

# Lessons in using evidence to inform policy

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Nov, 2016

# The challenges and opportunities of using data and evidence to improve commissioning, policy and practice:

- What is early intervention?
- How have standards of evidence been applied to early intervention?
- What works to support parents and families?
- How should evidence be used?

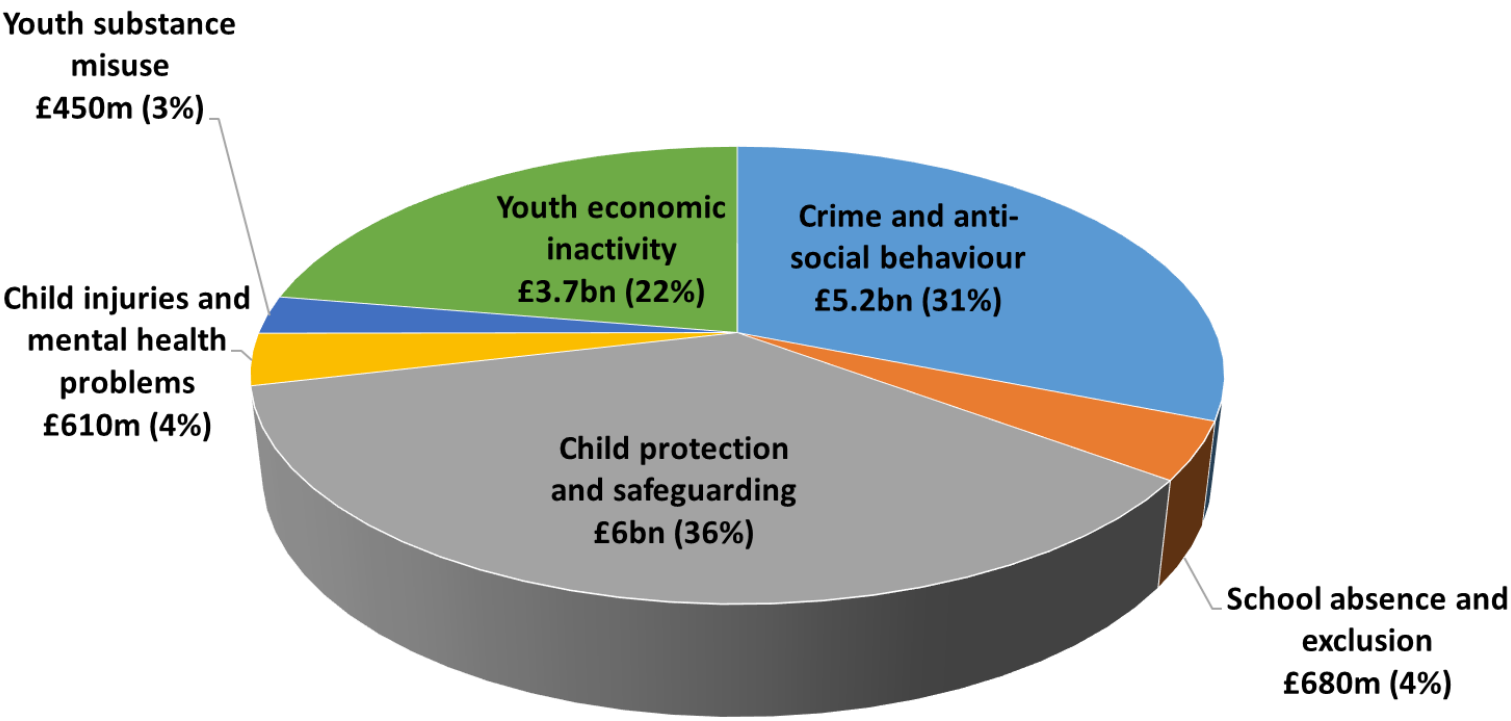
# Some background

- EI is early in development of problem, not necessarily early in life
- EI works in principle if done well but
  1. Magical thinking
  2. Implementation
  3. Targetting, assessment and referral must be right
  4. External validity
  5. EI is not ONE thing
- Programmes, practices and systems

