

# Evaluation of Primary SEAL

Dr. Neil Humphrey  
School of Education, University of Manchester  
[neil.humphrey@manchester.ac.uk](mailto:neil.humphrey@manchester.ac.uk)

0161 275 3404



# Overview

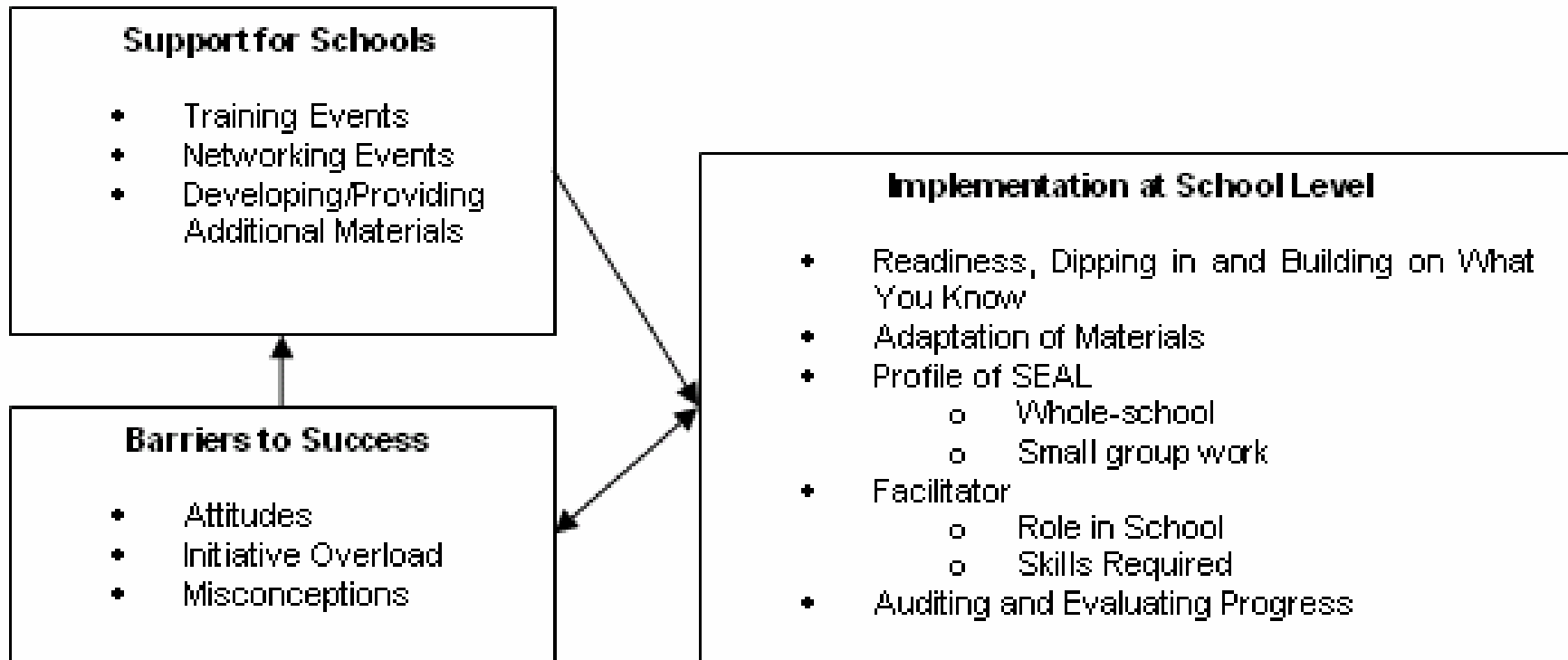
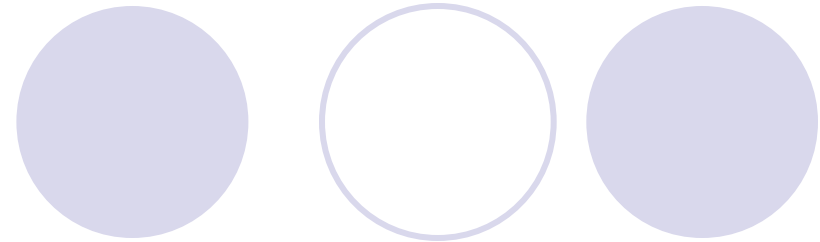
- Evaluation of primary SEAL
  - Research design
  - Key findings
- Modelling the links between social-emotional skills and mental health
- Implications for TAMHS



