

A monitoring
evaluation of the
21 Together
'Teach Me Too' project

By TONIC

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Version – v3 (Autumn 2021)

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1. Executive Summary

This report provides a monitoring evaluation of the 21 Together 'Teach Me Too' project and its effectiveness in educating and empowering children with Down's syndrome and their parents. An initial evaluation was completed by TONIC in December 2020, with this evaluation completed between July and October 2021.

In total, 9 parents and 1 educator were interviewed on a range of subjects related to the provision at 21 Together (see appendix A for question schedule), and 68 parents and 21 educators took part in an online survey. Additionally, a range of qualitative and quantitative data returns were requested from 21 Together.

In the undertaking of this evaluation, it has been clearly demonstrated that the 'Teach Me Too' project continues to deliver important and well-received education, support and guidance to children and their families which clearly supports children in preparing for their early years and key stage one journeys. The service also plays a critical role in empowering and educating parents to develop their own differentiated learning and play within the home. Furthermore, parents clearly feel better equipped to advocate for their children with a range of services to ensure that their child receives the support that they need in order to succeed in educational settings.

In our initial evaluation, undertaken in December 2020, four core themes emerged from our interviews that underpinned the evaluation:

1. Engaging young people
2. Supporting parents and impacts on the family unit
3. Advocating for children & informing services
4. Suggestions to strengthen the service further

Additionally, we made the following recommendations for 21 Together to consider:

1. Establish a communication strategy for subscribers
2. Regularly survey end-users
3. Create resource packs for all subscribers
4. Develop family, school, and professional specific content
5. Create an expansion strategy for future educational content.

In this monitoring evaluation, we assessed the short- and intermediate-term outcomes as defined by the theory of change that was created for the project during the first evaluation. The long-term outcomes will be assessed during the next phase of the evaluation cycle once the strategy for engaging schools has been developed and implemented.

Short term outcomes

1. Learners find activities fun and engaging
*We consider this outcome to be **partially met**, with some recommendations on engagement methods and clarity of visual content in the recommendations section.*

2. Learners engage with repetition and over learning
*We consider this outcome to be **partially met**, with some recommendations on tagging and filtering content in the recommendations section.*
3. Parents are exposed to new strategies to learning – e.g. whole word reading programme
*We consider this outcome to be **fully met**.*
4. Educators are exposed to new strategies to learning for children with Down's syndrome, including the differences in effective engagement
*Based on the online response data, we consider this outcome to be **fully met**.*
5. Educators are inspired to adapt strategies and revise lesson planning from Teach Me Too for their individuals and setting
*Based on the online response data, we consider this outcome to be **fully met**.*

Intermediate outcomes

1. Learners have improved verbal and/or non-verbal communication skills, including signing
2. Learners have improved emotional regulation and self-esteem
3. Learners have reduced incidents of challenging behaviour that is linked to not being understood
4. Learners start to develop improved attention and focus, including eye contact
5. Learners memory skills improve
*We consider these outcomes to be **partially met**, and we consider that this particular group of outcomes may need to be revised, or further developed, to fully understand the impact of the Teach Me Too project. We have made several suggestions to this end in the recommendations section.*
6. Parents/Carers are growing in confidence to advocate with therapists and educational settings for their child
*Given the limited ability that Teach Me Too can have on successful outcomes for parental advocacy, we consider this outcome to be **fully met**.*
7. Parents/Carers becoming more adept at supplementing education in the home
*This element has been a key deliverable of the Teach Me Too Project, and we consider this outcome to be **fully met**.*
8. Educators are more likely to develop own teaching materials/find training courses/engage with local management to promote differentiated learning in mainstream classrooms
*We consider this outcome to be **partially met**, with some recommendations on the most effective ways to influence educational leaders in the recommendations section.*

Recommendations

1. Teach Me Too should consider integrating songs, rhymes and stories into all content to further improve concentration and interest from learners
2. The video content should have consistently clear and limited visual cues on screen at any one time to support learners with a visual impairment

3. The videos should be tagged and searchable for themes/topics to allow parents to create their own learning structures
4. The Teach Me Too project should consider a self-assessment/outcomes star process to accurately map the impact of its content on learner behaviours and development
5. The Teach Me Too project should consider a targeted approach through Local/Unitary Authorities to delivering its content into school classrooms

2. Introduction

TONIC was commissioned by 21 Together in December 2020 to undertake an evaluation of their 'Teach Me Too' project as it transitioned from a Kent based service to a national one. Following the creation of the initial report, TONIC were then further engaged to deliver 2 further evaluations, on an annual basis, to measure the ongoing impact of the 'Teach Me Too' project as it rolls out across the UK.

Specifically, 21 Together wanted to know to what extent the 'Teach Me Too' project provides an online, accessible resource, to empower families, teachers and children to understand and adapt to the challenges that Downs Syndrome presents to learning, whilst also building confidence and independence in young people. Additionally, 21 Together wanted to know if educators, professionals and families were further empowered to develop strong connections within the Down's community and to engage and advocate more confidently in the future as a result of the project.

The results of the initial evaluation are available separately, however the theory of change that was developed at that time is present in this report, and used to underpin our findings on the impact of the national rollout that has been evaluated this time.

2.1 Methodology

To undertake an evaluation of the 'Teach Me Too', we utilised a range of methods:

- Qualitative interviews with parents and professionals (n= 10 parents & 1 professional)
- Online survey of parents and professionals (n= circa 69 parents & 22 professionals)
- Thematic analysis of engagement data supplied by 21 Together
- Theory of Change interrogation against previously stated targets

By using multiple sources for the evaluation, we were able to triangulate our findings, and assess independently if there was evidence to support what was being put forward by 21 Together as a rationale for the project.

As ever, with evaluation work and qualitative data, the aim is to recruit until reaching data saturation. That is, the researchers are hearing the same messages across interviewees and sources.

3. Teach Me Too – a brief history to date

In March 2020, the UK entered its first Covid-19 lockdown, with severe restrictions placed on the public and services in relation to social interaction and face to face contact. These conditions had, and continue to have, a serious impact on the ability and capacity of support services to deliver effective provision to their clients.

As a response to these conditions, 21 Together and two specialist providers – Key Communication and Inclusively Down collaborated to provide a series of video training resources to replace the face-to-face teaching programmes that had previously been delivered to pre-school children with Down's Syndrome, and their parents/carers. This project, named 'Teach Me Too' has been running since June 2020 across the county of Kent. Initially this was provided as a paid service for those parents who had already paid for the face-to-face lessons but quickly expanded to become a free service for any family in Kent who wanted to access the resource. The project has been well received and since the 24th December 2020, has been rolled out across the UK.

The initial key features of the 'Teach Me Too' project, and its associated video library, were:

- Video library of short videos delivered directly to the children
- Each stage has 20 videos between 10-15 minutes
- 10 Videos are produced and led by Inclusively Down (specialist teachers)
- 10 Videos are produced and led by Key Communication (specialist speech therapist)
- All videos are designed to use the strengths of learning for children with Down's syndrome and to target key areas of the curriculum
- The videos can be watched independently by children but work best when an adult supports them. They can then use the techniques to continue learning at home or in school

Subsequently, the following content has been added since January 2021

- Inclusively Down – stage 2
- Key Communication – stage 2
- Inclusively Down - Phase 3

The background and philosophy to the 'Teach Me Too' project is described by 21 Together in the following statements:

“To provide a highly specialised education and therapy video library, for children with Down's syndrome, their families and the professionals who support them. This project was produced as a reaction to supporting families during the first lockdown that was enforced due to Covid-19, the feedback and reaction has been so overwhelmingly positive that we have continued to build the programme. It has become very clear that these videos are not only vital to support families during this time of reduced access to education and therapies, but they also can play an important role in furthering the education and knowledge of families and staff for generations of children with Down's syndrome. The videos provide a robust approach to improving outcomes for a whole generation of children with Down's syndrome in Kent and beyond.”

“The programme was initially designed as a response to the Covid-19 pandemic to replace the face-face sessions for pre-school aged children. It is now very clear that this resource benefits many children at a variety of ages. Children with Down’s syndrome are not all the same, the progress at different rates and have a varied level of need. Each stage of the library will remain based on skill stages and not age, all our children work at different paces and using a stage approach means we can benefit a much wider group of children / young people and ensure that no child is left behind. Sometimes it can be easier to build services that cater for the more able in our community! So often parents of older children who are working on skills considered “Early Years,” feel left behind. This resource is about helping to build those skills no matter what your age and coming together to build a future where we respect and nurture children at all levels of education.”

“By empowering families and professionals to support the children and young people to achieve their potential and enable them to access the specialist services they desperately need we can make real impact on the future lives of these children. By raising expectations and standards we can improve communication, school readiness, cognitive learning outcomes and social inclusion. These are all vital building blocks to living a full and vibrant life in which your community values your contribution.”

“Those children that have access to specialist intervention can often reach school age with age-appropriate reading levels or at least significantly higher levels of school readiness. We know that children with Down’s syndrome do better in nearly all areas when they receive an appropriately differentiated mainstream education. One of the key barriers to this can be behaviour, readiness to learn and attendance to tasks. By having the appropriate support and level of understanding around them, we can enable children and young people the best possible starting point for mainstream education and therefore to access the best possible outcomes in the long term.”

The content, structure and delivery of the videos is grounded in academically and professionally validated methodology. Some of the core literature used includes:

- The Developmental Journal for Babies and Children with Down Syndrome (Down Syndrome Educational Trust & DfES, Crown publications 2006)
- Development Matters in the Early Years Foundation Stage (EYFS) (British Association for Early Childhood Education, Crown publications 2012)
- PIVATS - Performance Indicators for Valued Assessment and Targeted Learning

The video suite has also benefitted from being shot, edited and produced professionally.

The videos are available as a suite on the 21 Together website . Users need to apply to 21 Together and once approved are issued with a username and password in order to gain access to the content.

21 Together have identified the following key impacts as integral to the project's success, and we have used these as our benchmarking questions in the interviews and survey as well as in the theory of change model.

Impact One: Improved access to specialist teaching/therapy

In recent years' children and young people with Down's syndrome have been accessing mainstream opportunities as well as specialist schools. Research has shown that children with Down's syndrome exhibit a specific learning profile of strengths and weaknesses and that we can use these strengths to design and implement interventions appropriate to their needs. These strategies are not widely acknowledged and used in settings unless they have sought specific training from experts. Due to the population size this is often something that is not done by education setting or early year's practitioners due to funding restrictions. This service will allow families and professionals to easily access practical resources demonstrating these approaches and will link these families and professionals into services where we can provide more information and support.

Impact Two: Children will have improved verbal and/or non-verbal communication skills, emotional regulation and self-esteem

The videos will allow us to start building the essential building blocks of communication from an early age. Specialist syndrome specific therapy will help children and young people with their speech, their intelligibility, using communication aids and their signing skills. Communication is made up of a complex range of skills, including speech, signing, comprehension, situational understanding and so much more. Using total communication systems including signing and use of low tech AAC (Augmented and alternative communication) / visuals. This focus on making the children and young people understood has many impacts. It is known that a lot of challenging behaviour comes from not being understood so having a system to make yourself help will prevent some level of challenging behaviour.

Impact Three: Families, schools, and professionals will be more empowered to carry on syndrome specific learning at home or in another setting, which includes developing the confidence to advocate for their child with the relevant service/education providers

Families and professionals are also vital within this project. Families are often still coming to terms with their new path in life, they are navigating the often-challenging education SEND systems and adjusting to life with their new babies or school aged children. Empowering parents/carers to develop their knowledge that gives them the confidence to advocate effectively and persistently on behalf of their child is a valuable outcome for this service.

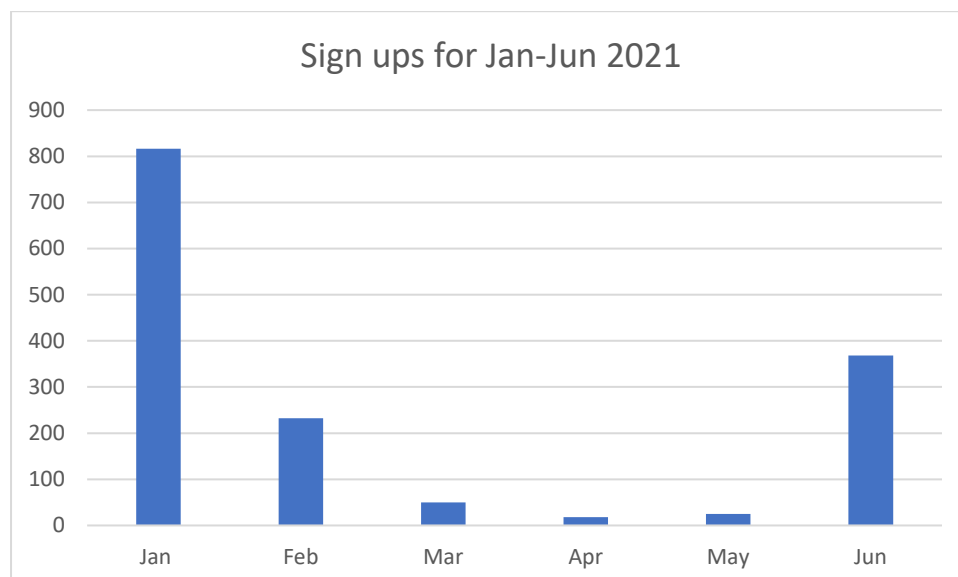
In September 2021, as a result of the growth of the project, the governance and management of Teach Me Too was separated from 21 Together and a new charity formed. Learn and Thrive's vision statement says the following:

Learn and Thrivers vision is everyone in the Down's Syndrome community will thrive and grow in confidence with the help of specially designed learning programmes linking lessons with life. We strive to reach less well served learners be they students, educators, parents or carers. We empower learners by harnessing the potential of digital tools whenever and wherever learning is needed. Our learning style is fun and evidence based.