# Action to improve lives and deliver cashable savings

## The EIF Guidebook

### Late intervention costs



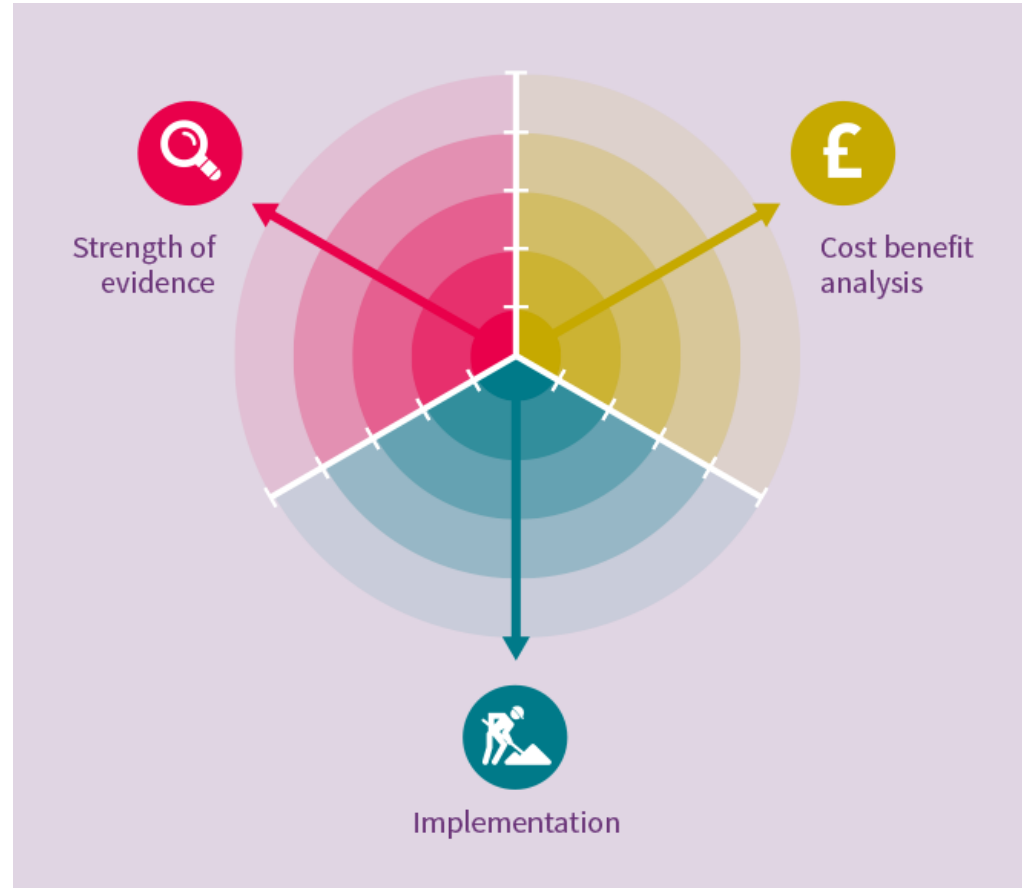
### 1 What outcomes do you want to improve?

<p>The family and the home</p>	<p>Positive early child development</p>
<p>Support children's mental health &amp; well-being</p>	<p>Prevent child maltreatment</p>
<p>Enhance school achievement &amp; employment</p>	<p>Prevent crime, violence &amp; antisocial behaviour</p>
<p>Prevent substance misuse</p>	<p>Prevent risky sexual behaviour &amp; teen pregnancy</p>
<p>Prevent obesity &amp; promote healthy physical development</p>	<p>SEE ALL PROGRAMMES</p>

