

ESRC Impact Acceleration Account

Project Report

The following report should be completed no later than **4 weeks** after the end of your ESRC IAA-funded project. For interim reports (for projects of longer than 9 months), the deadline dates for reporting will be provided. Please respond to all questions and provide as much information as you are able. In addition, an impact template in Pure should be created (or updated, as appropriate), with full details of the non-academic impact. The Pure template, along with the information provided in this report are key to monitoring the success of IAA funding and form the basis of institutional reporting to the ESRC.

Completed forms should be submitted electronically to Elizabeth Goodyear, e.goodyear@bham.ac.uk

1. Project Overview

PI Name	Carmel Mevorach
Project Title	Tablet based attention training in schools for children with autism spectrum disorder
Project start date	1/10/2017
Project end date	30/06/2018
Interim or End of Project Report?	End

2. Project Details

Summary of Project

Please provide a summary of the activities carried out as a part of your IAA-funded project, indicating where these differ from those initially planned.

In this project we have engaged a number of local schools in the Birmingham area in training staff on the topic of Attention in Autism and providing them with an attention intervention app on a tablet. The project also included updating of the app before it was used by the schools as well as modifying it throughout the project. While in the initial application we were planning to work with one school in London and two in Birmingham we eventually decided to work only with local schools in Birmingham. In addition, we were approached by a fourth local school and decided to take them on board too (thus eventually running the project in 4 local schools).

For each school we conducted a 2-day workshop for participating school-staff which was carried out in the school. For the first two we were joined by Prof. Shalev from Tel-Aviv University who is one of the original developers (together with Mevorach) of the attention intervention program (CPAT,

Spaniol et al., 2018) and has extensive experience in conducting workshops with education professionals. Following the workshop each school received 2 tablets for their use and the schools staff designed (with our support) an intervention plan using the tablet that was to be implemented in their school. This included selection of children to be involved, frequency of use, timing, space and pre- and post-testing to assess the effect of the intervention. The actual intervention then took place (typically within a period of 2-months). During this time a research assistant visited the schools once a week or once every other week (based on each school's needs and preferences) to provide support and to monitor and record the work. Finally, after completing the intervention protocol staff were interviewed and were probed about their experience with the tablet and the intervention. This was also used to identify issues that will need to be updated for future use of the tablet app in schools. Additionally, for one of the four schools the team (Mevorach and Kossyvaki) has also provided a seminar on attention and learning to the entire staff (which was not initially planned). Quite encouragingly, two of the participating schools decided to carry on using the tablet app in the coming academic year while the third is still considering that option.

Please provide a breakdown of all actual project costs.

Item	Cost
Travel (flight) for Prof. Shalev	£441.09
Programmer (tablet app updates and fixes)	£1200.00
Travel (RA1) – to workshops and meetings in school	£97.50
RAs (casual wage for visits to schools and workshops)	£853.59
RA (transcribing all recorded interviews)	£700.00
IT equipment (6xTablets 2x 2-in-1 Laptops)	£2741.84

Please provide details of any contributions leveraged.

	£
Financial contribution leveraged	
In-kind contribution leveraged	

3. Stakeholder Impact

This section should be completed in addition to creating or updating an impact template in Pure (see Appendix 1).

