



Alcohol Focus

SCOTLAND

Evaluation of Oh Lila Learning Resource
April 2011

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The development of the Oh Lila learning resource is credited to two organisations, Alcohol Focus Scotland and The Swiss Institute for Alcohol and Drugs and to the committed practitioners and children within early years establishments that have taken part in the pilot.

Alcohol Focus Scotland is Scotland's national alcohol charity. We take an evidence-based, outcomes-focused approach to delivering our programmes of work with our primary aim being to reduce the harm caused by alcohol.

We have identified key programmes of work based on our strategic priorities which include raising awareness of the harm to others caused by alcohol and helping service providers deliver and evidence alcohol outcomes to reduce alcohol related harm in local communities.

Scotland faces many challenges in addressing its relationship with alcohol. With 50% of men and 39% of women regularly exceeding the recommended daily limits, we can no longer pretend that alcohol is a marginal problem.

Reducing how much people drink will also reduce the health and social harm caused by alcohol with fewer Scots having their lives cut short because of alcohol and fewer children and families suffering as a result of other people's drinking.

It is estimated that 65,000 children in Scotland live with a problem drinking parentⁱ and over 30% of children in the UK live with at least one binge drinking parentⁱⁱ. Each problematic drinker is likely to negatively affect the lives of at least two other family members.ⁱⁱⁱ

Alcohol Focus Scotland provides training and resources which focus on harm to others and are suitable for use by practitioners working with children and families who may be affected by someone else's drinking. The Oh Lila learning resource has been developed to support our harm to others work programme.

Acknowledgements

Alcohol Focus Scotland would like to thank all the key contacts, Head Teachers and practitioners within the nurseries and family centres, and all the children who have taken part in the pilot, for their time, effort, creativity and enthusiasm to assist us in the pilot of the Oh Lila learning resource.

We would also like to offer our thanks to the following:

- The Swiss Institute of Alcohol and Drugs
- NHS Greater Glasgow & Clyde
- West Glasgow Community Health Care Partnership
- East Glasgow Community Health Care Partnership
- North Glasgow Community Health Care Partnership
- Community Action Blackburn, West Lothian

1. Overview

1.1 Introduction

The Oh Lila learning resource addresses the principles of the Early Years Framework set out by the Scottish Government which seeks to give children the best start in life and has been designed to meet the health and wellbeing outcomes within the Curriculum for Excellence.

Oh Lila is the story of Lila, an adventurous young hare who breaks the rules and gets herself into trouble before seeking help from the wise old hare. Alcohol Focus Scotland has developed a learning resource to accompany the Oh Lila story in consultation with practitioners from early years establishments. Suitable for use with children age 3 to 5 years, Oh Lila aims to build resilience and protective factors.

In realising these aims we can help children and young people develop skills which can protect them from the consequences of living with a family member that drinks too much and could in the longer term reduce their risk of developing alcohol problems.

The Oh Lila learning resource aims to help children to:

- Develop social skills
- Know that they can go to a trusted adult for help
- Understand who that trusted adult might be
- Understand that asking for help is a positive behaviour
- Explore a range of emotions in a sensitive and safe environment.

Research suggests that this type of early intervention approach can have long term social and economic benefits.

The Oh Lila resource pack provides a range of materials based on the characters and themes of the Oh Lila story and is a flexible and interactive tool that can be used in nurseries and with agencies working with children to empower them to seek help, be able to identify adults who can provide that help and to assist in the development of new skills which will help build resilience.

1.2 The Pilot and Evaluation of Oh Lila

The pilot involved 6 nurseries and 3 family centres across Glasgow City and in West Lothian over a 3 month period. The pilot had two key elements, firstly nominated staff from each establishment taking part in the pilot undertook a half day training on how to effectively use the resource. Secondly each establishment participating in the pilot was given one Oh Lila learning resource pack to use over the 3 month pilot period.

The evaluation of the Oh Lila pilot gave consideration of both these elements. Firstly the effectiveness of training delivered was evaluated by participants and secondly the implementation and impact of the resource was evaluated by practitioners across the sample of nursery schools and other agencies.