# 3 ASPECTS OF COMMISSIONING



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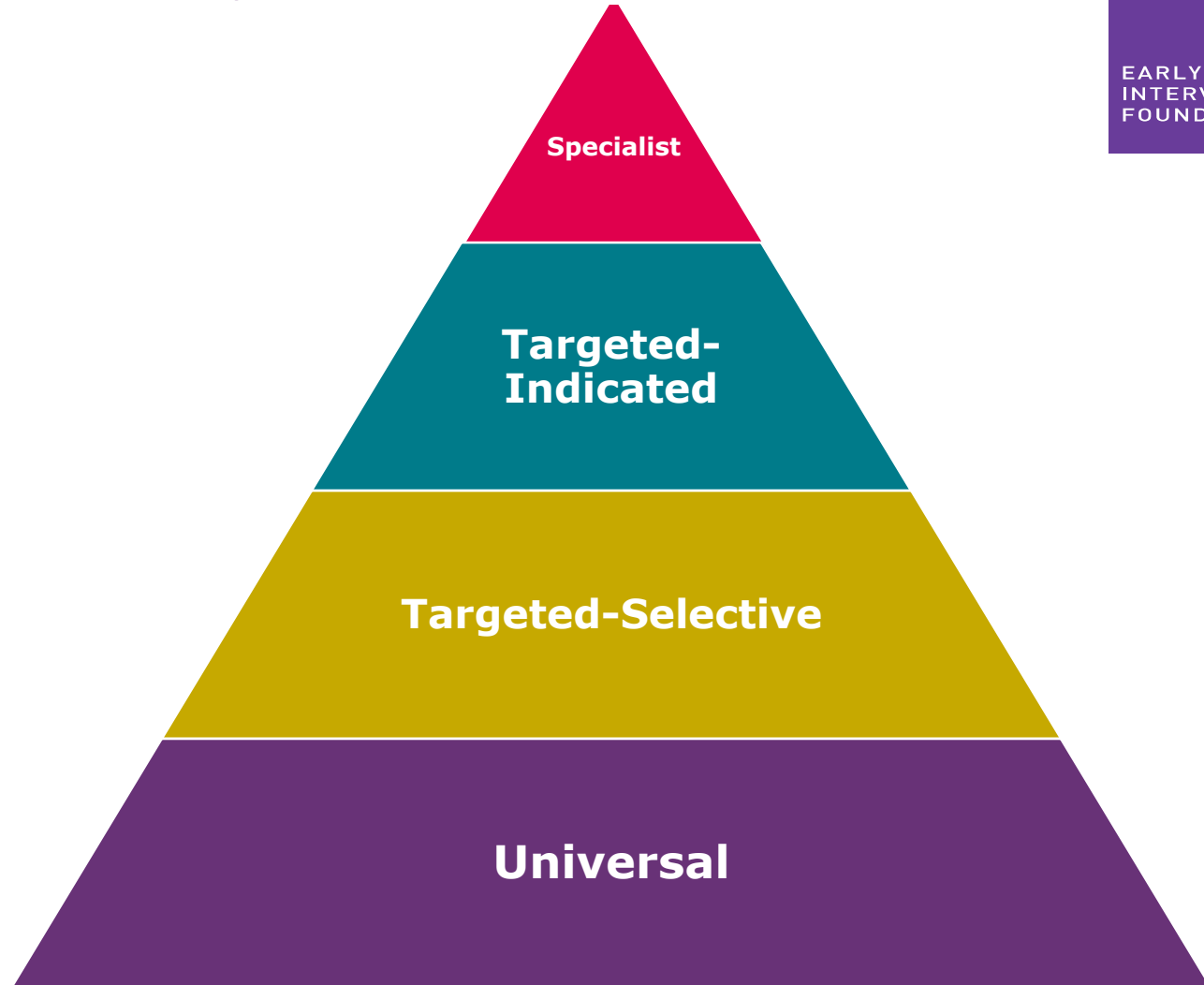


# What works for whom, when...



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Into adulthood
Youth
Secondary
Primary
Preschool
Toddlerhood
Infancy
Perinatal
Antenatal