# Evaluation of primary SEAL

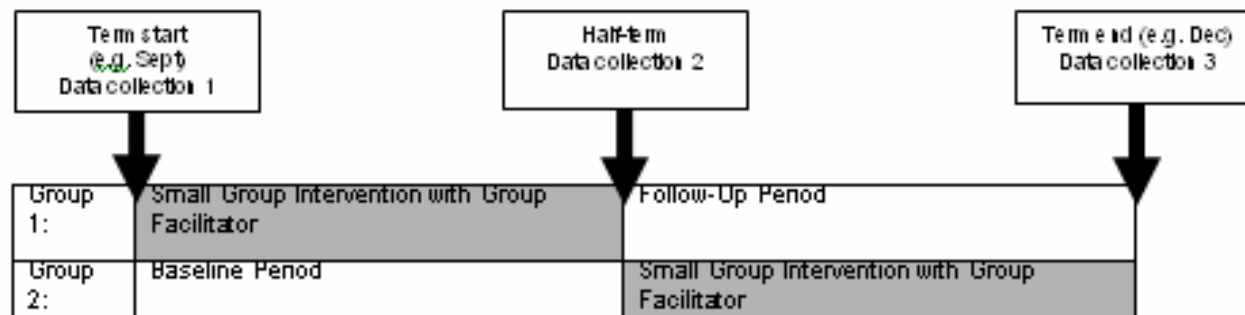
- Focused on small group work interventions (Wave 2)
- LA SEAL Lead interviews (12)
- Quantitative impact evaluation (625 children across 37 schools in 12 LAs)
- Lead practice case studies (6 schools across 4 LAs)

# LA Interviews



# Quantitative Impact Evaluation

- 4 interventions evaluated
  - 2 with single group phase change design (Getting On and Falling Out, Good To Be Me)
  - 2 with pre-test-post-test control group designs (New Beginnings, Going for Goals)



- Outcome data on social and emotional skills (ELAI – pupil, parent, teacher ratings) and mental health (SDQ – parent, teacher ratings)