1.3 Key Findings:

- Practitioners who undertook training were more confident in using the resource. Where whole practitioner teams undertook the training together they were more creative in the implementation of the resource and had a common purpose in using the resource.
- The Oh Lila resource encouraged children to communicate and be more open in participating in discussions, particularly when working with vulnerable children.
- Children understand the basic concepts of the story and have a strong identification with the characters and themes of Oh Lila.
- The Oh Lila learning resource has the potential to be used across the curriculum with the main focus being on health and wellbeing.
- Oh Lila provides practitioners with a flexible resource that can be used to engage with young children on a number of different topics including: asking for help; identifying trusted adults; encouraging communication; exploring emotions; worries and morals.

1.4 Recommendations for development of Oh Lila beyond the pilot

The results of the pilot indicate that Oh Lila is a popular and effective resource with many positive outcomes. The experience of the practitioners utilising the resource in day to day practice has been invaluable in identifying a number of recommendations to further enhance the effectiveness of the resource beyond the initial pilot.

- Review of Oh Lila learning resource pack

The contents of the pack should be reviewed to ensure practitioners have the most useful materials for engaging with children to help achieve the overall aims of the resource.

- Support for practitioners

Guidance notes for practitioners should be updated to include learning from the pilot.

Consideration should be given to the creation of a forum or blog for practitioners to share information and ideas.

- Resource to engage with parents

The pack should be updated to include resources for nurseries and agencies to inform and engage with parents around the key themes of Oh Lila.

- Training

Training was very well received by participants. Future training sessions should be updated to include learning from the pilot.

- Evaluation

Continue to evaluate the resources across early years establishments to develop an understanding of Oh Lila across both general child groups and more vulnerable groups.

2. Evidence & Development

2.1 Early Interventions

There is a growing body of evidence from around the world to support an early intervention approach.

Early interventions aim to shift from intervening when a crisis takes place towards prevention, building resilience and providing the right level of support before problems materialise.

Early interventions can be directed at children, parents to be, families and the wider community.

The Scottish Government's Early Years, Early Intervention Strategy acknowledges the role of parents and families in child development. "A child's world in the early years of life is largely defined by the family. We know that a child brought up in a stable and nurtured environment is better placed to succeed in life, than a child from a less secure background. The biggest gains in improved outcomes and reduced inequality will come from supporting parents and by creating communities which are positive places to grow up".^{iv}

The World Health Organisation (WHO) acknowledges that giving children the right social and emotional bedrock at the beginning of their lives can have a positive impact for the rest of their lives.^v

An independent report recently produced for the UK Government explores the social and economic benefits of early interventions and recommends an essential move toward a primary prevention strategy which will offer substantial social and financial benefits.^{vi}

The report provides evidence that social benefits linked to early intervention can prevent criminal behaviour (especially violent behaviour), drug and alcohol misuse and teenage pregnancy. Other social benefits to intervening early include higher educational attainment and more responsible parenting of the next generation. In financial and economic terms, research would suggest that early interventions demonstrate a good return on their investment with an opportunity for potential savings in public expenditure.

Research carried out in Scotland indicates that children affected by harmful parental drinking are often not identified until they are older. We know that the later the intervention happens the greater the impact is on the child and the higher the cost.^{vii}

2.2 Scottish Policy

In recent years there has been a shift in policy focus towards an early interventions approach. In 2008, the Scottish Government and COSLA launched their Early Years and Early Interventions Framework which sets out how the Scottish Government, local partners and practitioners will work to provide the best start for every child.

Early years is highlighted as one of the best opportunities to intervene. The 4 key principles identified for early intervention include:

- The same outcomes and opportunities for all.
- Identifying those at risk of not achieving outcomes and take steps to prevent the risk materialising.
- Where the risk has materialised, effective action is taken.
- Working with parents, families and communities to develop their own solutions, using accessible, high quality public services as required.

Getting It Right for Every Child (GIRFEC) is the foundation for work with all children and young people in Scotland and is a fundamental way of working that builds on research and practice evidence to help practitioners focus on what makes a positive difference.

GIRFEC emphasises the holistic needs of children, shared working across agencies and establishment of good practice and emphasis on early intervention.

In relation to alcohol, there has also been a substantial change to policy including the new Scottish Government strategy Changing Scotland's Relationship with Alcohol: A Framework for Action.

One of the key areas identified in the strategy is the need to tackle the damaging impact of alcohol on those other than the drinker.

