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FOUNDATION

# Realising the potential of early intervention in the early years

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# The social and moral case

Too many children in England face disadvantages that affect their development and threaten their future health and happiness.

Wide and persistent gaps in children's development open up early along socioeconomic lines, with significant consequences for future and intergenerational outcomes.

Early intervention can play a part in giving these children and families the support they need to reach their full potential.

We cannot simply stand by while problems get worse.

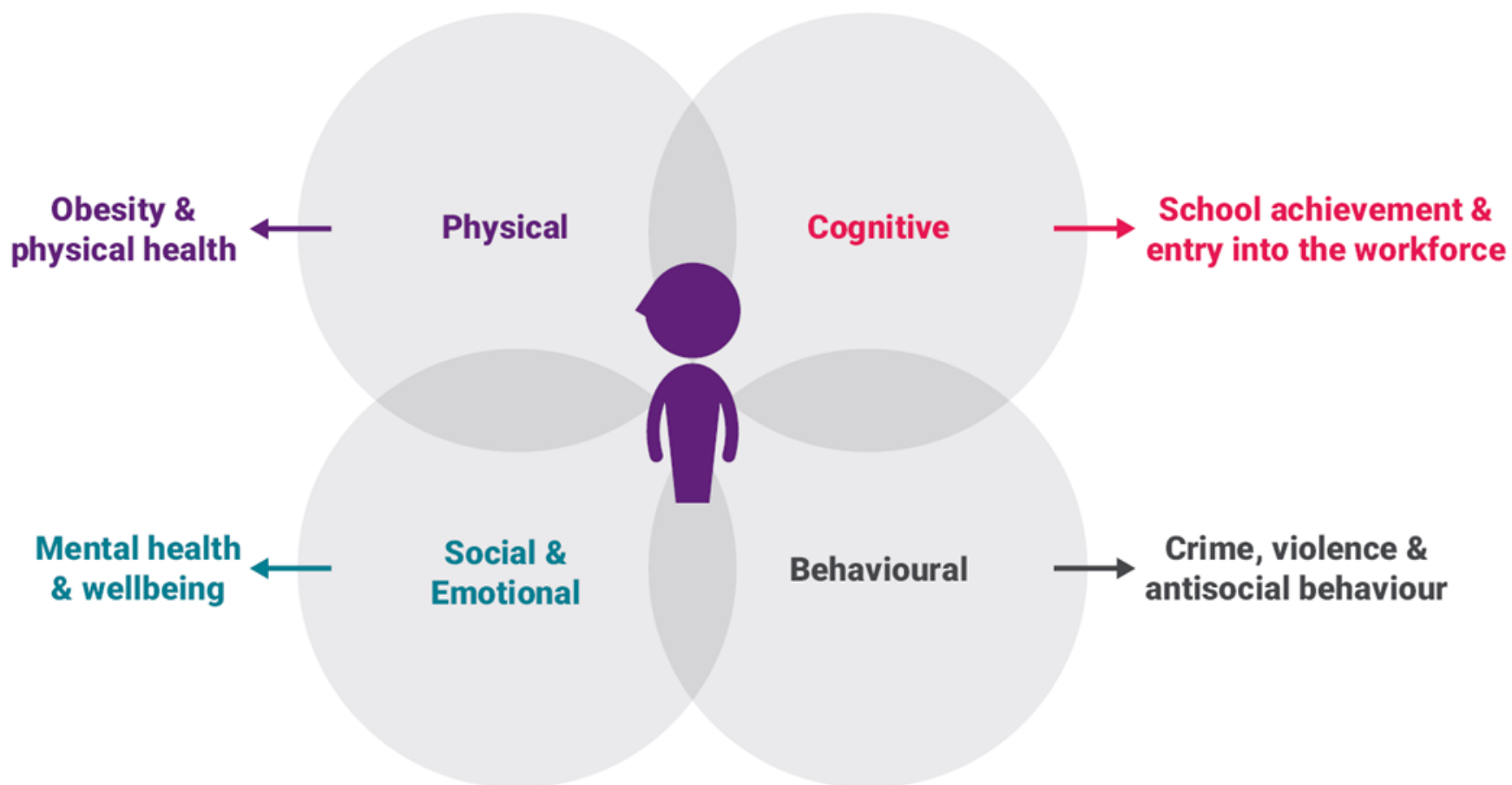
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“While early intervention cannot solve all problems, it can substantially improve children's lives if it is delivered to a high standard and directed to the children or families who need it the most.”