3.1 Usage summary and distribution

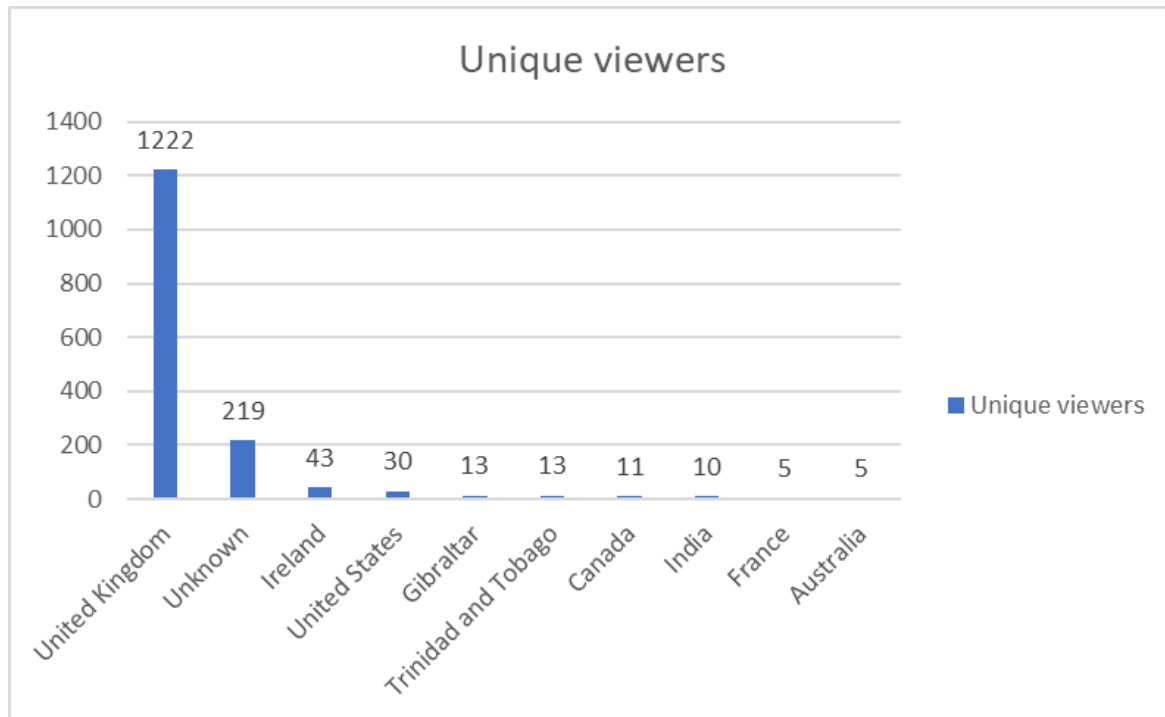
The initial aim of this monitoring evaluation was to more deeply explore the data presented in the original evaluation, along with the six-month period since the Teach Me Too expanded nationally to consider the increasing reach and scope of the project. However, this was not possible as the methods for collection, along with personnel changes within the 21 Together team changed substantially during this period. This led to some data inaccuracies during the January to June 2021 period and has made analysis impossible in some areas. 21 Together became aware of these issues as this monitoring evaluation took place, and as part of a substantive change in strategic direction, have modified its operational structure to reflect the new priorities and workflow required for the expanded scope and usage of this project. This naturally includes more robust and accountable methods of recording and presenting its data returns.

A total of 1509 people signed up for Teach Me Too between January and June 2021. 21 Together ran two marketing campaigns to initially promote the project, one in January and the other in June. The impact of these campaigns is clearly in the volume of the sign-up distribution in the chart below.

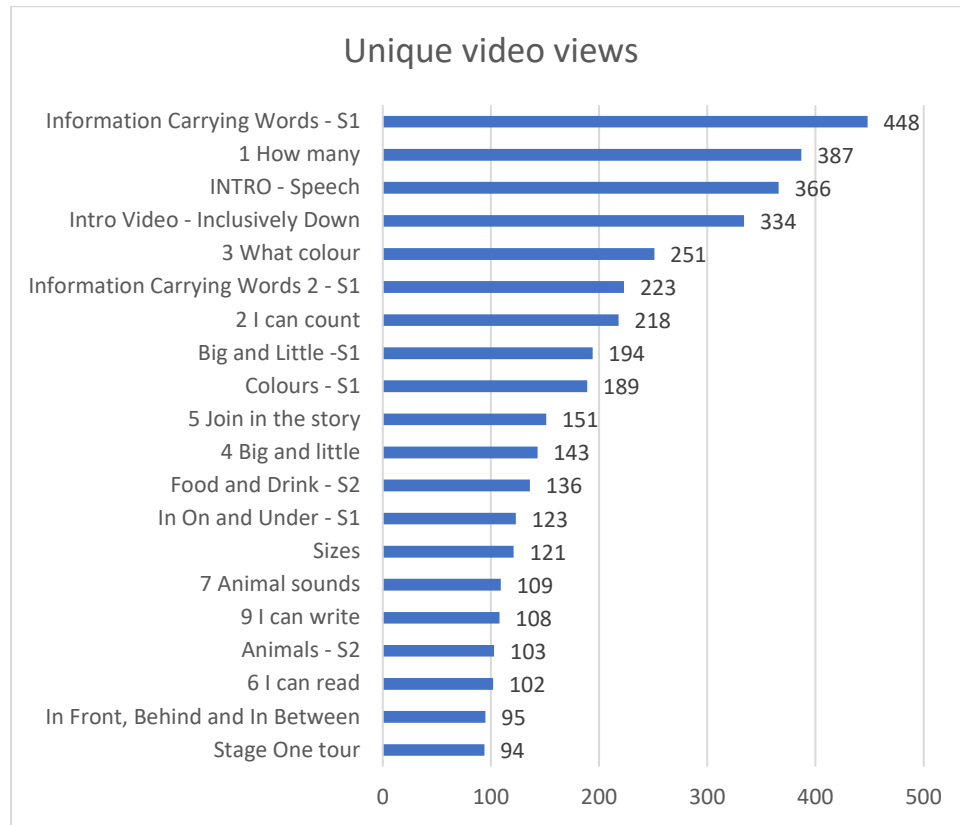


Due to the challenges identified above, this is the only specific piece of information available that relates to the profile and distribution of users who signed up in the period January to June 2021. The rest of the returns in this section relate to overall usage of the video suite during the time period. It is also worth noting that rather than being presented with data for this period, we were required to access the Vimeo platform directly to interrogate the raw data stored on its dashboard.

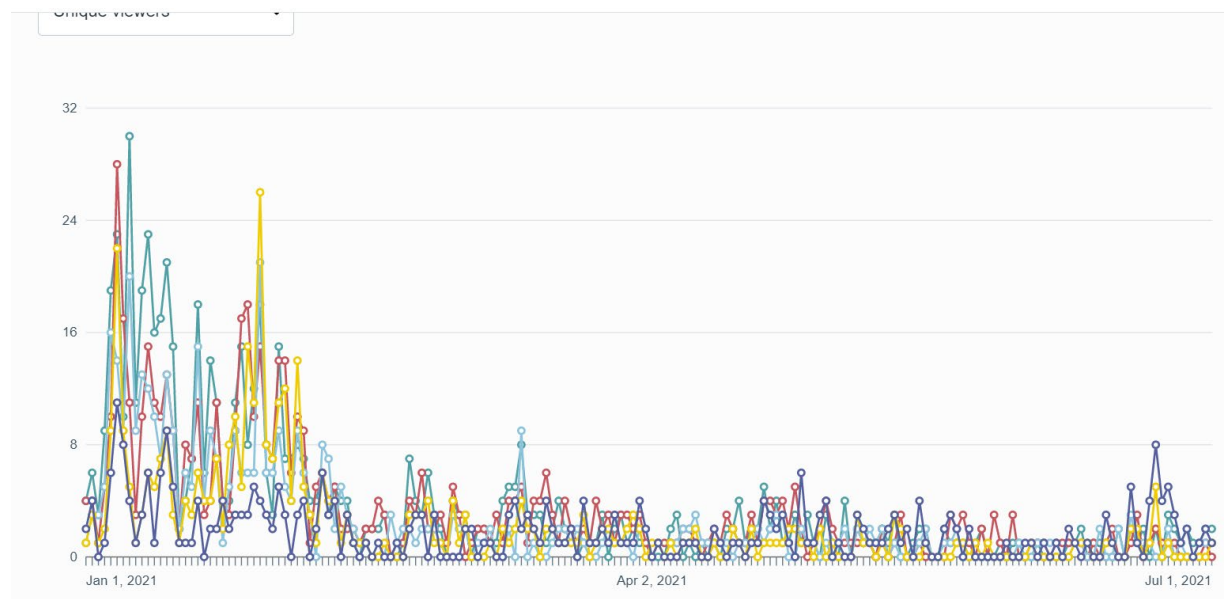
76% of all unique views in this timeframe came from the United Kingdom, a variety of other countries making a contribution of 3% or less to the overall total. A further 14% were flagged as an unknown location to the Vimeo platform, most likely due to individual browser privacy settings and/or the use of private networks.



During the same period there have been a total 5297 unique views, with the top 20 videos in terms of this displayed below.



The date range distribution for these unique views (using the top five uniquely viewed videos as a basis) demonstrates a definite taper over the time period.



4. Theory of Change

As part of the initial evaluation, a collaborative theory of change (TOC) was developed for the 'Teach Me Too'. Due to the limitations of the COVID-19 lockdown, the initial theory of change was developed by TONIC and 21 Together at the beginning of the evaluation in order to identify the key themes to be explored in the interviews and survey. The TOC was then reviewed based on the results and, where appropriate, then revised accordingly.

A Theory of Change should give a 'two minute' story of a service or provision and should be considered as a tool to help describe the need a service is trying to address, the changes it strives to make and how this is achieved. A Theory of Change is an opportunity for a service to take stock and consider how it achieves its aims and present it in a digestible format. It works by first identifying the overall aim of a service and then working backwards asking, at each level, how is this achieved? This creates a series of building blocks that maps the change that a service user will hopefully experience through engaging with the 'Teach Me Too'.

We first considered the overarching aim of 'Teach Me Too', asking the question, at the end of it all, what is 'Teach Me Too' *really* trying to achieve? 21 Together's ambition is to deliver an online and accessible service that supports families in delivering improved early skills learning, whilst creating opportunities for families to continue this work in the home, whilst also empowering parents to engage and advocate with services more confidently in the future.

This led to the next phase of the Theory of Change, which considered how the overall goal was achieved through long term outcomes (e.g. Learners are more likely to reach school age with age-appropriate reading levels or at least significantly higher levels of school readiness and parents/carers have established robust support networks and feel competent to support others).

Theory of Change also permits consideration of the more tangible activities that a service offers that supports the development of these goals. For 'Teach Me Too' these include viewing the video content and making use of the resource packs where appropriate. The qualitative interviews allowed for the components of the Theory of Change to be triangulated and evidenced.

Theory of Change encourages services to think about the assumptions we make and the enablers (both internal, which can be managed by the service, and external, which are less within the parameters of control) and how this influences the ability to ensure that the overarching aim is achieved.

The progression route for children with Down's syndrome through the model is relatively straightforward in terms of their learning outcomes, although it cannot and should never be related to age as *'progress in all areas of development is affected in some way, with some aspects of development*

progressing faster than others – for example, children's social and emotional understanding and their ability to communicate non-verbally is often more advanced than their motor development or progress with talking'.¹ The content is based on, amongst other sources, 'The Developmental Journal for Babies and Children with Down Syndrome'. 21 Together characterise this approach as 'Stage, not age', which is entirely audience appropriate for this project.

¹ The Developmental Journal for Babies and Children with Down Syndrome (Down Syndrome Educational Trust & DfES, Crown publications 2006)



The progression route for parents, educators and other professionals through the theory of change model has many parallels with the Conscious Competence Ladder, a framework for defining the stages that people progress through when learning new skills. Identified in the 1960s and then developed in the 1970s by Gordon Training International and others, the model offers a useful perspective on learning new skills that can be applied to parents engaged with 'Teach Me Too'.