Changes have also happened within education in Scotland. The Curriculum for Excellence was introduced in August 2010 and aims to provide a more flexible and enriched curriculum for children and young people age 3 to 18 years.

This new approach aims to provide children and young people with knowledge and skills for learning, skills for life and skills for work. It is hoped that this new curriculum will help prepare young people to take their place in a modern society and economy.

2.3 Links to the curriculum

The Curriculum for Excellence covers all areas of education including literacy, numeracy, and health and wellbeing. The main purpose of health and wellbeing within the Curriculum for Excellence is for children and young people to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.^{viii}

The Oh Lila Learning Resource is designed with links across the curriculum but in particular to Health and Wellbeing outcomes within the Curriculum for Excellence including:

- Mental & emotional wellbeing: (HWB 0-01a, HWB 0-02a, HWB 0-03a, HWB 0-05a, HWB 0-08a)
- Physical wellbeing: (HWB 0-16a, HWB 0-17a,)
- Planning for choices and changes: (HWB 0-19a)
- Relationships, sexual health and parenthood: (HWB 0-44a, HWB 0-44b, HWB 0-45a)
- Physical education (HWB 0-23a)
- Substance misuse (HWB 0 – 42a)

2.4 Development of Oh Lila

The story of Oh Lila that was developed by the Swiss Institute for Alcohol and Drugs to help build resilience and develop protective factors with young children. In 2010 Alcohol Focus Scotland translated the story for use in Scotland and in consultation with early years agencies we have developed a range of materials to accompany the Oh Lila story.

Oh Lila is aimed at aged children aged 3 to 5 years and tells the story of an adventurous young hare called Lila, who breaks the rules and gets herself into trouble. Lila goes through a range of emotions before confiding in her friend Eric who encourages her to seek help from the wise old hare.

The resource can help children develop resilience and essential skills such as identifying trusted adults, asking for help and improving communication. By helping children to have these skills at an early age, we can help children to cope with family problems and reduce the risk of having recurring problems in future such as alcohol or drug problems.

. The Oh Lila learning resource pack contains the following items:

- **1 x large flip over storybook**

The storybook uses pictures to tell the story with text on the back for practitioners to read.

- **1 x Puppet**

The puppet provides an interactive element to the story and can be used to bring the story to life. The puppet can be used as either Lila, the wise old hare or mummy hare.

- **1 x Giant Jigsaw**

The jigsaw uses the image of Oh Lila being helped by the wise old hare. The resource provides children with the opportunity to work together to complete the jigsaw.

- **1 x Games Pack**

Contains floor game, colouring sheets, character silhouettes and wipe clean activity sheets.

- **CD Rom**

The CD Rom contains character images and master copies to allow practitioners to print off additional copies or create their own materials.

- **Guidance notes for practitioners**

Provides supporting information on the aims of the pack and suggestions for sessions.



3. Pilot of Oh Lila

3.1 Aim

The aim of the pilot is to assess the effectiveness of two key elements of the delivery of Oh Lila. Firstly to assess the effectiveness of the training received by practitioners and secondly to assess the use and effectiveness of the Oh Lila learning resource pack in practice.

Key questions:

- Did the training provide practitioners with the skills, knowledge and confidence to introduce and fully utilise the resource in practice?
- How was the resource used?
- How effective was the resource in achieving its key aims?
- Could the resource be used to identify and engage with potentially vulnerable children?

3.2 The Pilot

Alcohol Focus Scotland sought nurseries and agencies from a variety of areas and socio-economic backgrounds to take part in the pilot of the Oh Lila resource.

Community Health Teams in Glasgow and the Community Action Blackburn project in West Lothian assisted in identifying nurseries and agencies to take part.

Overall 6 nurseries and 3 family centres in Glasgow and West Lothian were identified and invited to participate in the pilot as follows :

- Murrayfield Nursery, Blackburn, West Lothian
- Onslow Drive Nursery, Glasgow (East)
- Helenslea Nursery, Glasgow (East)
- Cloverbank Nursery, Glasgow (West)
- Bonnybroom Nursery, Glasgow (North)
- Hamiltonhill Nursery & Family Learning Centre, Glasgow (North)
- Whitdale Family Support Centre, Whitdale, West Lothian
- Blackburn Family Support Centre, Blackburn, West Lothian
- Pre 5 Family Support Service, Glasgow (East)

A minimum of two practitioners from each of the establishments were nominated and attended a half day training session. Each establishment was then provided with one Oh Lila learning resource pack to use for a period of 3 months.