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# Where can early intervention have the greatest impact?





# What is **effective** early intervention?

Not all early intervention is effective or has yet developed evidence of effectiveness.

Rigorous evaluation and testing of early intervention programmes and approaches tells us which forms of support have been effective at improving child outcomes.

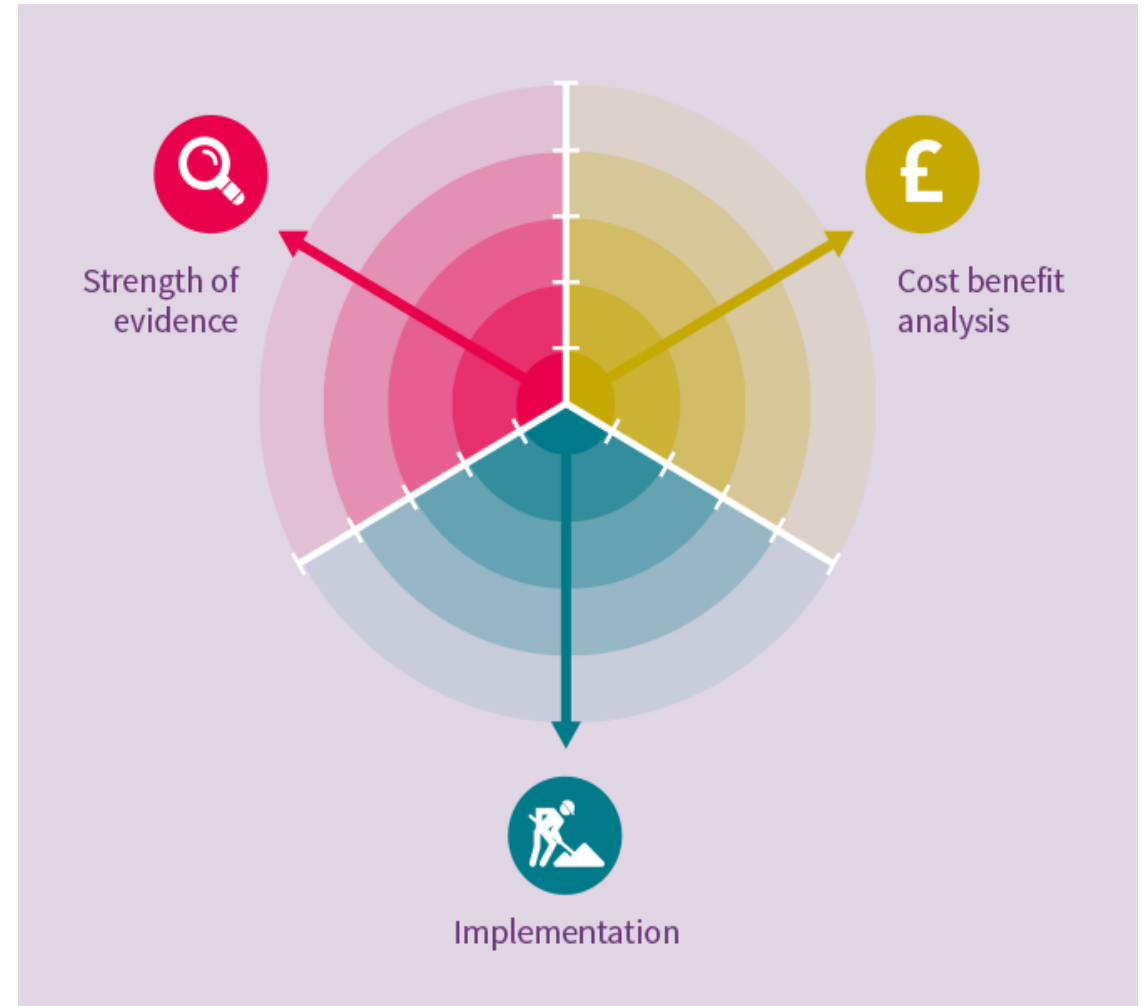