The Conscious Competence model highlights two factors that affect our thinking as we learn a new skill: consciousness (awareness) and skill level (competence). When we learn new skills, we experience different emotions at different stages of the learning process. At the beginning, we may not realize how much we need to learn. Then, when we discover what we don't know about a subject, we may get disheartened, and we might even give up. Recognizing how we feel at each stage of the learning process can help us to "stick with it" and manage these emotional ups and downs.²

Unconscious incompetence

The individual does not understand or know how to do something and does not necessarily recognize the deficit. They may deny the usefulness of the skill. The individual must recognize their own incompetence, and the value of the new skill, before moving on to the next stage. The length of time an individual spends in this stage depends on the strength of the stimulus to learn.

Conscious incompetence

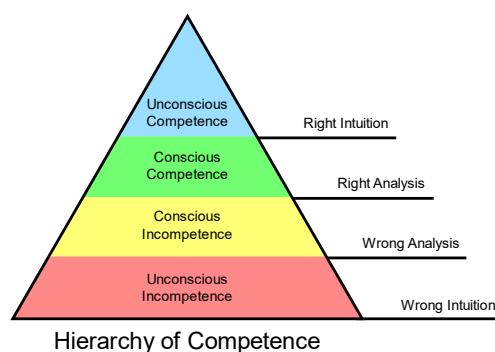
Though the individual does not understand or know how to do something, they recognize the deficit, as well as the value of a new skill in addressing the deficit. The making of mistakes can be integral to the learning process at this stage.

Conscious competence

The individual understands or knows how to do something. However, demonstrating the skill or knowledge requires concentration. It may be broken down into steps, and there is heavy conscious involvement in executing the new skill.

Unconscious competence

The individual has had so much practice with a skill that it has become "second nature" and can be performed easily. As a result, the skill can be performed while executing another task. The individual may be able to teach it to others, depending upon how and when it was learned.³



² https://www.mindtools.com/pages/article/newISS_96.htm

³ Flower, Joe (January 1999). "In the mush". *Physician Executive*. 25 (1): 64–66



4.1 The 'Teach Me Too' Theory of Change: Intended Impact

The Teach Me Too project provides an online, accessible resource, created by sector specialists and speech therapists to deliver improved outcomes for a whole generation of children with Down's Syndrome in Kent and beyond. The project provides a sequence of early skills learning opportunities that improve communication, school readiness, cognitive learning outcomes and social inclusion. Teach Me Too empowers families, teachers and children to understand and adapt to the challenges that Downs Syndrome presents to learning, whilst also building confidence and independence in young people. Educators and families are further empowered to develop strong connections within the Down's community and to engage and advocate more confidently in the future.

Long term outcomes

- Learners are more likely to reach school age with age-appropriate reading levels or at least significantly higher levels of school readiness
- Learners show improved behaviour, readiness to learn and attendance to tasks
- Learners develop significant social attachments
- Parents/Carers have established robust support networks and feel competent to support others
- Educators have become advocates for effective & differentiated learning strategies that are normalised in their mainstream setting
- Educators (leadership & management) more receptive to effective & differentiated learning strategies to support attendance in mainstream settings

Intermediate outcomes

- Learners have improved verbal and/or non-verbal communication skills, including signing
- Learners have improved emotional regulation and self-esteem
- Learners have reduced incidents of challenging behaviour that is linked to not being understood
- Learners start to develop improved attention and focus, including eye contact
- Learners memory skills improve
- Parents/Carers are growing in confidence to advocate with therapists and educational settings for their child
- Parents/Carers becoming more adept at supplementing education in the home
- Educators are more likely to develop own teaching materials/find training courses/engage with local management to promote differentiated learning in mainstream classrooms

Short term outcomes

- Learners find activities fun and engaging
- Learners engage with repetition and over learning
- Parents are exposed to new strategies to learning – e.g. whole word reading programme
- Parents get access to immediate support & initial signposting from 21 Together website
- Educators are exposed to new strategies to learning for children with Down's syndrome, including the differences in effective engagement
- Educators are inspired to adapt strategies and revise lesson planning from Teach Me Too for their individuals and setting

Activities

- Stage one has two learning streams - Cognition and learning & Speech and language – both have 10 videos each
- It is recommended that parents watch these with their children and repeat several times

Enablers

- 21 Together website provides managed Portal to project resources
- Beneficiaries must have internet access
- Project promoted by 21 Together and other Downs syndrome charities, by NHS based speech therapists etc – marketing plan/strategy developed by 21 Together
- Free access for all – no-one is excluded on financial grounds
- Content is regularly reviewed and updated to reflect new methodologies and research outcomes – learners, families/support groups regularly surveyed and consulted.
- Project receives adequate funding for delivery

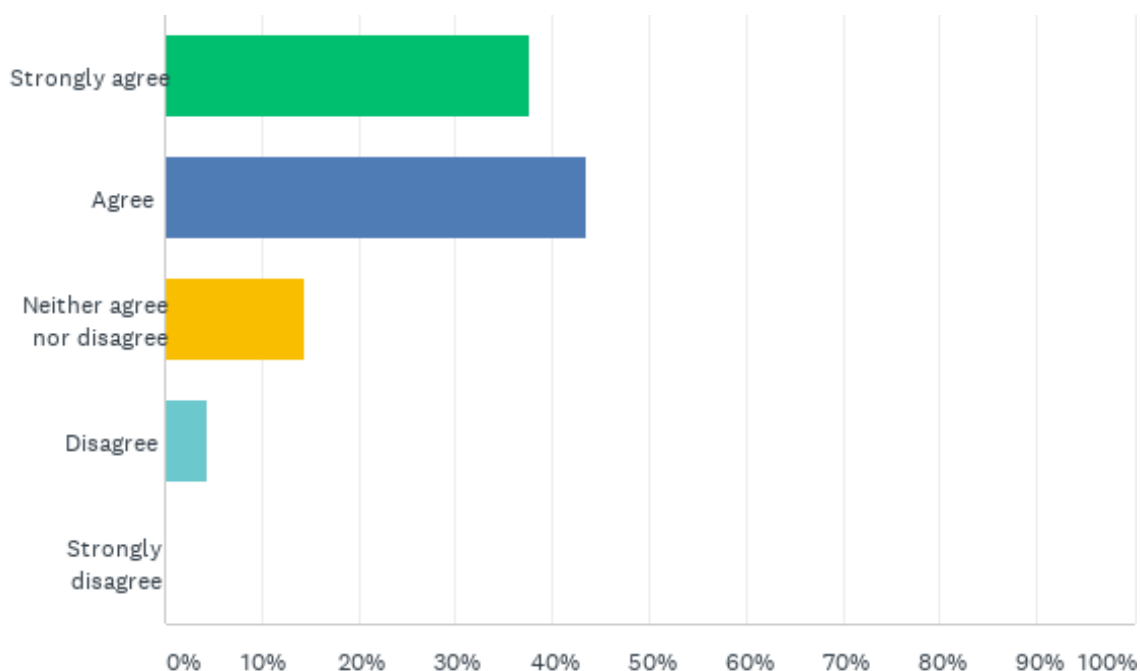
5. Findings and analysis

The findings section has been organised thematically in relation to the required outcomes from the theory of change model, rather than separated into different sources (e.g. parents, educators & professionals). This is because, across each method that was used for this evaluation (interviews, survey, report analysis, theory of change review), there were cross-cutting themes and important topics that permeated throughout, which have then been compared to the Theory of Change intended outcomes. Our survey was directly structured to test the theory of change to test and explore its veracity and relevance. This method provides a direct analysis, based on user experience and impact, of the Teach Me Too project against its aims and objectives.

Theory of Change - Short term outcomes

- Learners find activities fun and engaging

In our survey, we asked the question 'Did your child(ren) find the videos fun and engaging?'. 81% of parents either agreed or strongly agreed that their child found the videos fun and engaging.



Answered: 69 Skipped: 55

In interviews, the parents spoke frequently about the engaging style of the video content, and how this made a particularly important contribution to their child's attention to the content. The routine, especially the warm-up songs, was highlighted by parents as key factor in this.

'So he loved the fact that Laura is always starting with who's in the box, we start with the warm up song. So he loves that routine, I think a lot of children just love having that same sort of start - they feel very comfortable and familiar. So the way they filmed it is quite simple. Yet you're, you're repeating it all the time. So I think that was why he loved them. And for him, he could sit and he could watch them. And for him, it was definitely on his level.'

(Interview, Parent)



Some parents also mentioned the importance of song and rhyme throughout the videos as helping their child maintain interest and concentration.

'She does watch it a bit, but then she gets distracted – unless it is something which she wants to hear which is basically a nursery rhyme so if it's on now she'll come back and listen to it, but it's like if somebody's talking to her or you know giving her 'Okay, we need to do this' then she's not that interested. So I think what I've picked up is that if she's watching it and if it's you know, somebody's singing and you know they're playing their actions involved then she's more focused on it.'

(Interview, Parent)

Parents of children with a visual impairment wanted to highlight the importance of clear visual cues and content. Some thought that at times the content was not entirely clear for their child which in turn impacted on how fully they engaged with the learning subject.

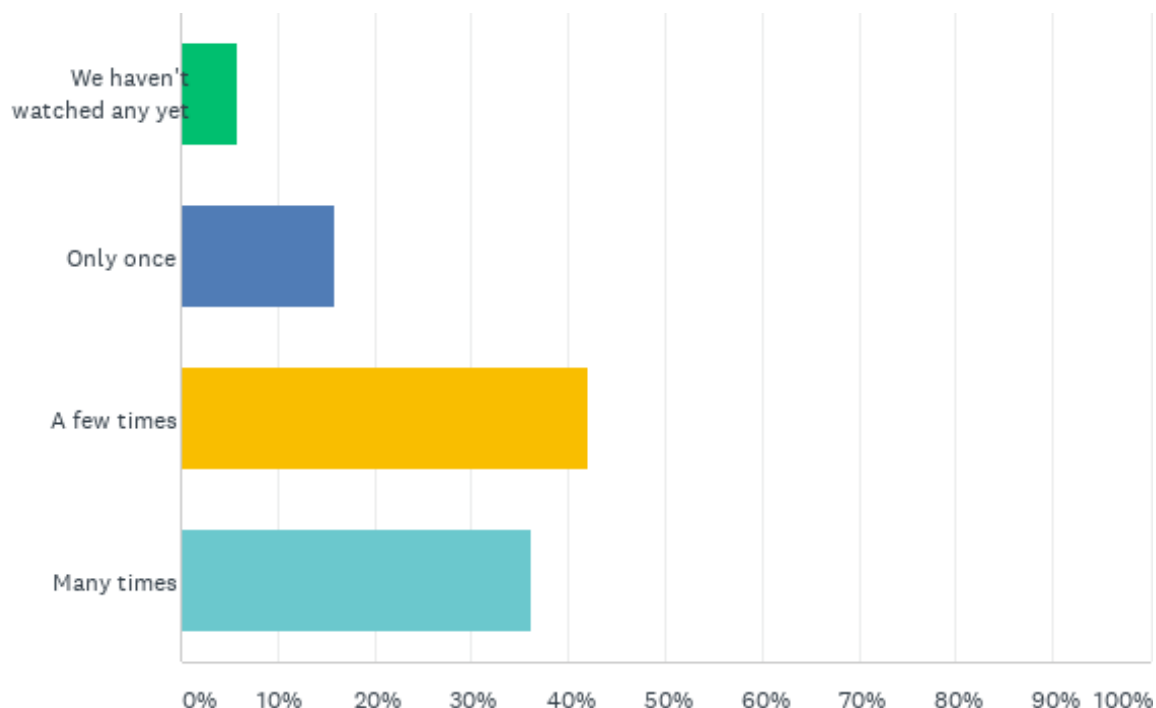
'Think it's just the way the visuals are handled and make sure like, not having too many things on the table. And making sure that the board is big enough to hold the one thing you're putting on here. What's happening is that if the animal is under the table it's a big table and it's a big animal. It's very important that the visuals are really clear.'

(Interview, Parent)

We consider this outcome to be **partially met**, with some recommendations on engagement methods and clarity of visual content in the recommendations section.

- Learners engage with repetition and over learning

In our survey, we asked the question 'About how many times did your child(ren) watch each video?'. 36% of parents said that their child had watched the videos many times, with a further 42% indicating that their child had watched the videos a few times.



Answered: 69 Skipped: 55

This view was echoed in the interviews, with several parents giving examples of specific content that they found helpful and engaging. The support that the videos provided in terms of having 'an extra adult in the room' was mentioned by several parents also. This seemed to be a theme that divided parents between those that had confidence in meeting their child's educational needs, and those that were earlier in their journey.

We use them very, very specifically, and I watch them with him because there's no way she would watch them on her own. When she's watching it with me, then she will do the activities bit by bit. And I'll talk her through it. For me, from a point of view of educating, I'm very confident in meeting her needs. But it's actually really useful to have the videos because it's like having an extra adult in the room, which is really helpful for this particular time when we don't have anybody coming in because of the COVID stuff.

(Interview, Parent)

'Like to begin with he wasn't talking at all, but slowly his speech and language has improved because he repeats a lot of things like sizes and things like big burger, small burger or whatever. And because it's like repetition he's like slowly starting to say the word regularly. And he is always really looking forward to listening to the song as well at the beginning.'

(Interview, Parent)



The prevailing feeling amongst parents we interviewed was that it would be really helpful to have a mechanism to search for topics/themes through the content of each video. This would enable parents to create their own subject specific learning opportunities.