Key contacts were identified in each establishment and asked to provide feedback by recording the use of the Oh Lila learning resource and taking part in interviews carried out at the beginning and end of the pilot period.

The pilot ran from May to August 2010 in West Lothian and from October 2010 to January 2011 in Glasgow.

A variety of methods were used to collect data during the pilot including:

- Training evaluation sheets completed by practitioners (n=30). (Appendix 1)
- Initial interviews with key contacts in each establishment (n=5). (Appendix 2).
- Pro formas recording the use of the resource in each establishment (3 out of the 9 nurseries/family centres completed pro formas).(Appendix 3)
- Follow up interviews with key contacts in each establishment (n= 8). (Appendix 5)

Confidentiality

Due to the sensitive nature of the Oh Lila learning resource and the topics that could be addressed by using the resource, practitioners were asked during training and when participating in interviews not to discuss or share specific information relating to individual children or families.

For the purpose of this evaluation and in the interests of data protection, establishments that that have taken part in the pilot will be identified by use of a number.

4. Evaluation of Oh Lila Training

4.1 Delivery of Training

A 3.5 hour training programme was provided to 30 practitioners across 4 sessions to Nursery Head Teachers, Child Development Officers, Special Care Nursery Officers and Play Workers.

West Lothian had 2 representatives from each of the participating agencies attend the training (n=7).



One nursery in Glasgow had all their staff attend the training together(n=8).

The remaining agencies in Glasgow had a minimum of 2 representatives from each agency attend the training (n=15).

It was anticipated that practitioners who had undertaken training would pass on the learning to any colleagues that did not attend training.

The training used a range of interactive methods to cover the following topics:

- Alcohol and attitudes
- Oh Lila in context – links to national strategies
- Introducing Oh Lila resources
- Beyond the resources – looking at key themes and managing disclosures
- Sources of information and support – including child protection

Child Protection

As part of the training, practitioners are reminded of their responsibilities with regard to child protection as recommended by National Child Protection Guidelines. All practitioners are encouraged to review child protection procedures within their own establishment prior to using the Oh Lila learning resource.

The overall aim of the training was to introduce participants to the Oh Lila learning resource and provide them with the knowledge and skills to use the resource to engage and communicate with children on the key issues raised.

The learning outcomes associated with the training were:

- Learners had an understanding of how Oh Lila learning resource links to national early years strategies.
- Learners had an understanding of the key themes of Oh Lila.
- Learners were able to identify ways to use the resources within their particular work setting.
- Learners had an increased awareness of the physical and social effects of alcohol.

Training was evaluated by completion of evaluation sheets on the day of training and questions were included at both initial and follow up interviews carried out with key contacts.

4.2 Immediate evaluation sheet results

At each training session, evaluation sheets were completed by learners. 100% of evaluations were returned (n=30). A summary of the results is shown below and demonstrates a positive response from the learners with comments including:

“Very interesting training and a great resource to use with children”
“Training made the links to alcohol very clear”.

Participants were asked to rate their response to a number of questions about training using a grid from 0 to 5. With 0 being the lowest and 5 being highest. Responses to the questions were all rated 3 or above with the majority being either a 4 or 5 (appendix 1). This indicates that:

- All participants agreed that the aims of the course had been realised.
- All participants indicated that the course was useful and relevant to their needs.
- All participants enjoyed the course and would recommend it to others.

When asked if there was anything about the training that could be improved comments were all positive and included:

“Training was spot on. Well done”.
“More activities to get used to the resources”

Participants were asked if they had any general comments they would like to make about the training. Comments included:

“Very interesting – have learned a lot that I will use in my own setting”
“Relaxed and informal style made the training very enjoyable”.

4.3 Initial follow up interview results

Within 4 weeks of completing training key contacts that participated in the initial interviews (n=5) were asked to reflect on the training they received and consider if it was adequate.

All were very positive about the training and agreed that it had been adequate and worthwhile.

“Very useful training”
“We enjoyed the training. It got us to think about things differently”.