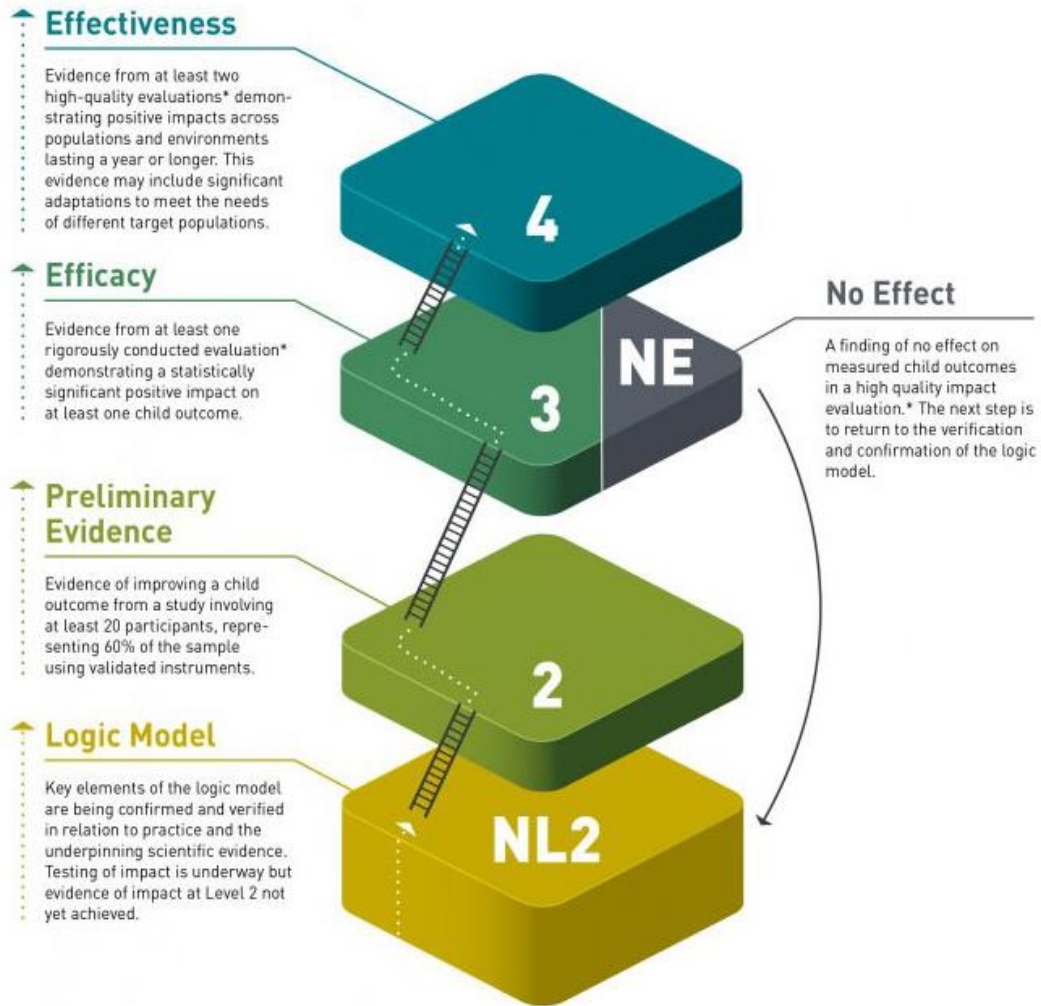
Much of the work of EIF focuses on rating the effectiveness of early interventions, and making these ratings transparent and accessible.

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“On balance, families and children who receive interventions shown through rigorous testing to have improved outcomes are more likely to benefit, and to a greater degree, than those who receive other services.”