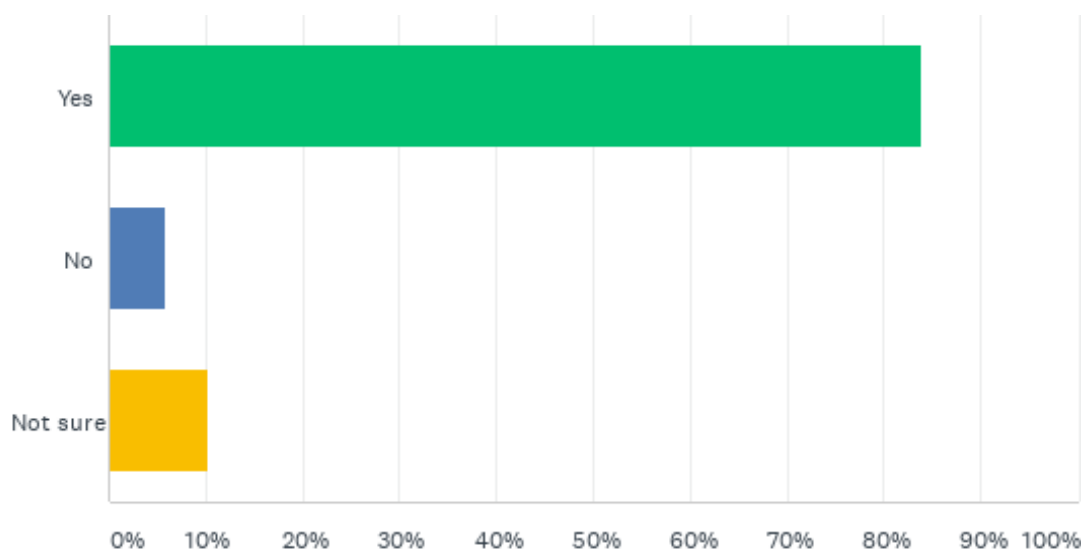
'Right now, there's, I've got a really good example of that for you – there is a section on there, which is about money. I tried several different ways of trying to get my son to understand money, and it just wasn't working. And I found that the money section on there purely by accident, but we've used that session, in conjunction with some other materials that school have given us, we've got an online program that we accessed from school, which has got sort of like exercises. So it worked really well doing the session as it was on the screen. And then as soon as we did the exercise using the materials that they provide, because obviously all the resources are there for you as well, you just have to print them off.'

(Interview, Parent)

We consider this outcome to be **partially met**, with some recommendations on tagging and filtering content in the recommendations section.

- Parents are exposed to new strategies to learning – e.g. whole word reading programme

In our survey, we asked the question 'Did you discover some new ways of learning for your child(ren)?'. 84% of parents said that they had, with only 6% saying that they had not.



Answered: 68 Skipped: 56

Almost every parent we spoke to said that the Teach Me Too project had positively impacted on their capacity to develop new learning strategies for the child. Parents spoke in some detail about the ideas and application of the teaching principles that they had discovered from watching the content.

'I think it's basically giving me more ideas. You know, like, obviously, you have the same materials at home, same things at home, but sometimes you don't really get the ideas what to do with them. So watching those videos with her and on my own, I have realized that I can actually do this or do this with her because she loves the nursery rhymes. So, if I'm talking to her, like if I'm telling her a story, she might not listen to me. But if I'm telling her a rhyme or something, she is more engaged.'

(Interview, Parent)

'So, I think what I've picked up is if she's watching it and if it's you know, somebody's singing and you know they're playing their actions then she's more focused on and you know, being attentive to it.'

(Interview, Parent)

'What Lucy and Laura do, is they give the parents the way that we should be teaching our children, you know, and it is that constant repetition. It's that constant, you need a visual, you can't just speak to them. It's that slow language. It's not too much. It's not to overload them, but what they do is they show a parent the way that a child will probably respond quite well to.'

(Interview, Parent)

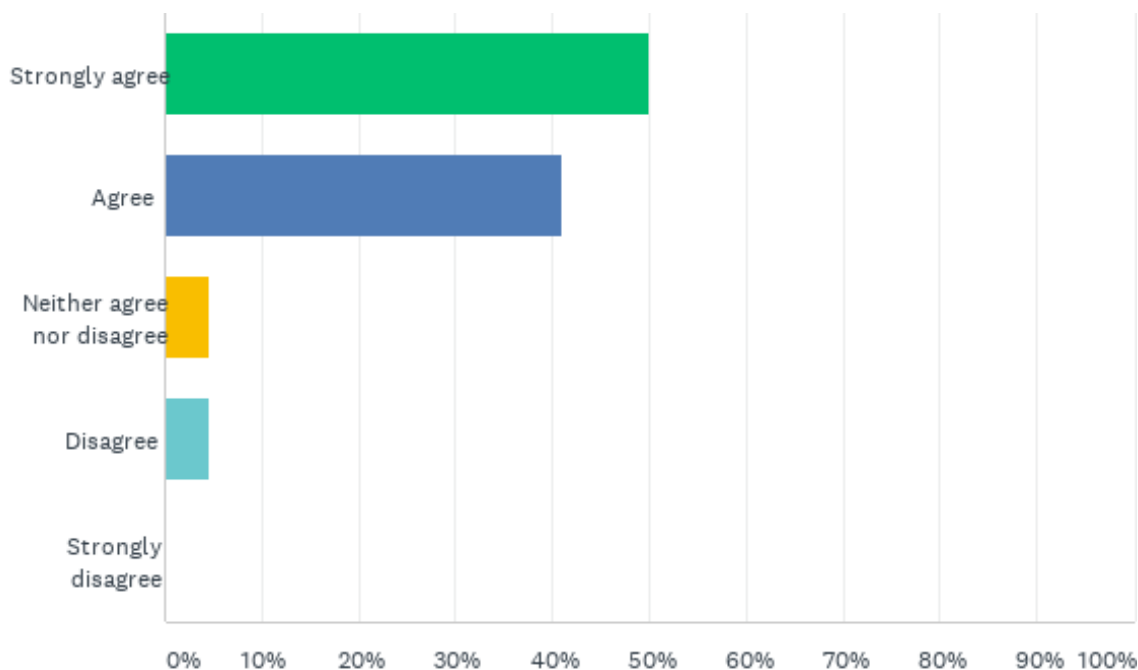
We consider this outcome to be **fully met**.

- Parents get access to immediate support & initial signposting from 21 Together website

This outcome has not been assessed as part of this monitoring evaluation. There have been, and continue to be, substantial changes in the structure and governance of the Teach Me Too project which have impacted the ability to consider this impact adequately

- Educators are exposed to new strategies to learning for children with Down's syndrome, including the differences in effective engagement

In our survey, we asked educators how strongly they agreed with the statement 'When I first used the Teach Me Too videos, they gave me some new learning strategies for children with Down's syndrome'. 91% of respondents either agreed or strongly agreed.



Answered: 22 Skipped: 102

We were only able to speak to one educator as part of this monitoring evaluation. As such it is challenging to draw any conclusions from a single interview. However, the individual we spoke with echoes the sentiments expressed in the online survey.

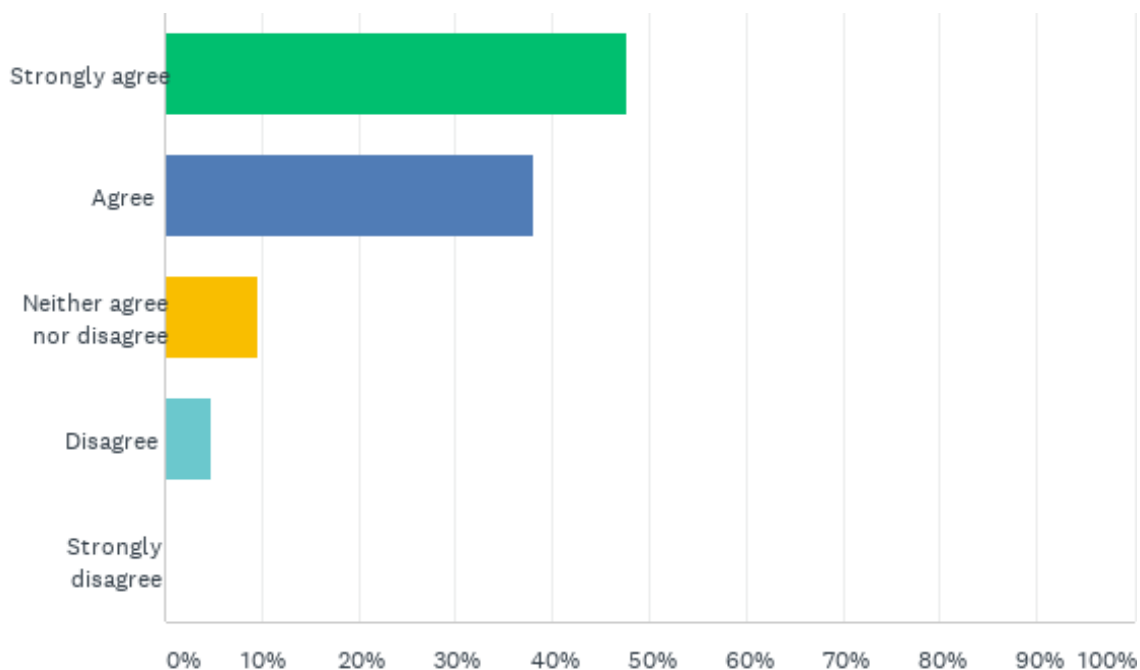
'This is still the thing that I go to and say, hang on, this is how it should be done. And I'm saying that to a lot of parents now, you know.'

(Interview, Educator)

Based on the online response data, we consider this outcome to be **fully met**.

- Educators are inspired to adapt strategies and revise lesson planning from Teach Me Too for their individuals and setting

In our survey, we asked educators how strongly they agreed with the statement 'I have been inspired to adapt the strategies and revise lesson planning from Teach Me Too for my pupils'. 86% of respondents either agreed or strongly agreed.



Answered: 21 Skipped: 103

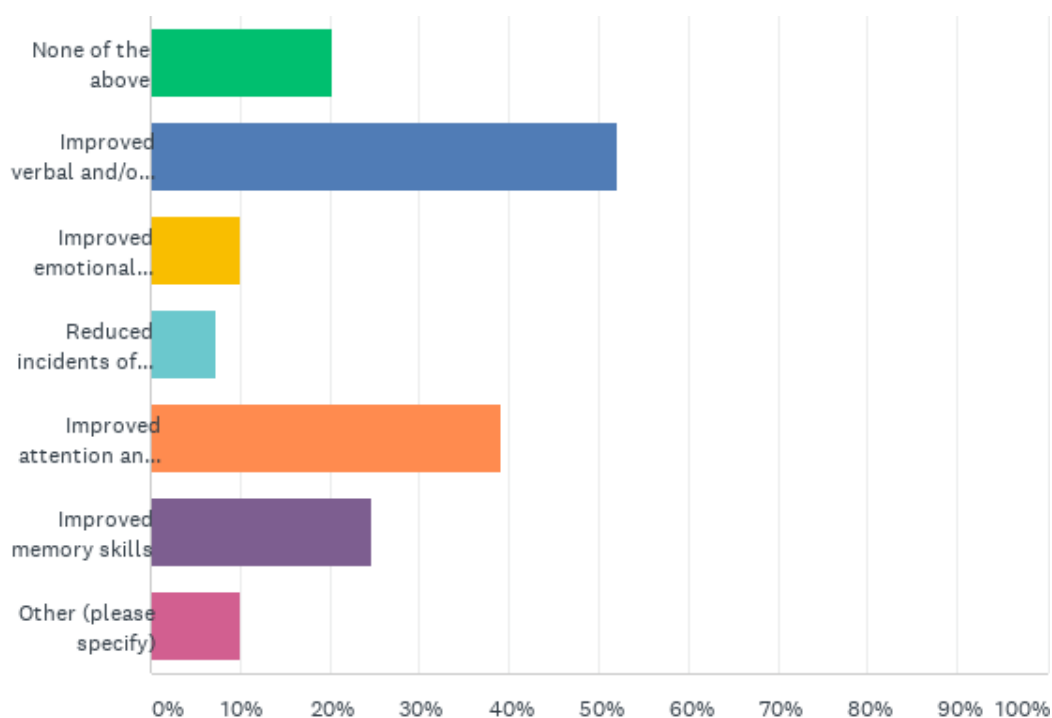
We were able to speak to one educator as part of this monitoring evaluation. As such it is challenging to draw any conclusions from a single interview. However, the individual we spoke with echoes the sentiments expressed in the online survey.

Based on the online response data, we consider this outcome to be **fully met**.

Intermediate outcomes

- Learners have improved verbal and/or non-verbal communication skills, including signing
- Learners have improved emotional regulation and self-esteem
- Learners have reduced incidents of challenging behaviour that is linked to not being understood
- Learners start to develop improved attention and focus, including eye contact
- Learners memory skills improve

In our survey, we asked parents 'What changes have you noticed in your child(ren) since you started using the videos?' with the immediate outcomes above as multiple answer options. 52% of respondents said that there were improvements in verbal and/or non verbal communication skills, including signing. 39% highlighted improved attention and focus, including eye contact and 25% selected improved memory skills. However, 20% of respondents said that they had not seen any of the changes that we asked about.



