

Preface and acknowledgements

In modern society all children attend school, and school has a powerful socializing influence in child development. Not only are children expected to acquire knowledge; they must also learn to adapt their behaviour and their interpersonal relationships in accordance with socially acceptable norms. It seems probable that if difficulties over this adaptation are not recognized and dealt with, a lasting sense of inferiority, failure, and poor adjustment will arise: this book is about finding children with difficulties in school and exploring ways of helping them.

The data we provide in this book could be dealt with adequately only by fairly complex statistical methods, but the details of these are not necessary for an understanding of our conclusions and how they were reached. They are, though, included in the Appendices for the specialist reader.

The six key members of the team who have been with the project from beginning to end are: I. Kolvin, the Research Director; R. F. Garside, the Deputy Director; A. R. Nicol, who spearheaded the playgroup and group therapy approaches; F. Wolstenholme, who organized the nurture work programme; A. Macmillan, who was responsible for the behaviour modification approach; and I. M. Leitch, who undertook the mammoth task of handling the computerization of the data.

A research project of this extent needed the co-operation and collaboration of many individuals besides these few. The contributions of others were many and varied. First, and foremost, we need to thank Heads and staffs of the many schools in Newcastle upon Tyne and Gateshead who have been so helpful in the project. We also have to thank the Directors of Education and the Directors of Social

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Services of these two cities. We are indebted, too, to the devoted group of mental health professionals who carried the research project into the individual schools. Our sincere thanks are offered to Mrs M. Blackburn for administrative help and to Mr J. Maxwell (previously of Moray House) and Professor R. Davies (previously of the National Children's Bureau) for help with the choice of educational and psychological measures.

The planning committee

In a similar way, we are indebted to our local planning committee which, in addition to the six authors, included the following experts from the area: Mr A. Arnot, Dr K. F. Bailey, Mr J. Ford, Miss M. McLaren, Dr L. Mills, Mr C. A. Norman, Mr A. Pears, and Mr R. Stansfield.

The steering committee

We have not yet mentioned the important subject of financial support. This was based on a long-term project grant from the Department of Education and Science.

The Department of Education and Science steering committee made an invaluable contribution over a period of seven years. Given this lengthy duration of the research, there were a number of changes on this committee. We list here those who made a regular contribution for at least one year:

Previous Chairman: Mr M. A. Walker, Department of Education and Science (June 1972 to September 1976)

Current Chairman: Professor Sir John Walton, University of Newcastle upon Tyne (June 1977 to June 1980)

Director: Professor I. Kolvin

Deputy Director: Dr R. F. Garside

Representing the University of Newcastle upon Tyne:

Mr A. Arnot, Professor D. Child, Professor D. Eccleston, Professor Sir Martin Roth, and Professor J. K. G. Webb;

Representing the Department of Education and Science:

Mr J. G. Bagley, Miss J. D. Dawkins, Mr G. H. N. Evans, Mr J. R. Fish, Mr J. A. Humphreys, Mr D. McLaughlin, Mr C. A. Norman, Mr M. J. Rabarts, Mr V. M. Stevens, and Dr K. Whitmore;

Representing the National Health Service:

Dr L. Brierley, Dr M. Sackwood, and Dr D. L. Wilson;

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Representing the social services:

Mr G. T. Lythe and Mr B. Roycroft;

Representing the local education authority:

Dr K. F. Bailey and Miss M. A. Sproat.

Honorary Secretary: Mrs M. Blackburn

Some others who, because they moved posts, were only able to attend for a brief period; they included Professor S. D. M. Court, Dr P. Mason, and Dr F. Tait.

The project team

From 1972 to 1980 a host of workers contributed to the research for this study. Some stayed for only brief and others for longer periods, some joined at the beginning of the research, others at a later stage, and the number of those contributing varied from time to time. Except for the authors of the current monograph, all members of the project team are listed below in alphabetical order (those with asterisks after their names helped with planning or supervision):

Mrs M. Bailey (teacher-aide)	Mrs E. Kennedy (computer programmer)
Mrs M. Bell (social worker)	Mrs E. Khangure (social worker)
Mrs M. Blackburn (administrator)	Mrs J. Kirby (teacher-aide)
Dr W. Brough* (psychotherapist)	Mrs P. Kitchen (teacher-aide)
Miss L. Cox (secretary)	Miss M. McLaren* (lecturer in social work)
Mrs M. Davidson (senior secretary, typing manuscript)	Mrs L. Mein (senior secretary)
Mrs M. Evans (secretary)	Miss L. Midgeley-West (psychologist)
Mrs D. Fadden (research interviewer)	Dr L. Mills* (principal educational psychologist)
Dr L. Gabor* (psychotherapist)	Mrs L. Mullin* (social worker)
Miss L. Harvey (social worker)	Mrs N. Nelson (research interviewer)
Mrs L. Hepplewhite (teacher-aide)	Mrs L. Palframmon (secretary)
Mrs M. Howitt (computer programmer)	Mrs J. Parker (social worker)
Mr C. Hulbert* (senior psychologist)	Dr M. Place (child psychiatrist)
Mr S. Iveson (psychologist)	Mrs H. Russell (technical editor)
Miss S. Jackson (social worker)	Miss E. Schlater (social worker)
Mrs A. Jones (teacher-aide)	

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Mrs I. Smith (research interviewer)

Mr R. Stansfield* (Head-teacher)

Miss L. Walker (psychologist)

Mrs M. Westwood (teacher-aide)

Miss N. Whitehead (psychologist)

Mrs J. Wood (teacher-aide)

Dr R. Wrate* (child psychiatrist)

Mrs M. Wright (research interviewer)

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