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# Interpreting the evidence



\*High quality evaluations do not need to be randomised control trials if a relevant and robust counter-factual can be provided in other ways.



# The EIF Guidebook

14:30 PM

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GUIDEBOOK

Filter programmes

**Evidence rating**

2 3 4

No effect

Rating 2 includes 2+, 3 includes 3+, 4 includes 4+

**Cost rating**

1 2 3

4 5

**Provision**

☐ Show only programmes that have been implemented in the UK

**Child outcomes**

☐ Supporting children's mental health and wellbeing

☐ Preventing child maltreatment

☐ Enhancing school achievement & employment

☐ Preventing crime, violence and antisocial behaviour

☐ Preventing substance abuse

☐ Preventing risky sexual behaviour & teen pregnancy

☐ Preventing obesity and promoting healthy physical development

**Age groups**

☐ Antenatal

☐ Perinatal

☐ Infants

☐ Toddlers

☐ Preschool

☐ Primary school

☐ Preadolescents

☐ Adolescents

Clear selections Search

14:30 PM

## Example Programme

Example Programme is a targeted-selective programme for children between the ages of 8 and 12. It is designed to prevent antisocial behaviour and substance abuse in children from low-income families.

**Evidence rating:** 3+

**Cost rating:** 1

**Child outcomes:**

- Preventing substance abuse
- Preventing crime, violence and antisocial behaviour