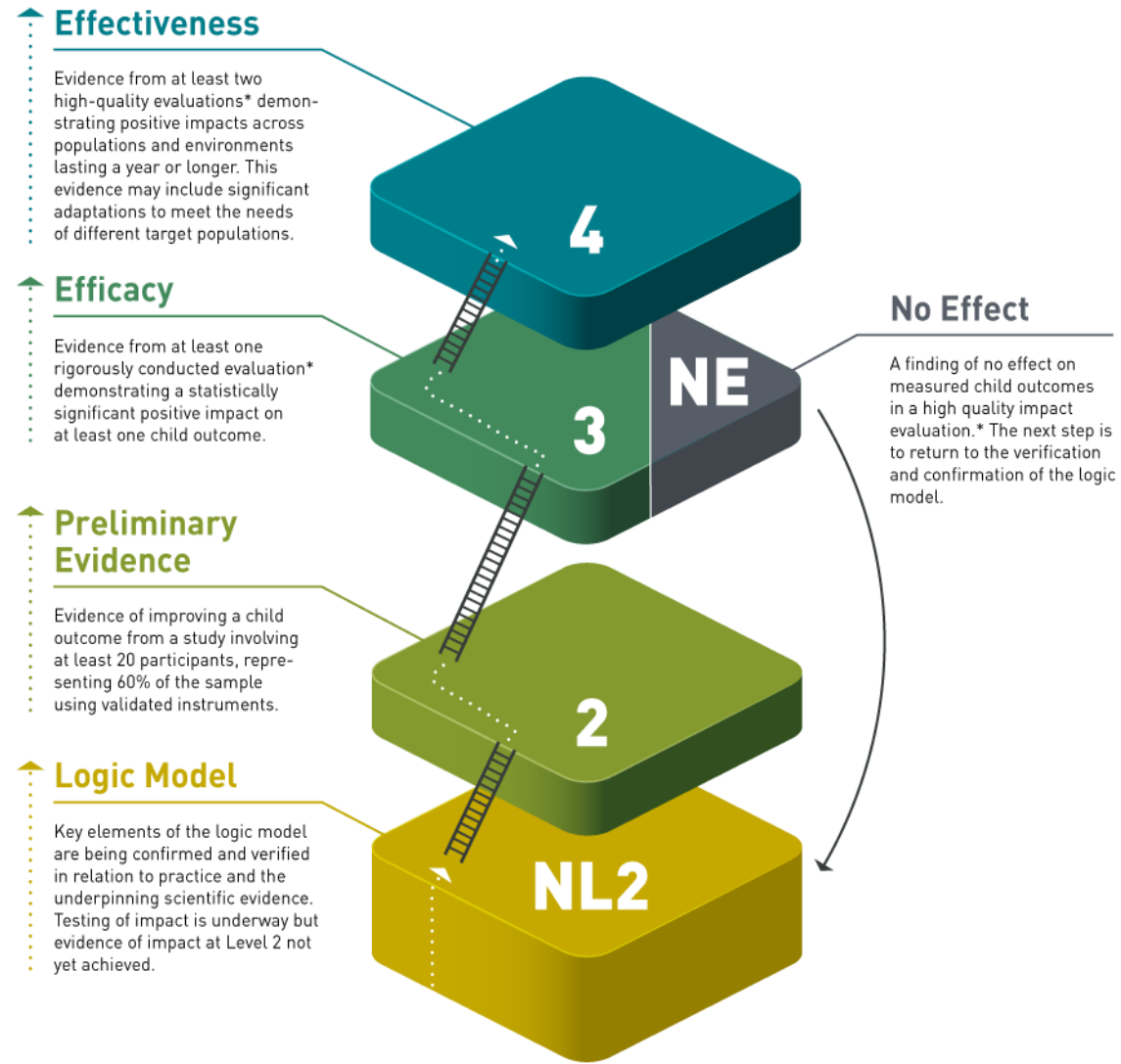


# Strength of evidence principles



Label	H	-3	0	1	2	3	4
Best evidence	Harm	Null	No logic model	Logic model	Preliminary	High quality	High quality replicated

# The EIF strength of evidence rating



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





# EIF intervention cost rating scale

	1	2	3	4	5
Description of cost to set-up and deliver	Low cost		Medium cost		High cost
Indicative Range (Estimated unit cost range per child participant)	<£100	£100-£499	£500-£999	£1,000-£2,000	>£2,000

## This is not a rating of market prices/fees.

The rating summarises a wide variety of data about **how resource-intensive a programme is to deliver**. This can include market prices, but will also take into account a programme's training, implementation and staffing requirements, as well as the length of intervention dose and the size of the treatment unit.