Answered: 69 Skipped: 55

Every parent we interviewed struggled to definitively pinpoint Teach Me Too as the primary reason for improvements in most areas, with the exception of concentration and attention. The musical introduction, engaging content and personality of the presenters all had a demonstrable impact on learners.

'She will sit now, and we can easily do 3,4 or 5 videos in a row, which is quite a long time for a four-year-old to concentrate. I think it's really impressive how much she will sit and engage with them.'

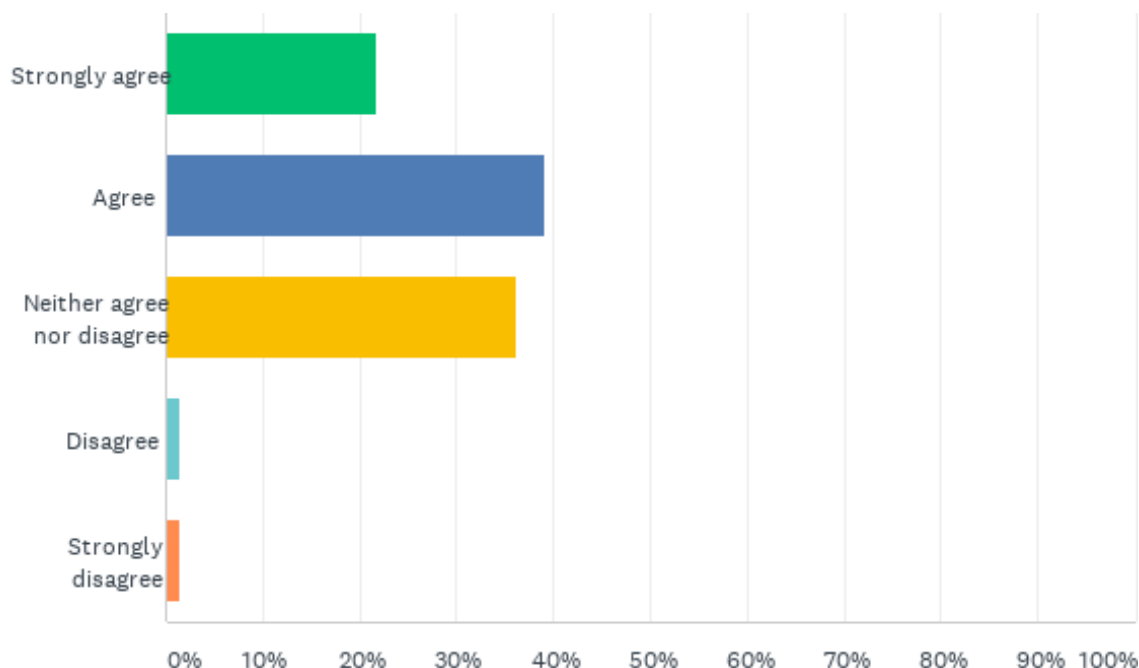
(Interview, Parent)



We consider this outcome to be **partially met**, and we consider that this particular outcome may need to be revised or further developed to fully understand the impact of the Teach Me Too project. We have made several suggestions to this end in the recommendations section.

- Parents/Carers are growing in confidence to advocate with therapists and educational settings for their child

In our survey, we asked parents how strongly they agreed with the statement 'Since using the videos I have grown in confidence to advocate with therapists and educational settings for my child(ren).' 61% of parents either agreed or strongly agreed with this, however 36% were non-committal.



Answered: 69 Skipped: 55

In our interviews it became apparent that parents often conflated successful interventions with successful outcomes, rather than an increase in confidence to advocate. Given the struggles that many parents experience with getting appropriate support for their children, it gives some insights into the survey findings where only 3% of parents disagreed that the project had not helped them.

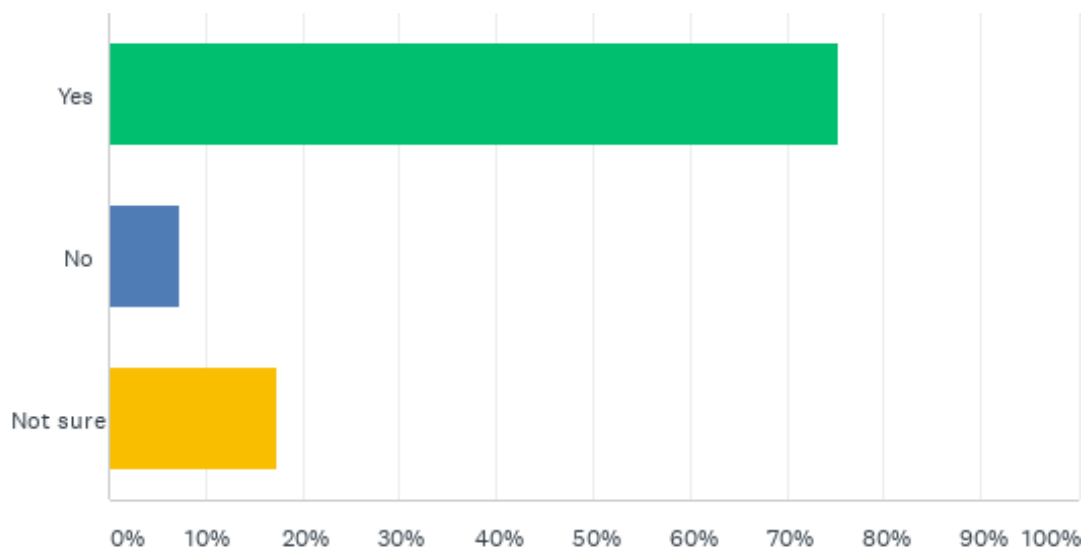
'I think it's because it's very easy to sort of say to somebody, 'this is how my daughter learns', but you can actually back it up with, 'we use this', 'we find this works', 'this is well researched' and 'this is how people with down's syndrome learn'. And that gives you a little bit more to what you're saying as well.'

(Interview, Parent)

Given the limited ability that Teach Me Too can have on successful outcomes for parental advocacy, we consider this outcome to be **fully met**.

- Parents/Carers becoming more adept at supplementing education in the home

In our survey, we asked parents how strongly they agreed with the statement 'Since using the videos I am becoming more adept at supplementing my child(ren's) education in the home.' 75% of parents agreed with this statement.



Answered: 69 Skipped: 55

Parents that we interviewed said that watching the content with their child and watching the reactions to the teaching styles employed gave them ideas and confidence to develop their own content. Several parents mentioned that working with content from school in conjunction with the Teach Me Too videos was especially effective.

'So I did this session with him, but then sort of reinforced it by doing a little exercise with sort of like material from school, so that it really did complement what we were trying to do as well. So that was excellent. As well, you can go back to it, because Down syndrome, children and adults as well, you can't just teach them something once you have to go over it and over it, and over and over again, you just have to keep repeating it. So that's a session that I will continue to use on an ongoing basis until you know, it's really clicked.'

(Interview, Parent)

The Teach Me Too project also had a positive impact on parents during the initial lockdown phase in the UK. Almost every parent that we spoke to mentioned that the Teach Me Too content played a major part in supplementing learning for their child at a time when other face to face services had been suspended.

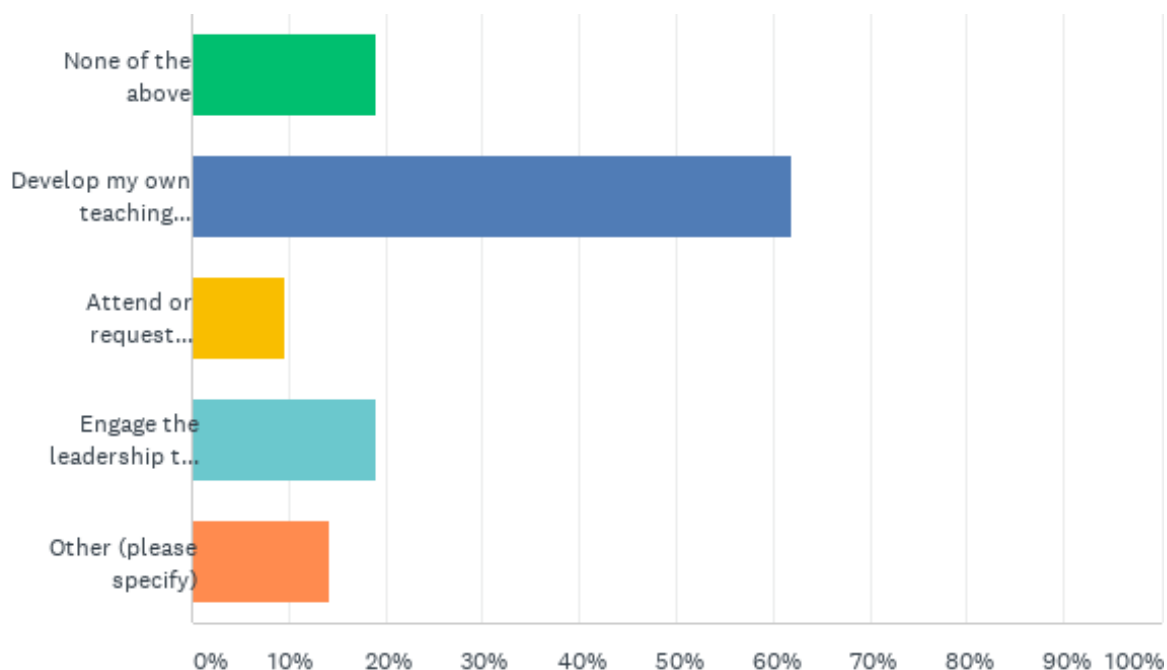
'But also, I do think in the time that it came out, parents I was working with were really worried that they weren't doing enough for their children, you know. But actually, there was an education tool that actually stimulated their child, and they felt they were doing something.'

(Interview, Educator)

This element has been a key deliverable of the Teach Me Too Project, and we consider this outcome to be **fully met**.

- Educators are more likely to develop own teaching materials/find training courses/engage with local management to promote differentiated learning in mainstream classrooms

In our survey, we asked educators to identify what action they had taken since watching the Teach Me Too content. 62% said they had developed their own teaching material, 19% said they had engaged their leadership teams to increase the promotion of differentiated learning in mainstream classrooms, and 9% had attended or requested training about Down's syndrome.



Answered: 21 Skipped: 103

There was limited qualitative feedback on this objective, and it is likely that most educators who have used Teach Me Too have primarily used the content to inform their own teaching materials and techniques, rather than directly engaging their setting leadership.

However, in an interview with a SENCO it was felt that a more effective route for Teach Me Too to gain traction with education leadership teams would be through their relevant local authority, with the project being offered to all schools in a particular region.

We consider this outcome to be **partially met**, with some recommendations on the most effective ways to influence educational leaders in the recommendations section.

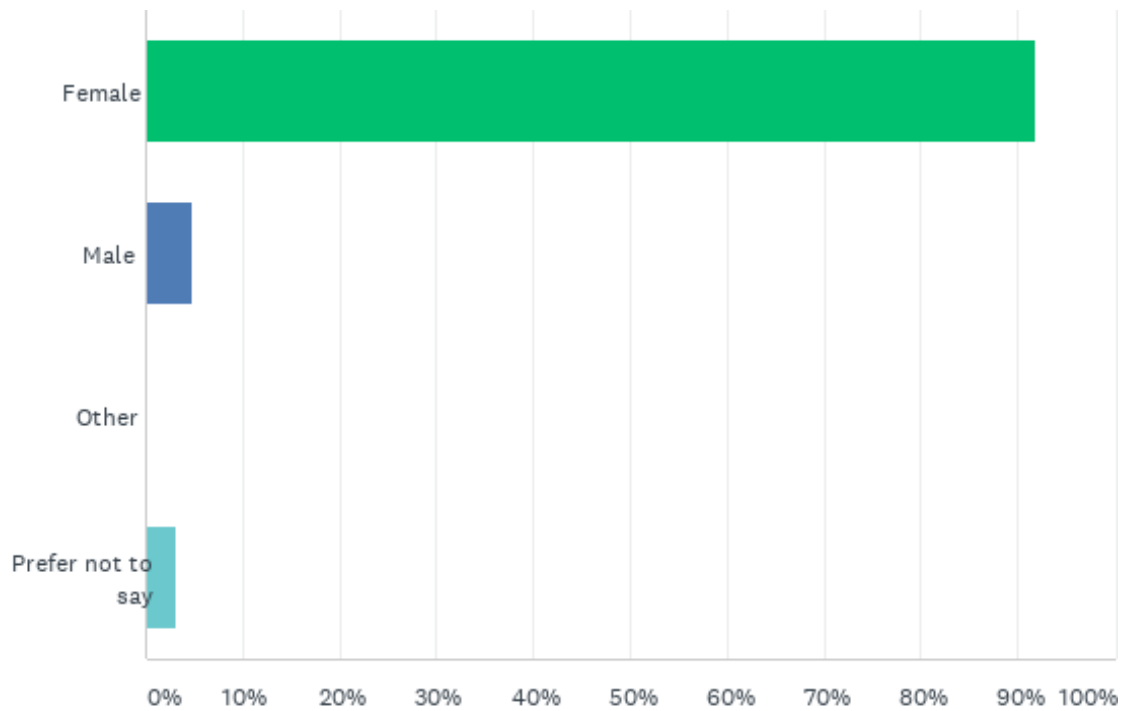
Long term outcomes

- Learners are more likely to reach school age with age-appropriate reading levels or at least significantly higher levels of school readiness
- Learners show improved behaviour, readiness to learn and attendance to tasks
- Learners develop significant social attachments
- Parents/Carers have established robust support networks and feel competent to support others
- Educators have become advocates for effective & differentiated learning strategies that are normalised in their mainstream setting
- Educators (leadership & management) more receptive to effective & differentiated learning strategies to support attendance in mainstream settings

The Teach Me Too project has not been active for a sufficient amount of time for us to be able to consider these objectives as yet. These long term outcomes will be explored fully in the next monitoring evaluation.