**UK provision:** Yes

**Age group:**

Preadolescents

**Delivery model:** Group

**Setting:**

- Primary school
- Secondary school
- Community centre

**Classification:**

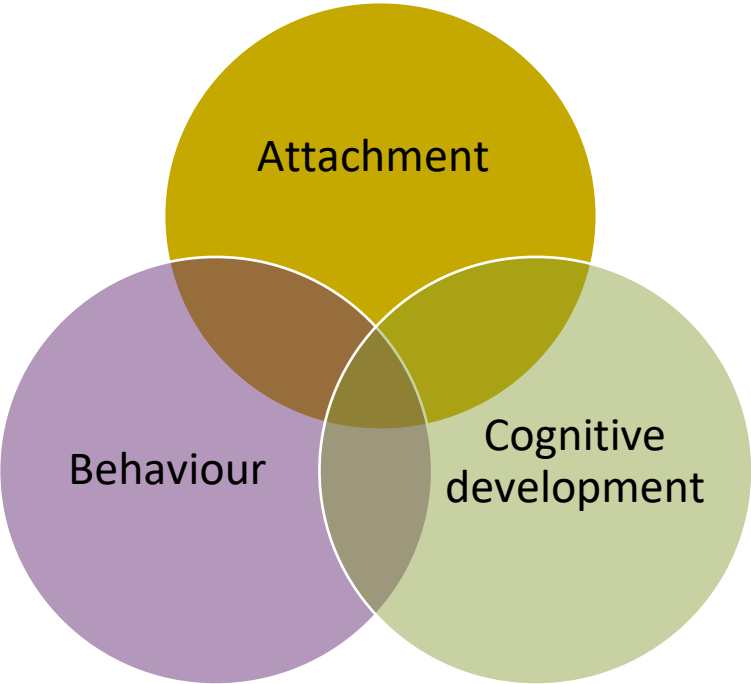
Targeted selective

*Handwritten red annotations:*

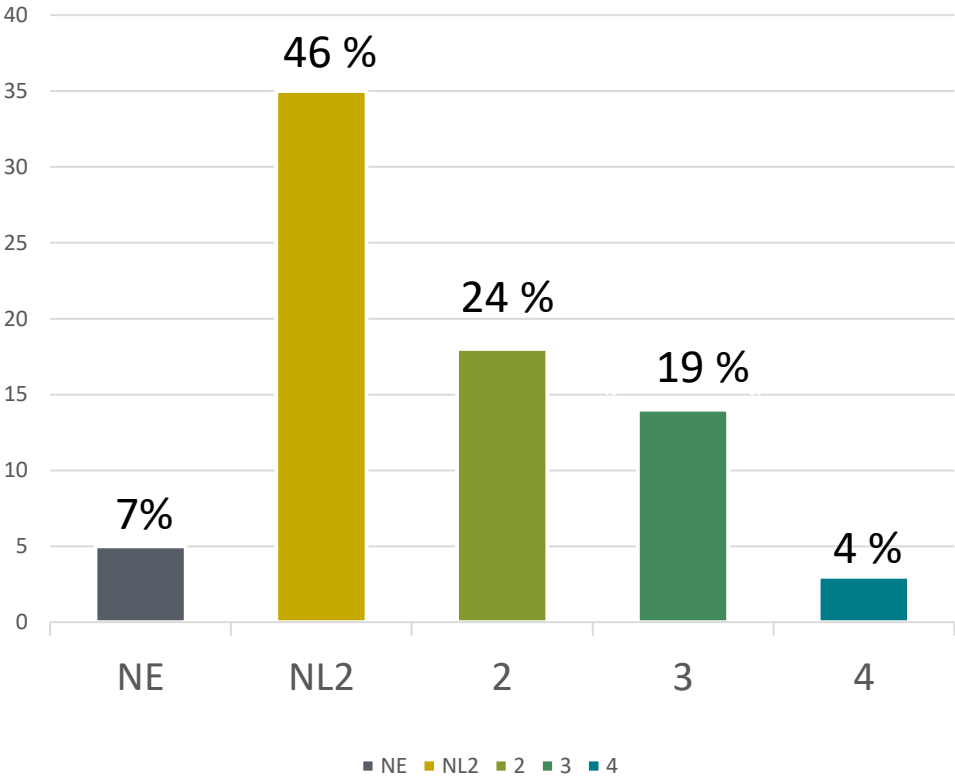
- How strong is the evidence? (points to Evidence rating)
- What does it cost? (points to Cost rating)
- What can it achieve? (points to Child outcomes)
- What does it do? (points to programme description)
- Is it in the UK already? (points to UK provision)
- Who is it for? (points to Age group)
- Where does it all happen? (points to Setting)
- Universal or targeted? (points to Classification)

# Foundations for Life: What works to support parent-child interaction in the early years

75 programmes across 3 domains



Distribution of interventions by level of evidence (n=75)