4.4 Final follow-up interview results

Final follow-up interviews were carried out with key contacts (n=8) after they had spent 3 months using the Oh Lila learning resource. They were asked to reflect on the training they received having now used the resources in practice. Key contacts were able to provide more detailed feedback at this point on the training they had received.

Training was seen as relevant and it was noted that it gave some practitioners a chance to reflect on their own experiences and it had provided the opportunity for good discussions on the key issues.

In some of the nurseries where selected practitioners received training, they reported being more confident in using the resources than their colleagues who had not received training (n=4).

In the nursery where all staff had attended training they reported being very confident using the resource in practice and there was a sense that they were all working towards a common purpose.

“It helped that the whole team were involved. It made it easier for everyone to understand what we were working towards”.

“Other colleagues that had never done training maybe weren’t as confident but that will grow with use”.

5. Implementation of the Oh Lila Learning Resource

On completion of the training, telephone interviews (see Appendix 2) were carried out with key contacts in each of the nurseries at the start of the pilot period (n=5).¹

The key contacts taking part in the interviews were:

- 1 Head Teacher
- 1 Depute Head Teacher
- 3 Child Development Officers

5.1 Initial thoughts about introducing Oh Lila

All of the key contacts were asked how they were going to introduce the Oh Lila learning resource within their nursery. A range of responses were provided including:

- Using a targeted approach for use with the more vulnerable children in the nursery (n=2)
- All practitioners would be using the resource with all children in the nursery (n=2)
- 2 designated practitioners would be introducing Oh Lila to small groups of children (n=1)

“We are telling the story just now in a wooded theme room designated for Oh Lila.”

“We have introduced the story to the children and are getting them to act out parts of it. They are finding it interesting.”

One nursery thought that the resource would work well with the more vulnerable children. They also identified the resource as a way of engaging with parents and planned to hold a parents night to introduce Oh Lila to parents.

Of those interviewed all planned to introduce the resource by concentrating on the storybook and then build up to using the other resources.

“The idea is to concentrate on the story and work with same group of children for 3 weekly sessions and then build it up.”

“We are hoping to do a wall display and home link pack.”

¹ Although several attempts were made, we were unable to make contact with family centres at this time

5.1.2 Confidence using the resource and managing disclosure

When asked to rate their confidence in using the Oh Lila learning resource with 0 being not confident and 10 being very confident, most appeared confident rating themselves as 8 or 9 (n=3), others were fairly confident (n=2) rating their confidence as 6 or 7.

Of those who were fairly confident they thought their confidence would improve with use and familiarity of the resource.

Across all the nurseries interviewed, practitioners had undertaken child protection training and were aware of referral pathways necessary if a child disclosed information to them.

A number of nurseries mentioned that they already had links with social work and alcohol and drug workers.

5.1.3 Links across the curriculum

Nurseries were asked which part of the curriculum the resource worked best with. All of the nurseries thought that the resource fitted well with health and wellbeing outcomes within the Curriculum for Excellence and indicated links to other areas of the curriculum including:

- Literacy
- Emotions
- Friendship
- Language and listening
- Imagination

When asked if Oh Lila linked to other resources that they used there was a mixed response. Some practitioners thought the resource would link to other resources (n=2) in particular, traffic safety, stranger danger and communication and language.

Those who were unsure said they were concentrating on the introducing the resource in the first instance.

5.2 Using Oh Lila in practice

Key contacts were asked to complete an Oh Lila learning resource pro formas (Appendix 3) which would provide information on how the resource was used during the 3 month pilot period.

3 out of the 6 nurseries completed pro formas. None of the family centres completed pro formas.

Due to the small number of the nurseries who recorded their use of the resource the findings do not give a full picture of the range of activities which were undertaken across all the nurseries and family centres taking part in the pilot.

33 Oh Lila sessions were delivered with children age 3 to 5 years. The nursery identified as N3 delivered the most sessions (45%, 15), closely followed by the nursery identified as N4 (39%, 13) and finally the nursery identified as N5 (15%, 5).

A total of 241 children were involved in the 33 Oh Lila sessions delivered. Nursery N3 had the most children taking part in sessions (60%, 146), followed by nursery N4 (27%, 65) then nursery N5 (13%, 30).

Nursery N5 held a parent information session where Oh Lila resources were on display.

