	
Project Assistant	
Names of the Children	
Date of Parental Consent	
Date of 1st Session	
Date of 10th Session	
Location for Session	

Tips for Local Authority Roll Out

- Start with a pilot
- Design a training session
- Ensure face to face contact with each school or setting in the pilot
- Ensure each setting has a link person
- Get headteachers and managers on board

Tips cont.

- Support / interest group
- Maintenance, review and next steps
- Data: difficult to collect, but v. important
- Link with other agencies; psychology, behaviour, speech and language etc
- Nurture champions for the project
- Engage parents; difficult but powerful

Further Information

- www.palsprogram.co.uk

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