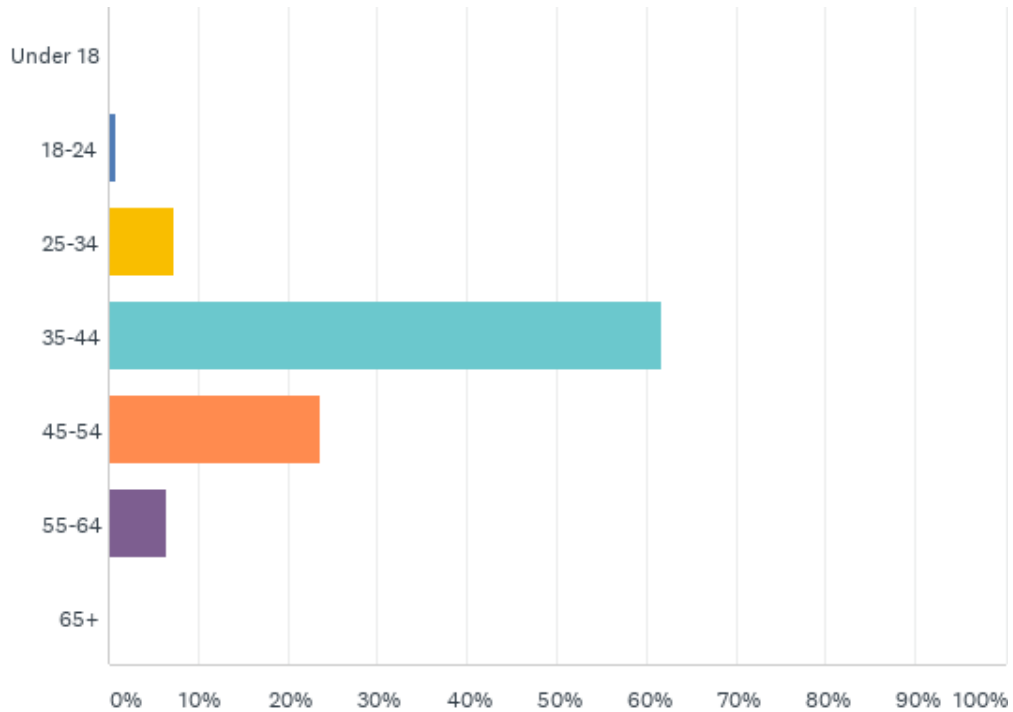
Other themes – gender, age and ethnicity

In our survey 92% of respondents identified as female, with 5% male and 3% preferring not to answer this question.



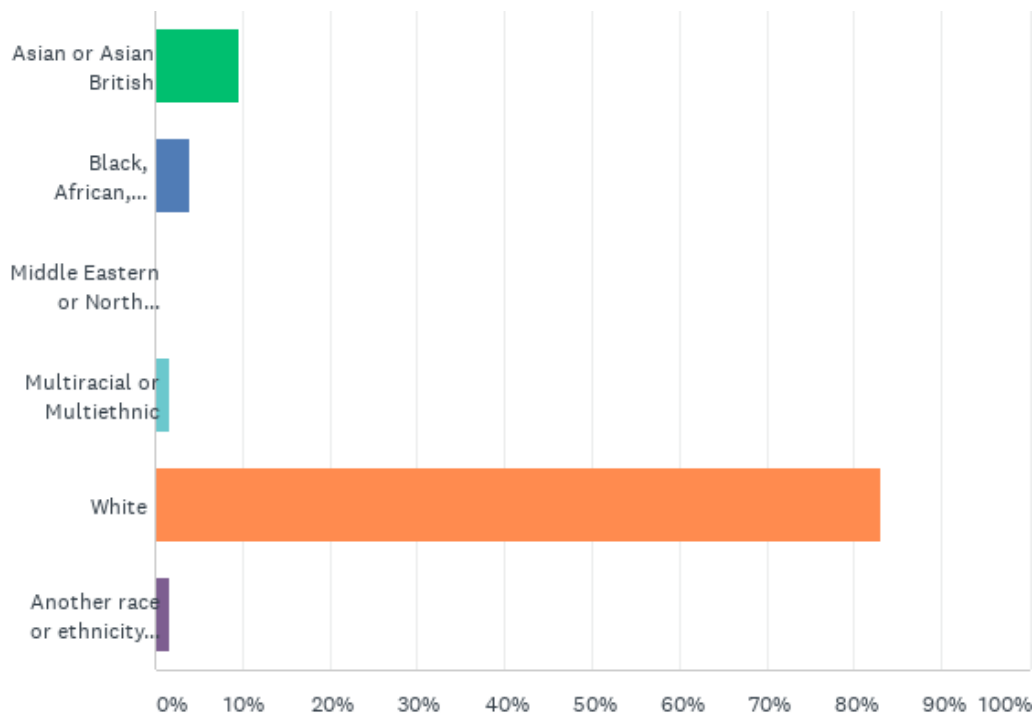
Answered: 124 Skipped: 0

In terms of age groups, the most heavily represented was the 35-44 year old group with 62% of respondents from this range. The next best represented age range was the 45-54 with 24%, followed by the 25-34 & 55-64 groups with 7% each.



Answered: 123 Skipped: 1

83% of respondents identified as white, with 10% Asian, or Asian British and 4% Black, African, Caribbean or Black British.

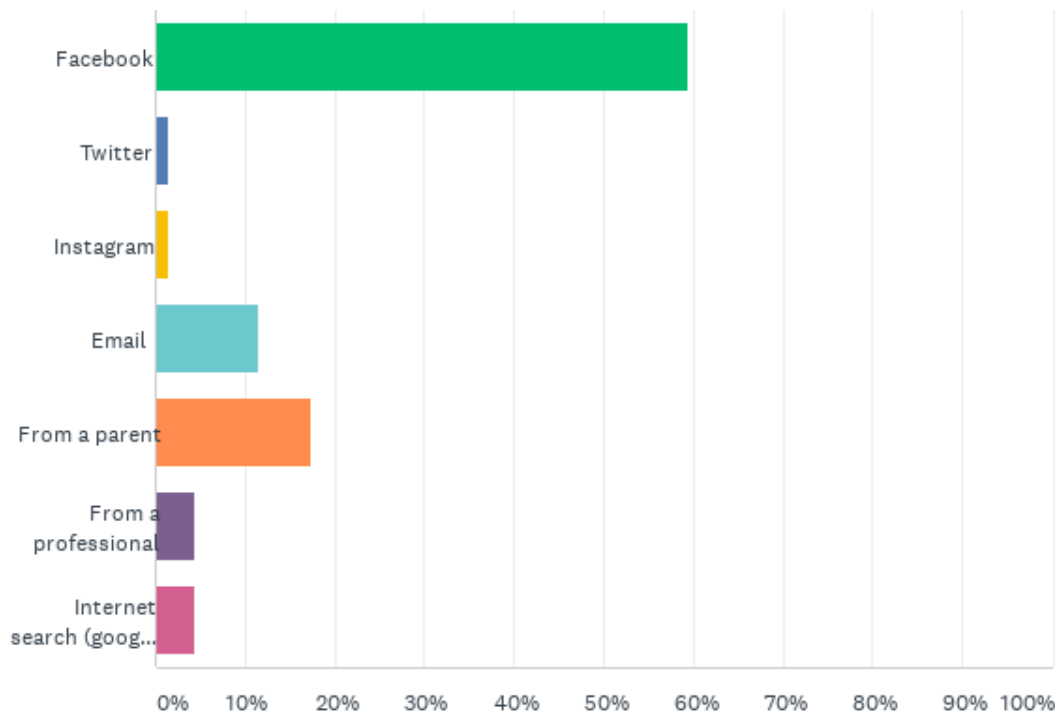


Answered: 124 Skipped: 0



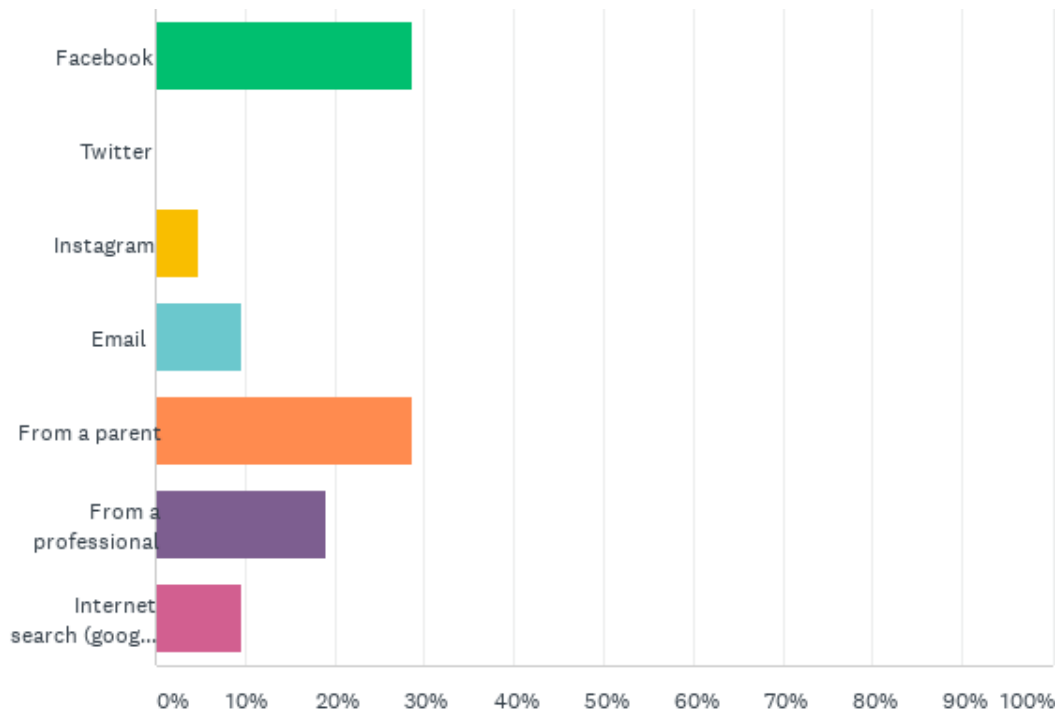
Other themes – engagement channels

59% of parents found Teach Me Too via Facebook, with a further 17% hearing of the project from another parent and 12% from an email.



Answered: 69 Skipped: 55

The feedback from teachers and other professionals was somewhat different, with 28% referencing their awareness from Facebook, 28% from a parent and 19% from another professional.



Answered: 21 Skipped: 103



6. Limitations to the Evaluation

There have been some challenges around data capture from 21 Together which made assessing the profile and distribution of users that signed up during the evaluation target period impractical. In particular, the datasets for the period 1st January 2021 – July 2021 were incomplete which made it impossible to accurately determine the signup numbers and professional status of many users.

These issues have now been resolved by the charity, and we anticipate no similar challenges for the next evaluation that begins in 2022.

7. Conclusions and Recommendations

7.1 Conclusions

The questions that have been considered for this evaluation were as follows:

- How successful was the national rollout of the Teach Me Too project?
- How fully had the medium- and long-term objectives from the Theory of Change model been met?
- What else could be added to the project to strengthen it further?

In the undertaking of this evaluation, it has been clearly demonstrated that the 'Teach Me Too' project has been well-received by both parents and educators since its national rollout. There have been some challenges with data collection which the charity has addressed this year.