5.2.1 Resources used in sessions

All of the resources contained within the Oh Lila learning resource pack were utilised, although it is clear that some were used more than others.

From the 33 Oh Lila sessions delivered, the storybook was the resource used most often and as the basis for most of the sessions (88%, 29), followed by the puppet (39%, 13). The colouring sheets (27%, 9) and jigsaw (24%, 8) were also used.

Examination of the pro formas clearly shows that the story was revisited and reinforced through each of the sessions. Out of the 33 sessions, only 3 sessions did not use the storybook. A summary of this information is shown in Appendix 4.

From the information collected we can see that all nurseries developed additional resources and activities and were very creative. Some of the additional activities included:

- Drawing pictures
- Puppet shows
- Children acted out the story
- Children used the silhouettes to make masks

“Children are becoming more familiar with story talking more about Lila.”

“Read story a few times – children were able to listen because they were familiar with the story.”

“Oh Lila is the first of its kind I have seen.”

The puppet was used with the storybook and was a very popular resource with the children. One practitioner did mention that there was some confusion about the ‘rabbits’ and ‘hares’.

“Children spoke to the puppet about their worries.”

“Children enjoyed using the puppet.”

“Introduced the old hare. Children were confused and said it was a rabbit.”

5.2.2 Links across the curriculum

Practitioners clearly identified that the resource links to the health and wellbeing outcomes within the Curriculum for Excellence.

From the 33 sessions carried out in the nurseries it is clear that literacy, language and communication were the most relevant links to the curriculum, accounting for one third of all sessions delivered.

5.3 Experiences and outcomes of Oh Lila in practice

Following the 3 month pilot period, follow-up interviews were conducted with key contacts (n=8) in each of the nurseries and family centres in both West Lothian and Glasgow to reflect on how the resource had worked in practice and the outcomes that had been achieved.



5 interviews were carried out face to face and 3 were carried out by telephone. To date we have been unable to make contact with centre identified as FC3.

This section of the report provides key information and outcomes that were common across all nurseries and agencies.

Summaries of each of the participating nurseries and agencies experiences and outcomes are detailed in Appendix 6.

5.3.1 Key experiences and outcomes across all agencies

Oh Lila was introduced in 6 nurseries and 1 family centre. There were a wide range of methods used to deliver the Oh Lila sessions. The story was used as a base in the majority of sessions, with all nurseries and family centres utilising a variety of activities and resources including: puppets; colouring sheets; activity sheets; jigsaw and to a lesser extent the floor game.

“The children loved the book and the puppet and have been asking for it.”

“Children enjoyed colouring their own puppets.”

“There was nothing in the pack we didn’t use. This is not a resource we will put on a shelf and not use.”

There are clear links to the Curriculum for Excellence through health and wellbeing and other areas such as literacy, communication, language as well as arts and crafts and physical activities.

Some of the activities undertaken by nurseries include:

- Creating an Oh Lila woodland theme room
- Children used the storybook to tell each other the story
- Colouring pictures
- Using the puppet to talk about issues/emotions
- Children made their own masks
- Children produced a puppet show
- Children acted out the story
- Creating a flannel graph
- Created feelings paddles



- Dressing up
- Making face masks
- Made own I.T. games for children to use
- Children interviewed each other
- Used floor mat to create own games/identify with characters
- Created a worry corner



5.3.2 Confidence of practitioners

All practitioners interviewed reported that they were confident in delivering Oh Lila sessions although they did mention that this confidence had increased with experience.

All nurseries and agencies taking part in the pilot were confident that they could deal with any disclosures made and were clear about their organisation’s child protection guidelines.

5.3.3 What worked well?

The Oh Lila Story & Characters.

Across all the nurseries and agencies taking part in the pilot the children engaged with and identified with the characters.



The most popular resource was the puppet which children used to represent either the wise old hare or Lila. This was utilised particularly in the nurseries taking a more targeted approach where children were encouraged to talk and share their feelings using the character or puppet.

“They all loved the puppet and enjoyed giving him a cuddle at the end of the story.”
“One child asked to speak to the old hare puppet after hearing the story and told him about an incident that happened at home. The incident was then reported and taken further.”
“Children have really taken it on board. They have been outside on their own playing Oh Lila games.”