# Conflict between parents



- **Normal?**
- **Constructive**
- **Destructive**



# Language as a child wellbeing indicator

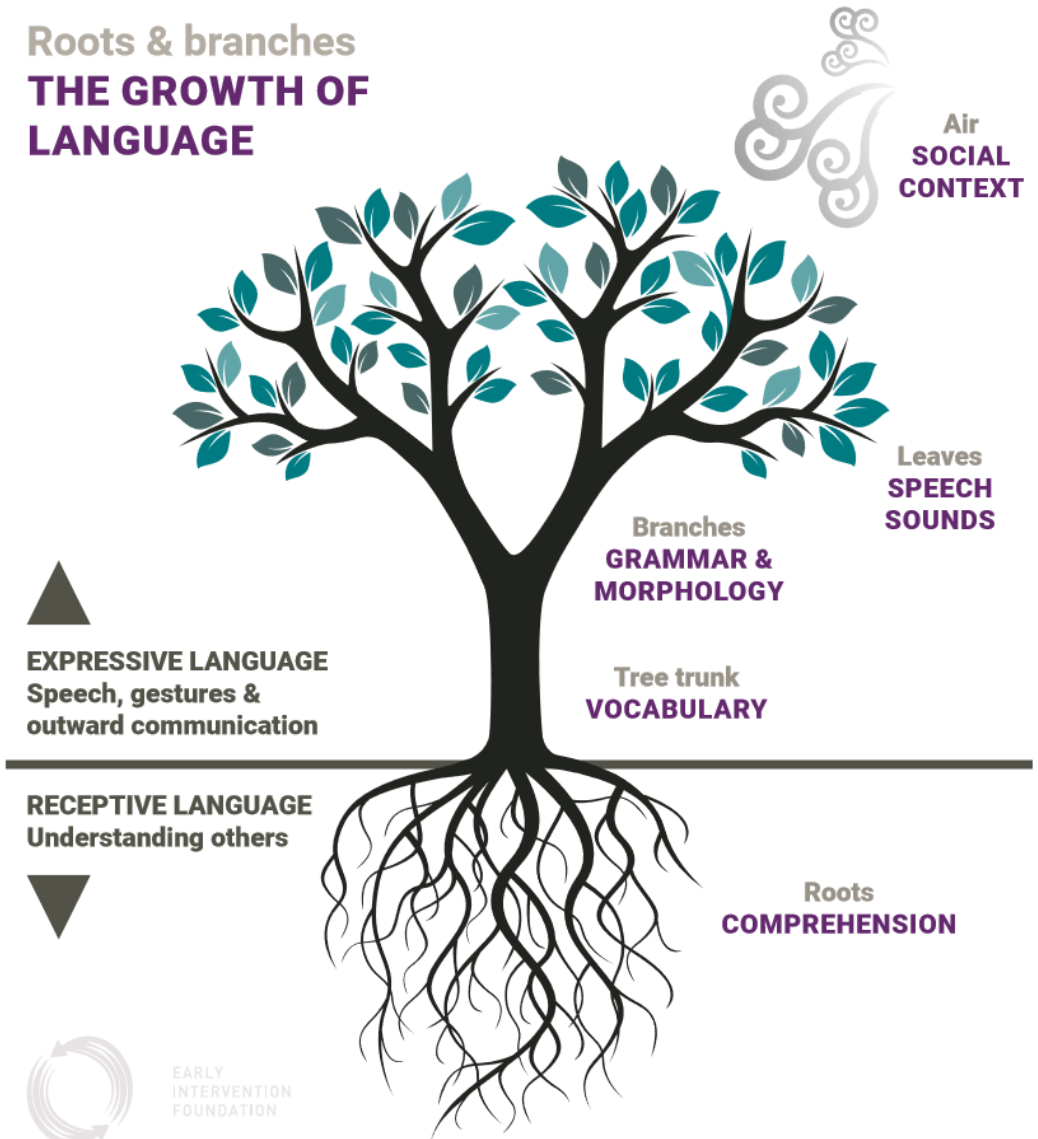
*“Early language acquisition impacts on all aspects of young children’s non-physical development.*

*It contributes to their ability to manage emotions and communicate feelings, to establish & maintain relationships, to think symbolically, and to learn to read and write.*

*While the majority of young children acquire language effortlessly, a significant minority do not.*

*We believe the fundamental link between language & other social, emotional and learning outcomes makes early language development a primary indicator of child wellbeing.”*

## Roots & branches THE GROWTH OF LANGUAGE





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# Key competencies in early cognitive development