Key non-academic stakeholders/ participants/ users <i>Name(s) and/or organisation(s)</i>	Emma Pinnock (Rookery School) Kerry Stanely (Rookery School) Abide Zenenga (Riverside School) Luke Comley (Riverside School) Rebecca Reidy (Riverside School) Lizi Snushall (Uffculme School) Sam Sanders (Uffculme School) Emma Eden (Uffculme School) Marianna Ruiz Loria (Hamilton School) Jodie Fotheringham (Hamilton School) Sarah Clark (Hamilton School)
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Were these new or existing stakeholder(s)?	Two schools (Rookery and Riverside) have engaged with us for the first time. The two other schools (Uffculme and Hamilton) have been involved in university projects in the past but this is the first time they were involved in a project in which they act as users. Therefore all the above mentioned users are new stakeholders.
Did the project include elements of co-production or co-design? <i>(Y/N and details)</i>	While not explicitly, the project involved the implementation of an intervention protocol and each school had to decide how and in what way they will utilise the intervention app (CPAT). As such the project created new understanding and ideas related to ways in which CPAT can be implemented in schools.
Did the project include any practical or cultural changes within/delivered by partner organisation? <i>(Y/N and details)</i>	The two schools that will continue to use CPAT (Rookery and Hamilton) have effectively introduced a new practical change whereby the intervention program is incorporated within the school activity. Moreover, following the workshop we have conducted in all the schools and their experience with CPAT staff are now treating attention (and attention difficulties) differently with better understanding of what cognitive processes might be implicated and what generally may be done to identify/help problems in attention.
Did the project influence policy? <i>(Y/N and details)</i>	While these are still early days it is already clear that two of the schools have decided to continue the use of CPAT with children with Autism (at least for another school term) and they have changed the way they understand attention. More work needs to be done and more time needs to be given to the project in order to influence policy as these changes cannot happen over night.
Did your project improve support for researchers? <i>(Y/N and details)</i>	While the project did not explicitly target such an aim we can definitely conclude that the cooperation across the four schools was excellent and as such will no doubt facilitate further research between UoB researchers and school staff.
Did your project improve quality of evidence gathered and evaluation conducted? <i>(Y/N and details)</i>	As the project was the first of its kind – this is the first time CPAT was given directly to school staff to work with, we cannot refer to ‘improvement’ but rather that it was the first time evidence regarding the potential of implementing CPAT within the school curricula was gathered.
Did your project improve comms to promote and share learning? <i>(Y/N and details)</i>	A main achievement of the project was in the interaction of UoB researchers with the school staff. This enhanced knowledge transfer through the dedicated workshops and culminated with a whole school presentation on attention and learning we gave at Rookery school.
Summary of impact on non-academic stakeholders <i>Please summarize the key outputs and outcomes of the project.</i>	
The first key point of impact of the project was in enhancing understanding amongst users (key school staff) of attention processes and their implication to learning and behaviour in autism. The second key point was the consideration that attention processes that are critical to learning in autism can be improved through intervention. Critically, such an intervention was then	

implemented by the school staff (using CPAT) in order to assess its feasibility and effectiveness. Importantly, the schools had to allocate considerable resources for the training and intervention (mainly in terms of staff time) and therefore the fact that two schools will continue to work with CPAT this coming school year is a testament to the success of the project. Last but not least, we should also mention the involvement of two students with autism in one of the four schools in their research process. Due to their age and intellectual abilities, the two students were able to comment on what they liked about CPAT and suggest changes to the system. This is in line with current trends in autism research according to which more involvement of the autistic community is highly encouraged. As a result of this project and the lessons learnt a new European research proposal on attention training (Mevorach, Kossyvaki and Shalev) and a series of workshops on the interdisciplinary work between Psychology and Education are being put together.

4. Capacity Building

Number of academic participants involved in delivery of project	Four academic participants were involved across the schools of psychology and education at UoB.
Inclusion of ECRs, PGRs or students in delivery of project (as Co-Is, RAs etc)	Kossyvaki (co-I) is a ECR in the school of education who was extensively involved in the project to the same degree as the PI) from its inception through to its completion. In addition, 3 PGRs (two Msc from Psychology and one PhD from education) participated as RAs in the project.
<p>Summary of benefits of project for PI and/or wider project team</p> <p><i>In terms of personal or professional development such as: improved understanding of impact; opportunity to work in new ways; improved relationships with stakeholders; conference presentations; papers in academic or professional journals.</i></p>	
<p>The project was a unique opportunity for the PI and the co-I to work collaboratively in order to promote and facilitate impact with end users in the education system. For the PI specifically this represented a first instance in which such close interaction with education end-users was carried out. As such this was a substantial experience in terms of understanding impact activities within this specific sector. Our interactions were extremely fruitful both in terms of our ability to convey academic knowledge and procedures and equally in terms of the school staff ability to adapt that to their own needs and experiences and provide new ideas for implementation and usage.</p>	

5. Future Plans

Do you intend to develop your project further? (Y/N)	Yes
<p>Summary of future plans</p> <p><i>This could include: new or extended projects with current stakeholders or a similar project with new stakeholders; development of funding applications (to internal or external bodies, including further applications to the ESRC IAA); publications (including those jointly authored with non-academic partners); further dissemination of project results.</i></p>	
<p>As mentioned above two of the participating schools will continue to use CPAT in the coming academic year, and we will attempt to support them and learn from their experience as much as possible. Furthermore, we are currently in the process of establishing an international network of academics and user groups to further develop the concept of attention training within the education system to be implemented by end-users. For this purpose we are planning to apply for an Erasmus+ grant that will facilitate such an activity across several countries in Europe.</p>	

6. Additional Comments

<p>Please provide any additional comments about the experience of the project, funding process or support provided.</p>
<p>This was a very important and successful project for us. We have received great support from the administrative team including during the application processes and we are grateful for this support. On an aside, interestingly the work we have done in this project (which was quite substantial) is not reflected in the WAM for some peculiar reason. I would therefore urge the powers that be to consider a way in which such projects (although small in funding) could be reflected in work models and consequently encouraged.</p>

Signature	
Date	07/09/2018