# Quantitative Impact Evaluation

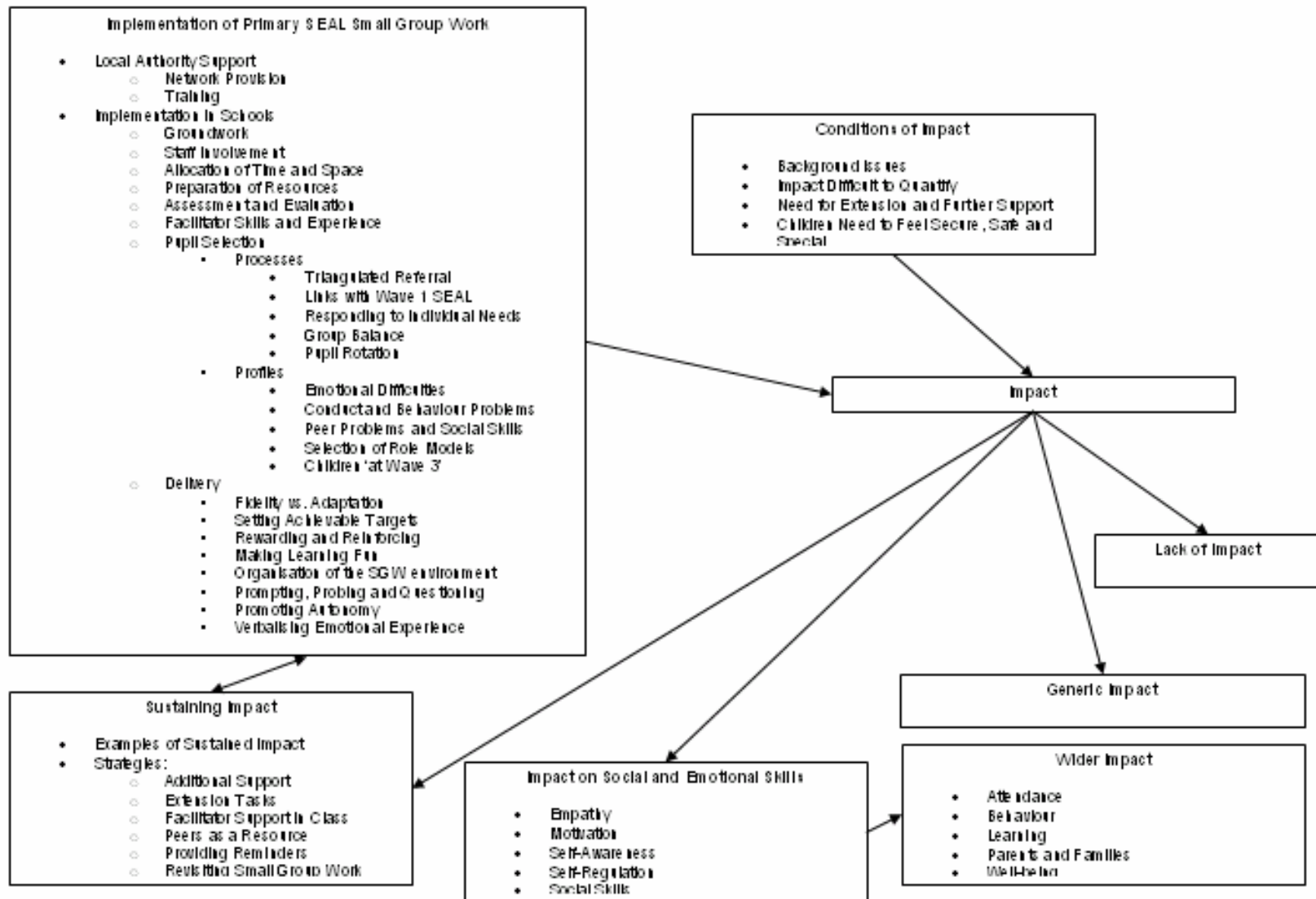
- New Beginnings

- Pupil ELAI ratings demonstrated statistically significant positive impact of intervention, but null findings for parent and teacher ELAI and SDQ
- Small effect size for statistically significant findings

- Going for Goals

- Pupil and staff ELAI ratings demonstrated marginal positive impact and staff SDQ demonstrated statistically significant positive impact of intervention, but null findings for parent ELAI and SDQ
- Small ~~medium~~ effect size for statistically significant findings

# Lead Practice Case Studies



**Sustaining Impact**

- Examples of Sustained Impact
- Strategies:
  - Additional Support
  - Extension Tasks
  - Facilitator Support in Class
  - Peers as a Resource
  - Providing Reminders
  - Results from Small Group Work

**Impact on Social and Emotional Skills**

- Empathy
- Motivation
- Self-Awareness
- Self-Regulation
- Social Skills

**Generic Impact**

**Wider Impact**

- Attendance
- Behaviour
- Learning
- Parents and Families
- Well-being

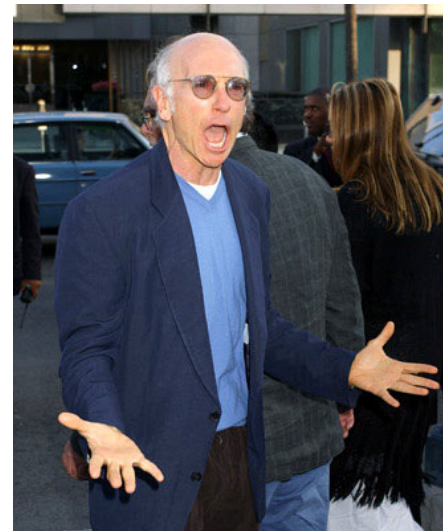
**Conditions of Impact**

- Background Issues
- Impact Difficult to Quantify
- Need for Extension and Further Support
- Children Need to Feel Secure, Safe and Special

**Impact**

**Lack of Impact**

# Social-emotional skills and mental health



- Self-awareness
- Empathy
- Motivation
- Self-regulation
- Social skills

# Social-emotional skills and mental health

- Resilience framework
- Social-emotional skills as both direct protective factors and in-direct mediators of mental health difficulties
- Opportunity to test direct links using primary SEAL baseline data (teacher rated ELAI and SDQ)
- Multi-level modelling analysis (pupil, school and LA level variables)
  - After controlling for school and LA level variation, in addition to pupil age and gender, four of the five social-emotional skills were statistically significant predictors of reductions in mental health difficulties (self-awareness, motivation, self-regulation and social skills)
  - Most powerful predictors were social skills (-0.97 points on the SDQ) and motivation (-0.72 points on the SDQ)



# Implications for TAMHS

- Fidelity and monitoring
- The role of LA support
- Parents and families
- Relationship between universal and targeted provision