

## Feedback Evaluations Received from Students

Students were given evaluation forms to fill in 10 weeks into the project and then another at the end of the project. Feedbacks from the two evaluation forms were very positive.

Below are selections of responses to questions:

1. All students said they enjoyed taking part in the project and some of the reasons why were:
  - a) *“Fun place to work yet still educational”*
  - b) *“You learn a lot and it helps with my school education”*
  - c) *“It’s not around a lot of people and you get closer to your friends”*
  - d) *“One to one treatment than in whole class and you get extra attention during classwork”*
  - e) *“Learn new things”*
  
2. When asked what have you found useful? Responses included:
  - a) *“The social skills”*
  - b) *“Extra help when I’m stuck on a question”*
  - c) *“The motivational speaker coming to see us”*
  - d) *“The advice”*
  - e) *“It helps me to concentrate and probably would have been excluded if I wasn’t here”*
  
3. When asked *what have you gained so far?* Responses included:
  - a) *“Maturity and behaviour skills ”*
  - b) *“Life skills ”*
  - c) *“Intelligent in topics I did not understand and more knowledge in core subjects and other areas”*
  - d) *“Ability to control my anger and not to retaliate to teachers”*
  - e) *“Self confidence”*
  - f) *“Learnt another ability ”*
  - g) *“Concentration and focus towards my work”*
  - h) *“Being more socialised”*
  - i) *“Better in school”*
  - j) *“Gained a lot from the investigator”*

Also, most students said they would recommend the project to others. Lastly, when asked to suggest any improvements to the project a few students commented on getting computers to do activities on, being allowed to go to the shops and also doing work on the subjects taught at school.

## Feedback Evaluations Received from Parents

It was important to also get feedback from parents on their views of the project and the progress observed in their children. All parents were sent evaluation forms, but 8 out of 11 were filled in. On the whole responses from parents were quite positive. For example the majority of parents stated that they had seen improvements in their children since the start of the project.

Some of the improvements noted were:

- *“Increase in self-confidence and self esteem”*
- *“Improved behaviour at school”*
- *“More focused and interested in classwork ”*
- *“Initiative in approach to work”*
- *“Wider vocabulary ”*

On a scale of 1-5 (*1=poor and 5=excellent*) most parents rated their child's improvement being 3 and above. Also, most parents stated that they would recommend the project to other parents. Additionally some parents stated that they would like their children to come back to the project from September 2010 if possible.

### **Recommendation/Future project developments.**

On the evaluation form parents were asked what further support SMA could provide their child. Once all the data was collated there were several suggestions some of these included: a follow up service, where SMA staff would visit past students at school at fixed intervals. This way student's progress can be monitored and assessed frequently to ensure they do not relapse and show past behaviours.

Through this possible strategies can be suggested to teachers to aid learning and behaviour. In addition, if teachers, staff or parents see that students are struggling or about to relapse there should be a way of reintegrating them back into SMA.