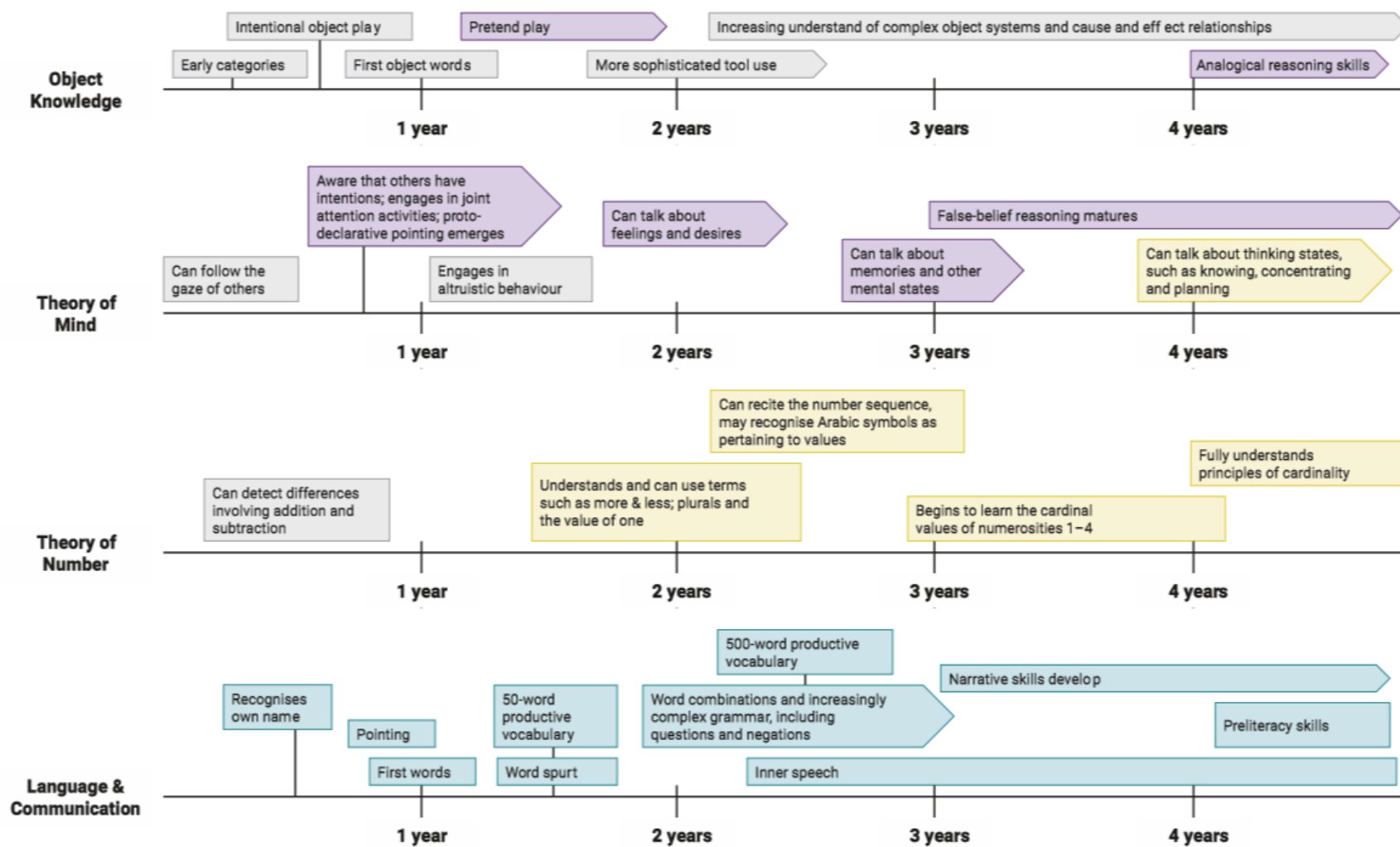
## Things, people, numbers and words

December 2018

Kirsten Asmussen, James Law, Jenna Charlton, Daniel Acquah,  
Lucy Brims, Inês Pote, Tom McBride

**FIGURE 7.1**

Milestones in the development of children's key competencies during the first five years



Source: EIF



**The case for early intervention  
is strong.**

**But we have a long way to go  
before effective early intervention  
is available to every child or  
family who needs it.**



# Five key barriers to fully enabling early intervention

- 1 Funding
- 2 Short-termism
- 3 Fragmented responsibility
- 4 Not delivering what works
- 5 Gaps in our understanding of what works or is likely to work





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# EARLY YEARS TRANSFORMATION ACADEMY

PROSPECTUS  
2019/20



IN PARTNERSHIP WITH

## How will it work?

### Online learning

Accessible evidence content and learning resources available online for EYTA Team members to work through at their own pace and prepare for the design workshops.

### Design workshops

Interactive and applied workshops delivered in the local area which give the four EYTA Teams space to actively test and develop their plans, encouraging peer collaboration and support across the Teams.

### Local application

Practical application of the approaches developed in the design workshops to the local context, engaging local stakeholders in building the change process.

## Academy support

Access to independent specialists in early intervention, maternity and early years system development, leadership development and evaluation.

Support and challenge to apply the Academy learning to the local context.

Sharing the learning journey with an expert network of peers across the four neighbouring areas.