# A Programme Report

Programme Description			
<b>Brief Description</b> – Based on the version of the programme evaluated in its best evidence.			
<b>Primary outcome domain:</b>	Behaviour	<b>Delivery Model:</b>	Group
<b>Child Age:</b>	Infancy, Toddlerhood	<b>Level of Need:</b>	Universal
<b>Full Description</b> - Based on information agreed with the programme developer, this section describes the programme more generally in terms of recommended or typical implementation.			
<b>Example programme description</b>			
Ratings Summary			
<b>Strength of Evidence of Child Outcomes</b>			<b>3</b>
Placeholder text			
<b>Programme Costs</b>			<b>1</b>
Placeholder text			
<b>Impact</b>			
Placeholder text			

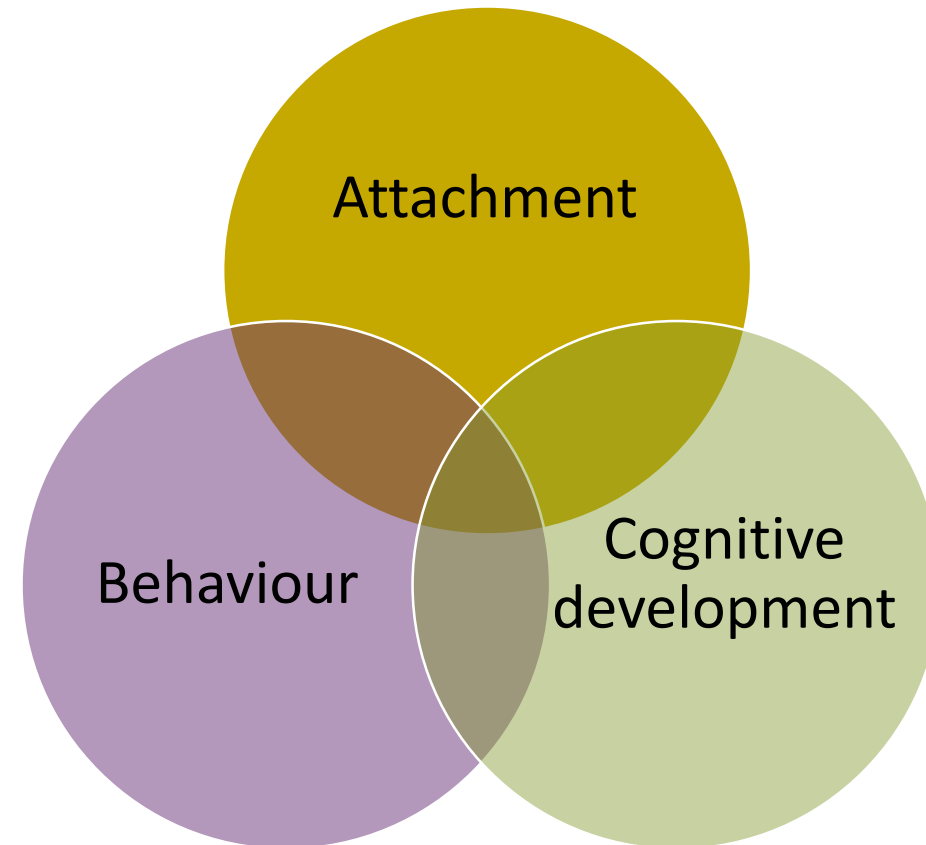
Implementation Summary		
Based on information provided by the programme developer, this section describes the programme more generally in terms of recommended or typical implementation.		
Example text		
In Detail		
<b>Level of need</b>	Low need	✓
	Moderate need	✓
	High need	X
<b>Classification</b>	Universal	✓
	Targeted: Selective	✓
	Targeted: Indicated	✓
Programme requirements		
Format	Example format	
Sessions	15 sessions of 3 hours duration each	
Number of practitioners required	2	
Practitioner requirements		
Job Title of Practitioner – 1st	Family support worker	
Qualification Level – 1st	Recommended QCF 2	
Programme training – 1st	32 hours	
Supervision requirements		
Number of supervisors	2	
Type of supervisor – 1st	Host-agency supervisor providing case-management supervision	
Qualification level – 1st	Recommended QCF 6	
Host agency requirements		
Licensing fee	No	