Understanding of the key themes and improved communication

By using the Oh Lila resource we aim to help children identify a trusted adult and understand that asking for help is a positive thing to do. We also aim to help children develop social skills including communication and problem solving skills.

All practitioners interviewed felt that the key themes of Oh Lila were realised.

There is clear evidence from the pilot to show that children have been able to identify trusted adults, with most identifying mum, gran or people in the nursery as the adults they could speak to.

“We had a discussion about who we would go to for help. Mummy, Granny and ladies at the nursery were identified by the children.”

“Children talked about personal experiences about who they would tell. We also talked about ‘right and wrong’ and listening to others.”

“Children really liked Lila – they understood the story and the theme of asking for help.”

Communication

Practitioners agreed that using the resource had generally improved communication and encouraged children to be more open to participating in discussions. Further more, practitioners reported that this improvement in communication was particularly evident when the resources were used with more vulnerable groups of children, highlighting that the resource had encouraged these children in particular to ask for help.

The resource was also found to work particularly well as a way of exploring emotions and feelings with boys who had displayed aggressive behaviour and also with children who had less developed language and communication skills.

“Helped with general communication and encouraged shy children to speak up,”

“The story addresses emotional issues and can be used to help children express themselves better.”

5.3.4 What could be improved?

Length of story

Whilst the story has evaluated well, there were mixed comments about the length of the story. Where these comments related to practitioners reading the story, it was also noted that this was only an issue in the first few times of use and got better as they became more familiar and/or confident the resource.

Generally there was a feeling that the story worked well for older or more advanced children but consideration should be given to simplifying/shortening when working with younger age groups.

3 out of the 9 nurseries/family centres mentioned the colours illustrations in the book and would have liked more vibrant colours to be used.

“Story could be a little bit shorter for 3 year olds but okay for older more advanced children.”

“It was easier if the story was shorter to keep the attention of the children.”

“Always takes time for confidence to grow with new resources.”

“The colours in the book weren’t very strong would have preferred brighter colours.”

5.4 Links to alcohol

Alcohol Focus Scotland has developed this resource to build protective factors and resilience in children and to help develop social skills.

With this in mind as part of the evaluation practitioners were asked if they understood the links between using the resource and the use of alcohol/drugs later in life and how the use of this resource could help children cope with problems they may be experiencing as a result of parental drinking.

77% (7) said they did understand the link, 23% (2) said they did not understand the link.

“Promoting a message it is alright to tell and be honest can help with a whole range of problems”.

“They are learning to talk about worries so in the future if they can talk about them then hopefully they won’t turn to drink”.

“This is a good age to focus on and start giving these messages – hopefully by the time they are teenagers they will have got the message”.

6. Key Findings & Recommendations

The Oh Lila learning resource is a flexible and interactive tool that can be used in both nurseries and with agencies working with children to empower them to seek help, be able to identify adults who can provide that help and assist in the development of new skills which will help build resilience.

Oh Lila has been very well received by all nurseries and agencies with some making full use of all the resources in the pack across the curriculum, enabling children to take part in a wide range of activities.

The nurseries and agencies that took part in the pilot represented a range of socio-economic areas. It is interesting to note that there were no distinct differences on how the resource was introduced and delivered in practice.

It is clear from the information obtained from the pilot, that the resource encouraged children to ask for help, helped them to identify trusted adults (within and/or out with their families) and assisted with the development of social skills such as communication and problem solving. Research shows^{ix} that the development of these skills can support the building of resilience in children.

6.1 Key Findings:

- **The Oh Lila resource encourages children to communicate and be more open in participating in discussions, particularly when working with vulnerable children.**

The pilot has shown that the Oh Lila learning resource engaged the children it was delivered to and encouraged them to communicate and participate more in discussions.

Where the resource was used with more vulnerable groups of children, practitioners reported that this improvement in communication was particularly evident highlighting that the resource had encouraged these children in particular to ask for help.

The resource was also found to work particularly well as a way of exploring emotions and feelings with boys who had displayed aggressive behaviour and also with children who had less developed language and communication skills.

- **Children have shown an understanding of the basic concepts of the story and have been able to identify with the characters and themes of Oh Lila.**

Across all the nurseries/family centres the resource was used to help children identify a trusted adult and encouraged and promoted asking for help as a positive behaviour. Practitioners were confident that children understood these key themes.