Furthermore, excellent progress has been made with the short term objectives of the project, as define in the theory of change model, with all outcomes either fully or partially met at this stage. There are similarly pleasing results for the intermediate outcomes, although a new methodology for measuring learner impact should be considered by 21 Together. The outcomes and our conclusion are listed below:

Short term outcomes

1. Learners find activities fun and engaging
*We consider this outcome to be **partially met**, with some recommendations on engagement methods and clarity of visual content in the recommendations section.*
2. Learners engage with repetition and over learning
*We consider this outcome to be **partially met**, with some recommendations on tagging and filtering content in the recommendations section.*
3. Parents are exposed to new strategies to learning – e.g. whole word reading programme
*We consider this outcome to be **fully met**.*
4. Educators are exposed to new strategies to learning for children with Down's syndrome, including the differences in effective engagement
*Based on the online response data, we consider this outcome to be **fully met**.*
5. Educators are inspired to adapt strategies and revise lesson planning from Teach Me Too for their individuals and setting
*Based on the online response data, we consider this outcome to be **fully met**.*

Intermediate outcomes

1. Learners have improved verbal and/or non-verbal communication skills, including signing
2. Learners have improved emotional regulation and self-esteem
3. Learners have reduced incidents of challenging behaviour that is linked to not being understood
4. Learners start to develop improved attention and focus, including eye contact
5. Learners memory skills improve

*We consider these outcomes to be **partially met**, and we consider that this particular group of outcomes may need to be revised, or further developed, to fully understand the impact of the Teach Me Too project. We have made several suggestions to this end in the recommendations section.*

6. Parents/Carers are growing in confidence to advocate with therapists and educational settings for their child
*Given the limited ability that Teach Me Too can have on successful outcomes for parental advocacy, we consider this outcome to be **fully met**.*
7. Parents/Carers becoming more adept at supplementing education in the home
*This element has been a key deliverable of the Teach Me Too Project, and we consider this outcome to be **fully met**.*
8. Educators are more likely to develop own teaching materials/find training courses/engage with local management to promote differentiated learning in mainstream classrooms
*We consider this outcome to be **partially met**, with some recommendations on the most effective ways to influence educational leaders in the recommendations section.*

7.2 Recommendations

There are several recommendations on how the 'Teach Me Too' can build on the work that they have already delivered, and respond to the feedback received and future ambitions of the project. These can be broadly categorised into the following 5 themes:

- 1. Songs, rhymes and stories to form the basis of all video content where possible**
Teach Me Too should consider integrating songs, rhymes and stories into all content to further improve concentration and interest from learners. There was clear feedback from parents that this element was highly effective in engaging learners, even where they were somewhat reluctant.
- 2. Visual cues and displays should be designed clearly for learners with visual impairments**
The video content should have consistently clear and limited visual cues on screen at any one time to support learners with a visual impairment. Some parents of children with such an impairment suggested that not all content was as clear as it could be and specifically requested that this be improved where possible.
- 3. A searchable list of topics/themes should be created in the video library root menu for users to build their own subject specific content**
The videos should be tagged and searchable for themes/topics to allow parents to create their own learning structures. A number of parents asked for this to enable them to facilitate diverse learning outcomes by using a core theme or subject.
- 4. The Teach Me Too project should explore the options available to accurately map the impact of the videos on learners**
The Teach Me Too project should consider a self-assessment/outcomes star process to accurately map the impact of its content on learner behaviours and development. It has been challenging for parents to accurately reflect on the progress that has been directly attributable to the Teach Me Too project. An outcomes star based approach may be desirable, although the creation of bespoke measurement tool would represent a substantial investment and there may be a more integrated approach that works equally as effectively, especially as the Teach Me Too project develops its classroom based reach at Local Authority level.
- 5. A targeted approach at Local Authority level to engage schools**
The Teach Me Too project should consider a targeted approach through Local/Unitary Authorities to delivering its content into school classrooms. Engaging Local Government to offer the Teach Me Too package to all applicable settings, and by extension the children and parents that use them, should be a high priority for the Teach Me Project. The simple scalability of the content, ease of delivery and clear success of the package should make the project highly attractive to leaders in local authority educational roles.

Appendix A – Stakeholder Interview Schedule (Parents)

21 Together 'Teach me too'

Interview Schedule – Parents

21 Together have commissioned TONIC Consultants to undertake an evaluation to assess the impact of the Teach me too project. As part of this we want to speak to stakeholders. The information you provide us will contribute to a report, and although we may use quotes from you, your name will not be used anywhere unless you give explicit permission for this.

Introduction and overview

1. How did you find out about the 'Teach me too' project and what has your level of involvement been, how long have you been using the service? If you found out from an internet search, what terms did you use?
2. Why do you feel it specifically important to target, empower and educate parents in this agenda?

The project

3. In what way do you think the 'Teach me' too project is an important service in supporting parents and learners?
4. In what way do you think the 'Teach me too' project tackles some of the common issues that children with Down's **syndrome** present **with**?
5. One of the main objectives of the 'Teach me too' project is *'to empower families, teachers and children to understand and adapt to the challenges that Downs Syndrome presents to learning, whilst also building confidence and independence in young people.'* To what extent do you think this is achieved and how is this done?
6. What do you think are the key components/critical success factors in the 'Teach me too' project that make it effective?

The process

7. How easy did you find it to register and then use the video library?
8. There is an option to purchase a pack of support materials. Did you take this up? If so what are thoughts on them and did they influence which videos you watched?

Outcomes

9. What changes, if any, have you noticed in your child after using the 'Teach me too' resources?
10. Do you feel that the 'Teach me too' project has made a difference to you as a parent? If so, how? If your child didn't engage in the video themselves did you find

21 Together 'Teach me too'
Interview Schedule – Parents

them useful to gain ideas and insights into how to adapt your interaction or play with them?

11. Has the 'Teach me too' project helped you in advocating for, or advising, other services in what works best for your child?
12. What has been the biggest benefit of the 'Teach me too' project for you? Have there been any drawbacks?
13. A key outcome of the 'Teach me too' project to make children with Down's syndrome 'school ready'. Is this something that you think has been achieved?

The future

14. What do you think could be added to the Teach me too program to strengthen it further?

Appendix B – Stakeholder Survey (Parents & Professionals)

21 Together - Teach Me Too - national rollout

Monday, July 12, 2021

124

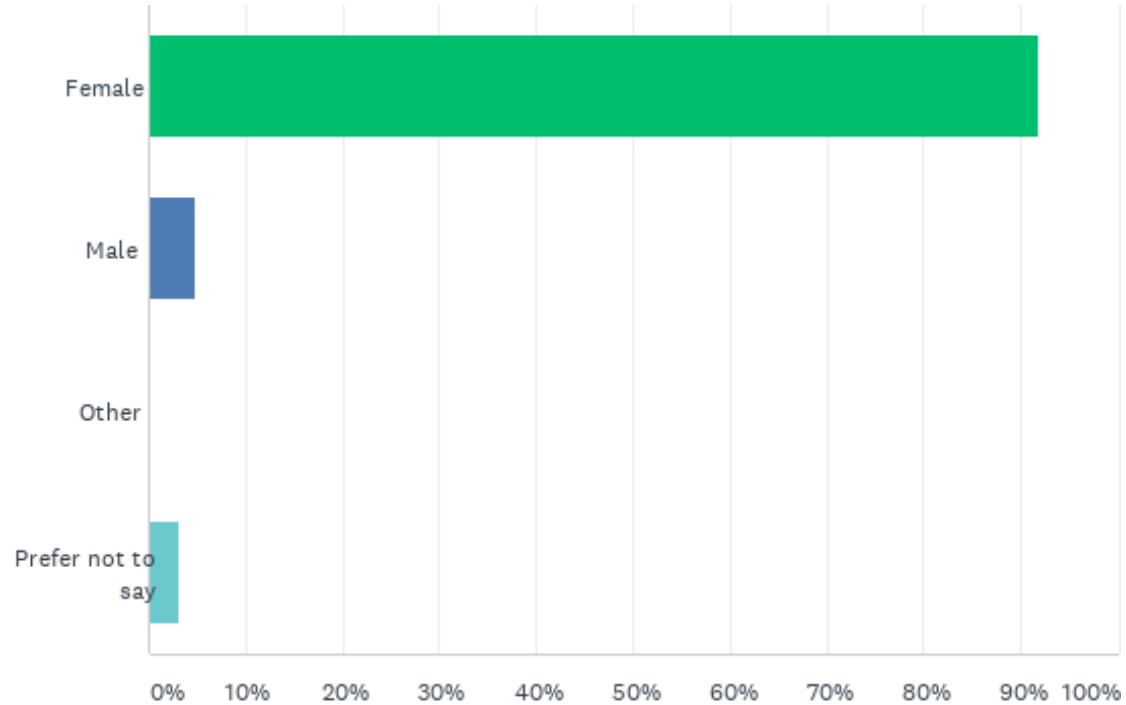
Total Responses

Date Created: Tuesday, June 01, 2021

Complete Responses: 124

Q1: What is your gender?

Answered: 124 Skipped: 0



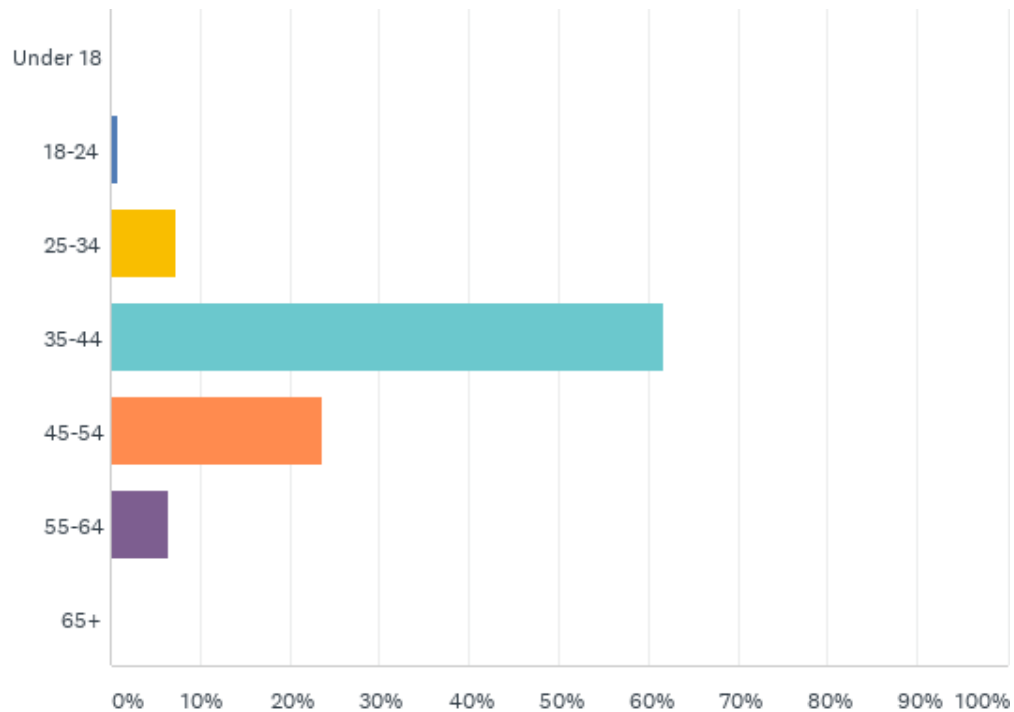
Q1: What is your gender?

Answered: 124 Skipped: 0

ANSWER CHOICES	RESPONSES	
Female	91.94%	114
Male	4.84%	6
Other	0.00%	0
Prefer not to say	3.23%	4
TOTAL		124

Q2: How old are you?

Answered: 123 Skipped: 1



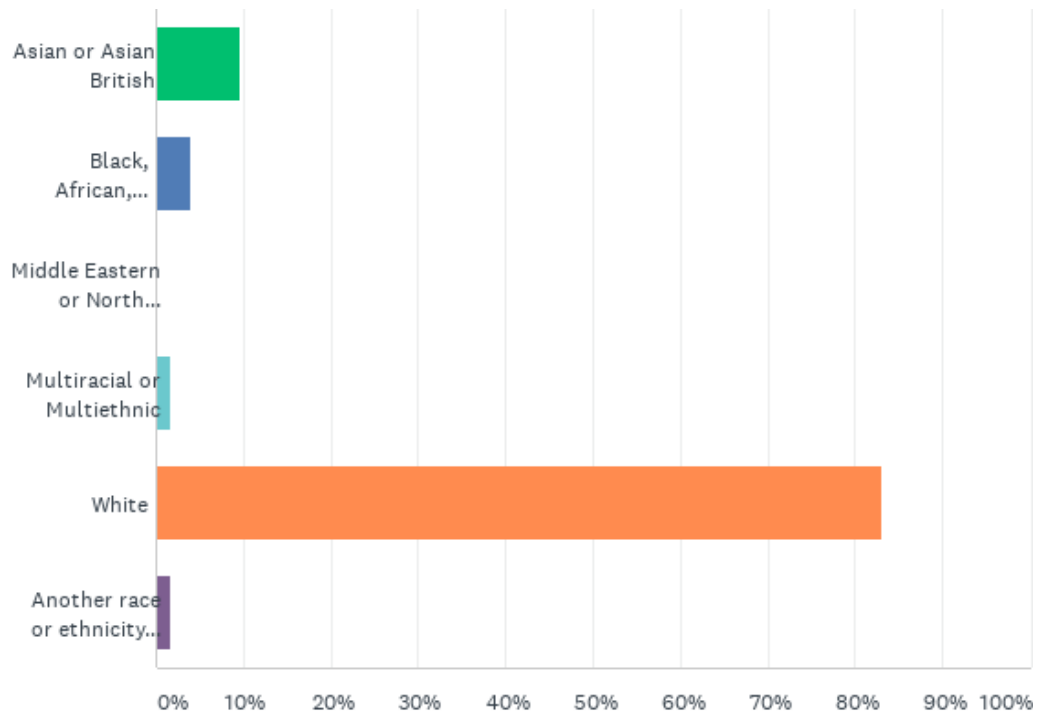
Q2: How old are you?