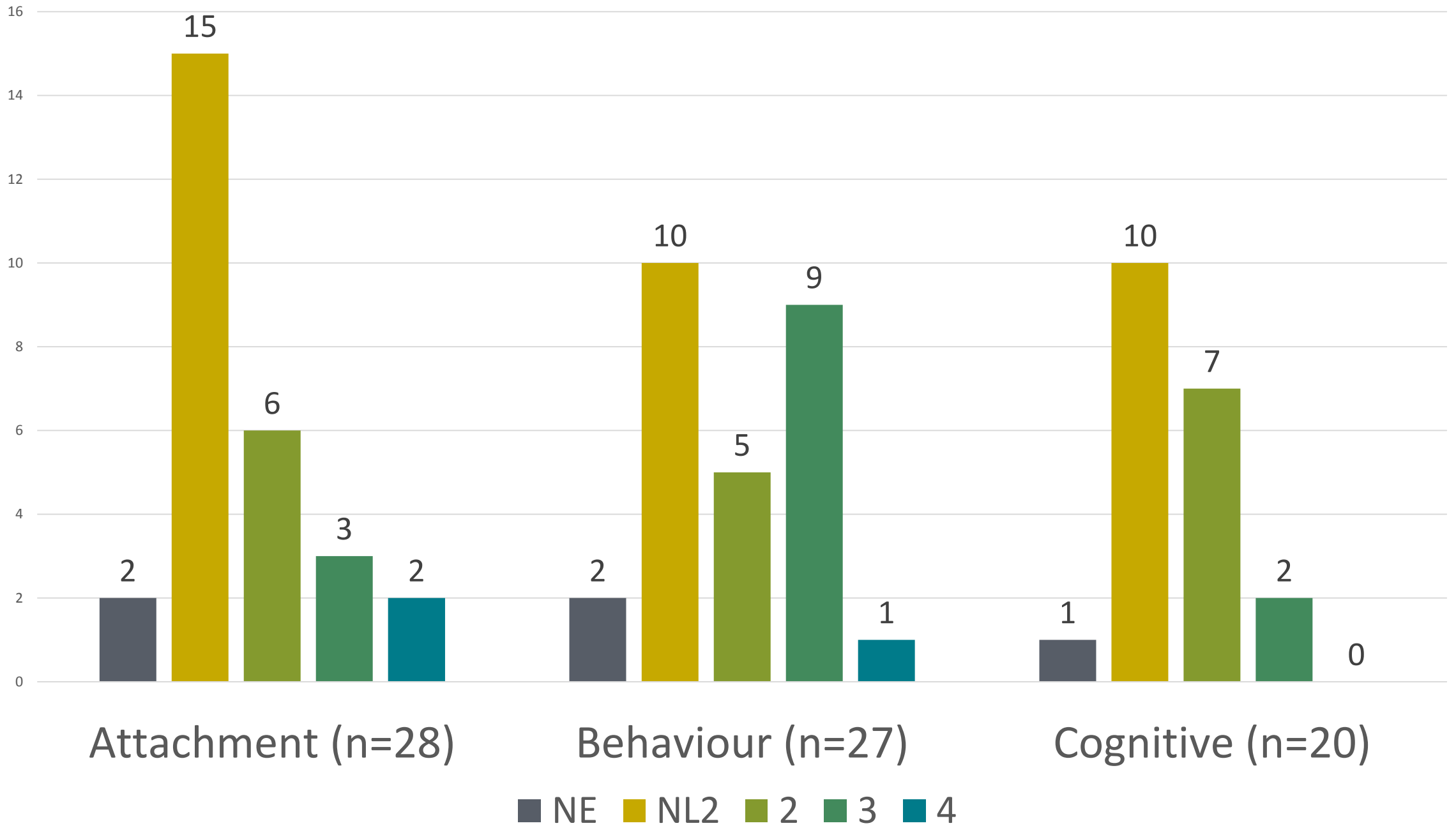
# Parent-child interactions



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- Parents and carers provide the context and basis for child development
- Learning within these three domains takes place through interactions between parent or carer and child
- These dynamic interactions have important impacts on life chances





# Headline findings 1

There are a range of effective and proven programmes, differing by approach and rationale.



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# Headline findings 2

Overall, the evidence is strongest for programmes that target based on early signals of risk in child development.



# Headline findings 3

Available programmes which focus on children's behavioural development tend to have better evidence of effectiveness than those focused on attachment or cognitive development

# Headline findings 4

Although the case for early intervention is very well made, the overall evidence base for the programmes available now in the UK needs further development



# Conclusions

- Use evidence
- Use evidence carefully
- Build and add to the evidence
- Support learning from evidence
- Avoid magical thinking