Children identified with the characters through playing with resources and in particular the puppet which was used by some children to talk about their feelings and to seek help.

- **Oh Lila provides practitioners with a flexible resource that can be used across the curriculum with a focus on health and wellbeing.**

The resource was well received by practitioners who were interviewed and they reported that they found the resource flexible and easy to use.

Within the early years establishments covered by this pilot, the Oh Lila resource fitted well into the health and wellbeing element of the curriculum.

There are also clear links across the curriculum in particular to literacy, language and communication, problem solving, physical activity and arts and crafts.

- **The Oh Lila learning resource can be used to engage with young children across a number of different topics including: asking for help; identifying trusted adults; encouraging communication; exploring emotions; worries and morals.**

Oh Lila provides nurseries, agencies and practitioners with an interactive resource that can help pre-school age children explore a range of topics within a safe and sensitive environment.

Practitioners interviewed felt that the story was also a good basis for exploring other topics such as emotions, feelings, morals and friendship.

- **Practitioners who undertook training were more confident to use the resource and practitioner teams attending training together were more creative and had a common purpose.**

Training was very well received and we know from evaluations and follow-up interviews that practitioners who had undertaken training were more confident using the resources than those who had not been trained.

In particular the nursery where all practitioners were trained to use the resource were more confident introducing the resource to children and felt they had a common sense of purpose. The nursery in question also tended to be more creative with the use of the resource and made more links across the curriculum.

In the nurseries where the Head Teacher and Depute Head undertook the training and were key contacts, Oh Lila was implemented to link across the curriculum.

6.2 Recommendations

The pilot gives us an indication of how the Oh Lila resource can be used throughout nurseries/family centres to engage with pre-school age children. What is clear is that the resource is seen flexible and easy to use.

From the information gained there are some amendments that could be made to the learning resource including:

- **Oh Lila story**

There was mixed feedback from practitioners about the length of the story. Whilst it may not be possible to review the text at this time, the pilot has provided some learning to ensure that the story is suitable for all and this is an element that should be covered in future training.

- *Recommendation:*

- *Update training to ensure different options are available for practitioners*
- *Review the amount of text in story in the longer term*

- **Resource Pack**

Although all the contents of the pack were utilised throughout the pilot, thought should be given to providing the resources that are most useful to enable practitioners to engage with children to achieve the overall aims of the pack. In particular the following items should be considered:

Oh Lila floor game

There are indications that the floor game was not fully utilised by all of the nurseries and family centre taking part in the pilot. Some nurseries suggested this was due to lack of space.

- *Recommendation*

- *Remove the floor game from the resource pack*
- *Offer the floor game as an optional part of the Oh Lila learning resource pack*

Puppets

Across all nurseries/family centre the puppet was one of the most popular resources. Most of the pilot organisations said they would have benefited from additional puppets to represent each of the characters.

- *Recommendation*

- *Include more puppets in the resource pack*

- **Supporting Practitioners**

Guidance notes provided as part of the Oh Lila learning resource pack should be updated to include the learning from this pilot.

Practitioners have suggested that a forum or blog could be created to help them share good practice and receive updated information. This could be hosted on Alcohol Focus Scotland's website or through GLOW.

- *Recommendation*

- *Update Guidance Notes*
- *Introduce a communication network for practitioners using the resource in the longer term*

- **Engaging with parents**

Although there was some engagement with parents throughout the pilot this was limited. Many of the nurseries taking part asked for additional resources which could enable them to engage more with parents.

Recommendation

- *Production of information pack for children to take home to parents.*
- *Update training to encourage involvement with parents.*

- **Training**

Training was very well received by those taking part in the pilot. However it is important that the training is updated to include learning from the pilot in particular to findings and good practice.

Recommendation

- *Update training to include learning from pilot.*

- **Evaluation**

Continue to evaluate use of the resources across early years establishments to develop an understanding of the impact Oh Lila across both general child groups and more vulnerable groups.

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March 2011

Appendices

- Appendix 1: Training Evaluation Summary
- Appendix 2: Initial Interview Questionnaire
- Appendix 3: Oh Lila learning resource pro forma
- Appendix 4: Summary of Oh Lila learning resource completed pro formas
- Appendix 5: Final Interview Questionnaires
- Appendix 6: Experiences and outcomes of each nursery and agency.

References

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