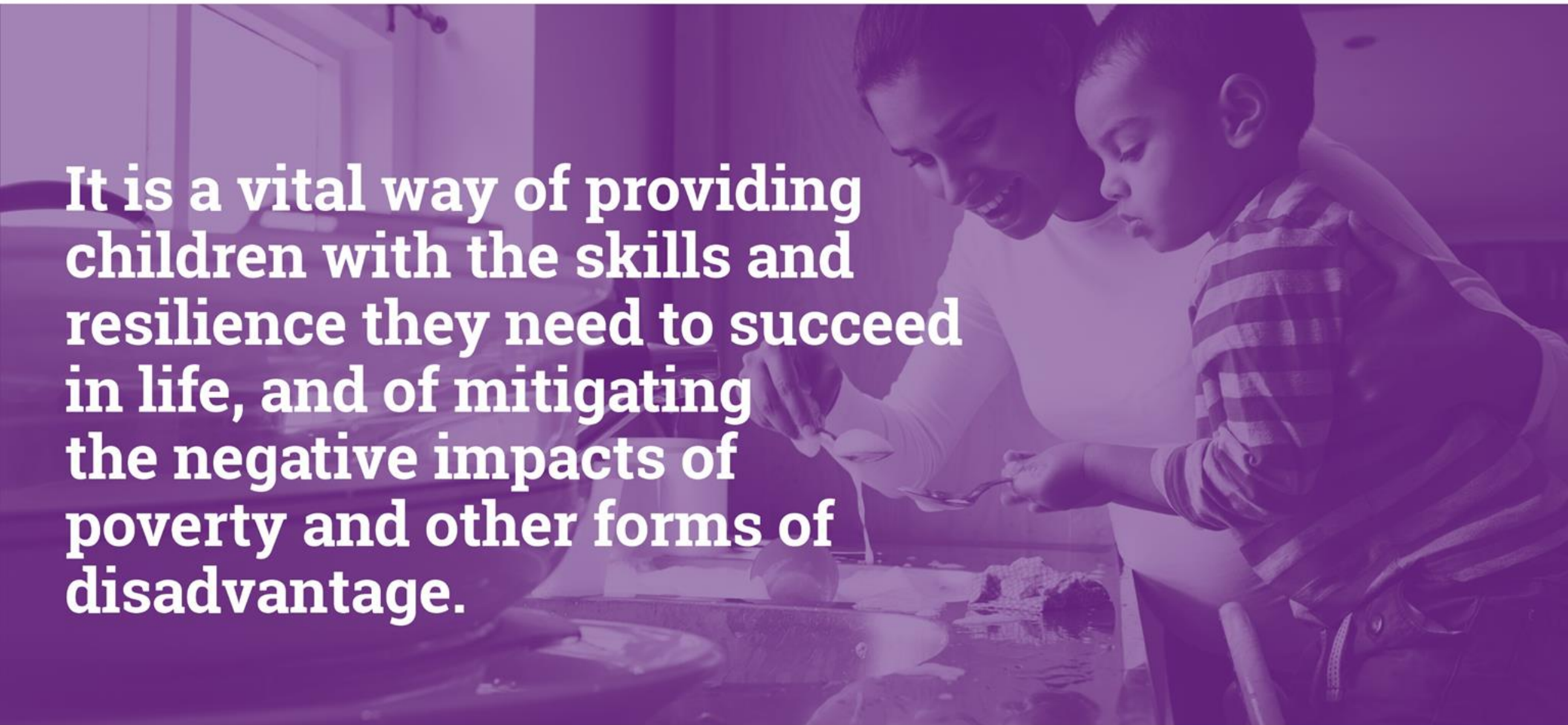


**Early intervention is not a panacea for all of society's problems, nor is it a financial coping strategy for local or central government.**





**It is a vital way of providing children with the skills and resilience they need to succeed in life, and of mitigating the negative impacts of poverty and other forms of disadvantage.**







**The success of the country  
depends on supporting all  
children to reach their potential.**

**If anything is worthy of  
long-term planning,  
surely it is this.**