Answered: 123 Skipped: 1

ANSWER CHOICES	RESPONSES	
Under 18	0.00%	0
18-24	0.81%	1
25-34	7.32%	9
35-44	61.79%	76
45-54	23.58%	29
55-64	6.50%	8
65+	0.00%	0
TOTAL		123

Q3: What is your race or ethnicity?

Answered: 124 Skipped: 0



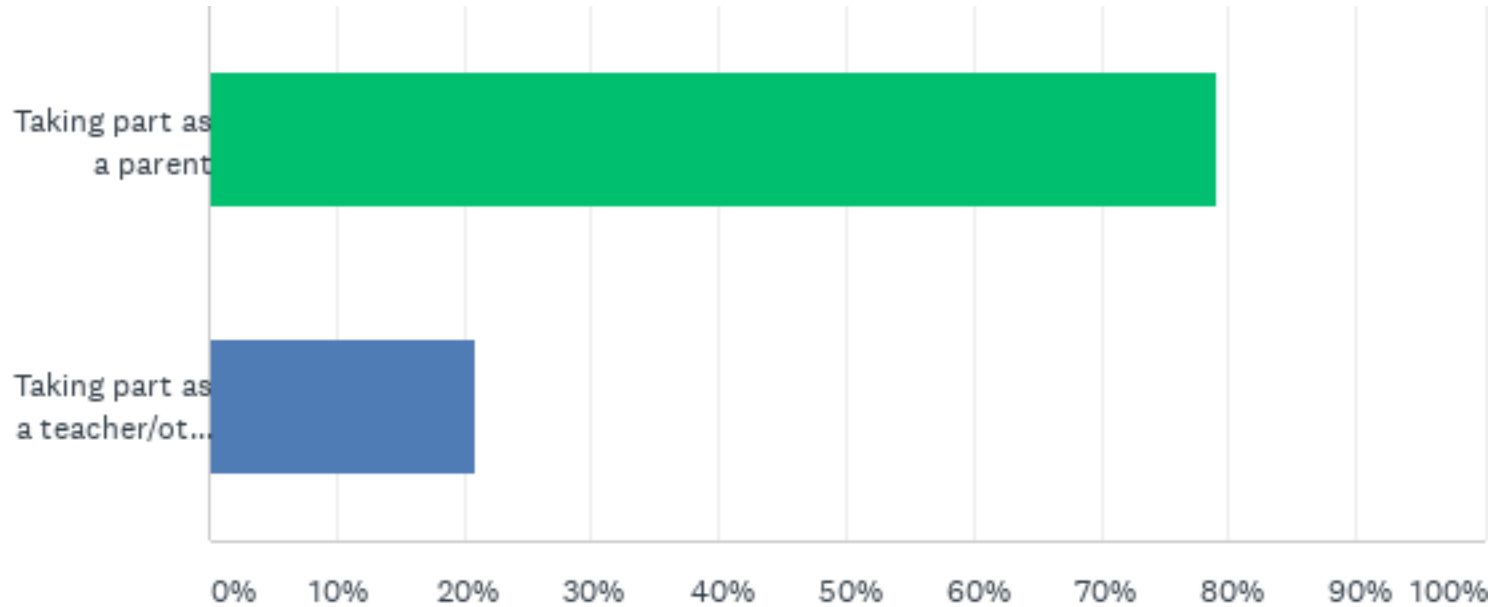
Q3: What is your race or ethnicity?

Answered: 124 Skipped: 0

ANSWER CHOICES	RESPONSES	
Asian or Asian British	9.68%	12
Black, African, Caribbean or Black British	4.03%	5
Middle Eastern or North African	0.00%	0
Multiracial or Multiethnic	1.61%	2
White	83.06%	103
Another race or ethnicity, please describe below	1.61%	2
TOTAL		124

Q4: Are you taking part in this survey as a parent or as a teacher/other professional?

Answered: 124 Skipped: 0



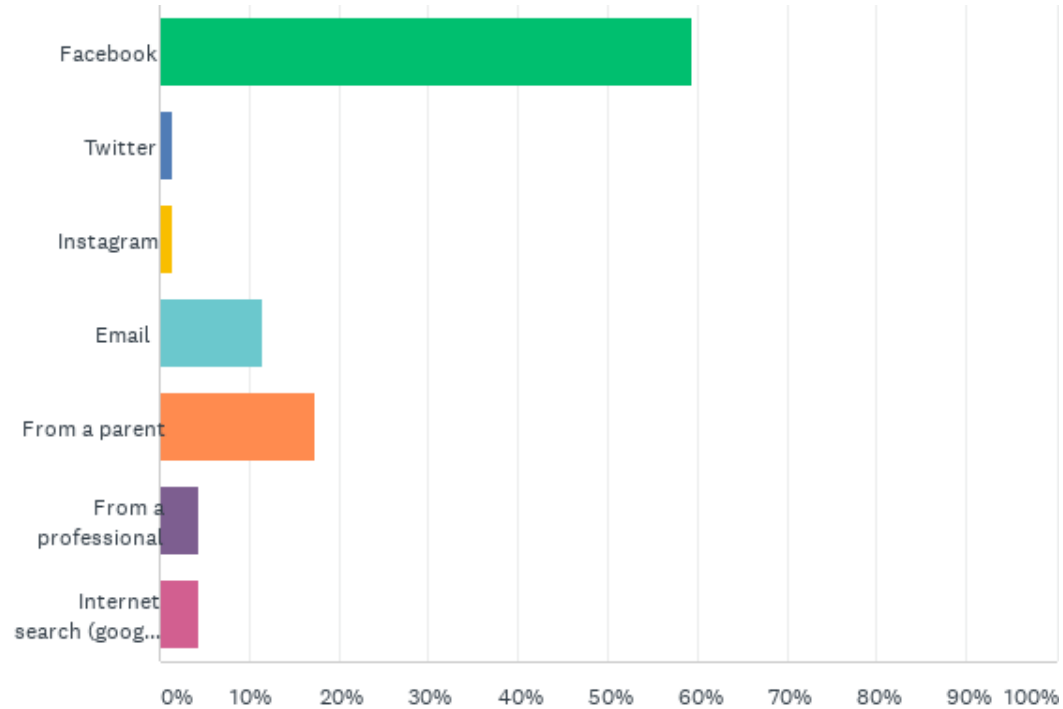
Q4: Are you taking part in this survey as a parent or as a teacher/other professional?

Answered: 124 Skipped: 0

ANSWER CHOICES	RESPONSES	
Taking part as a parent	79.03%	98
Taking part as a teacher/other professional	20.97%	26
TOTAL		124

Q5: how did you find out about the Teach Me Too project?

Answered: 69 Skipped: 55



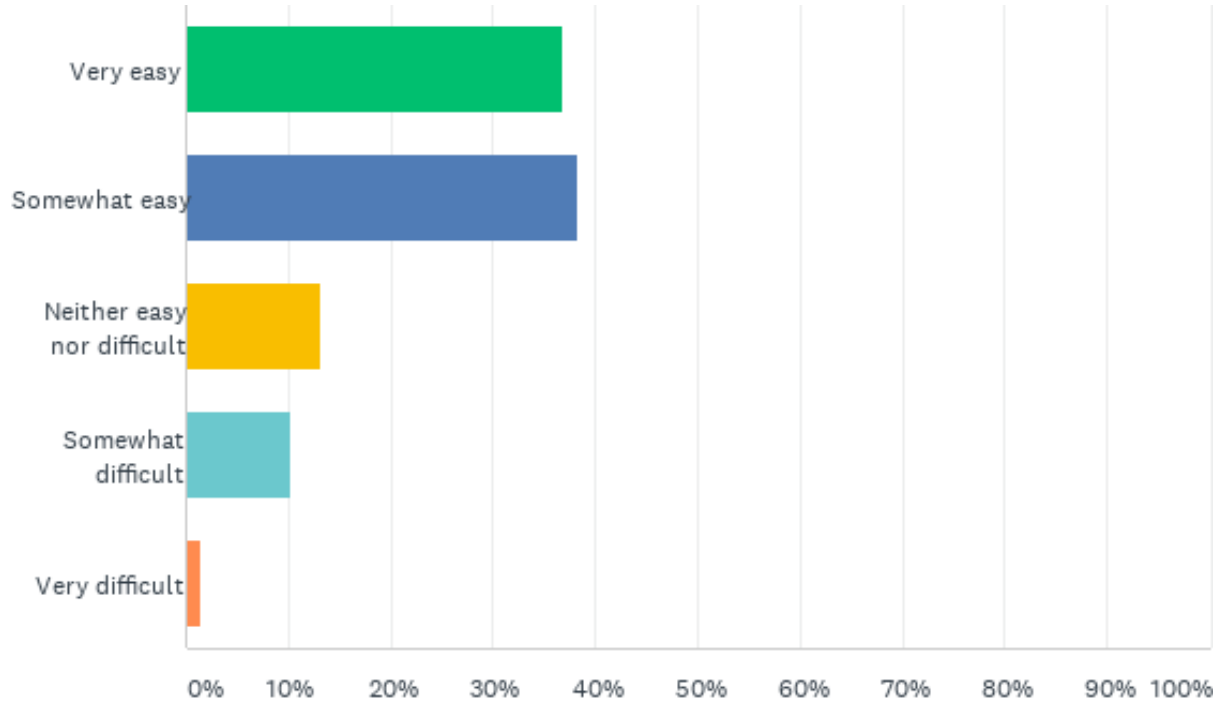
Q5: how did you find out about the Teach Me Too project?

Answered: 69 Skipped: 55

ANSWER CHOICES	RESPONSES	
Facebook	59.42%	41
Twitter	1.45%	1
Instagram	1.45%	1
Email	11.59%	8
From a parent	17.39%	12
From a professional	4.35%	3
Internet search (google, bing etc)	4.35%	3
TOTAL		69

Q6: How easy did you find it to access the video library?

Answered: 68 Skipped: 56



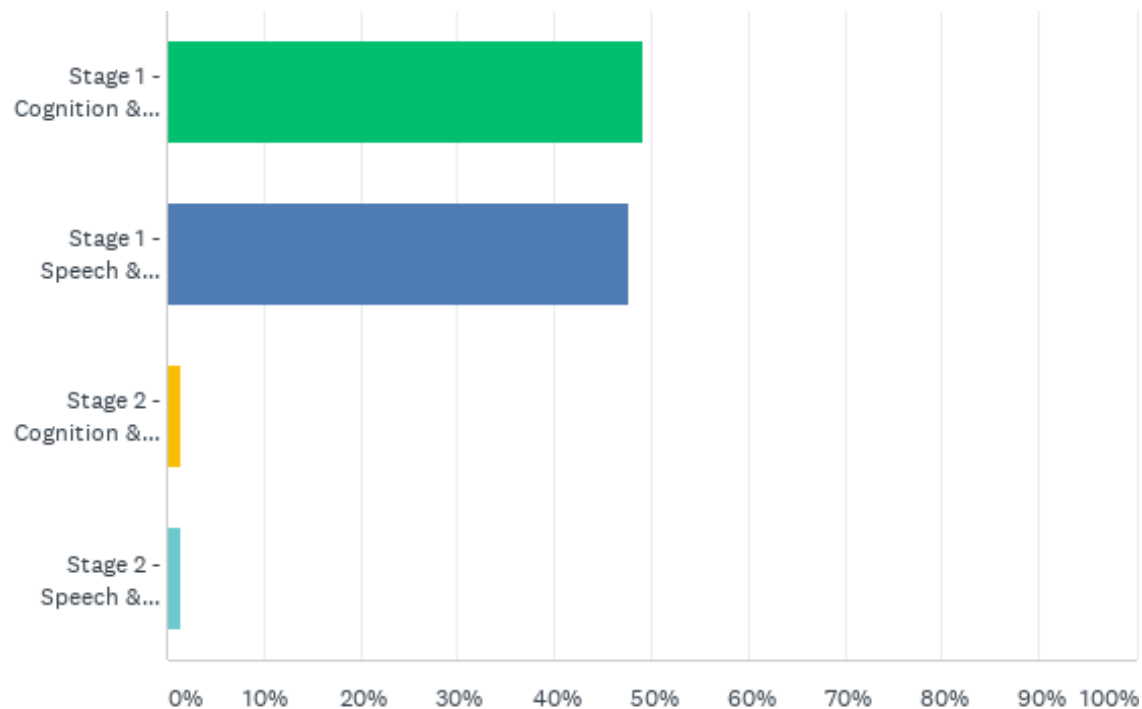
Q6: How easy did you find it to access the video library?

Answered: 68 Skipped: 56

ANSWER CHOICES	RESPONSES	
Very easy	36.76%	25
Somewhat easy	38.24%	26
Neither easy nor difficult	13.24%	9
Somewhat difficult	10.29%	7
Very difficult	1.47%	1
TOTAL		68

Q7: Which part of the Teach Me Too programme did you access first?

Answered: 67 Skipped: 57



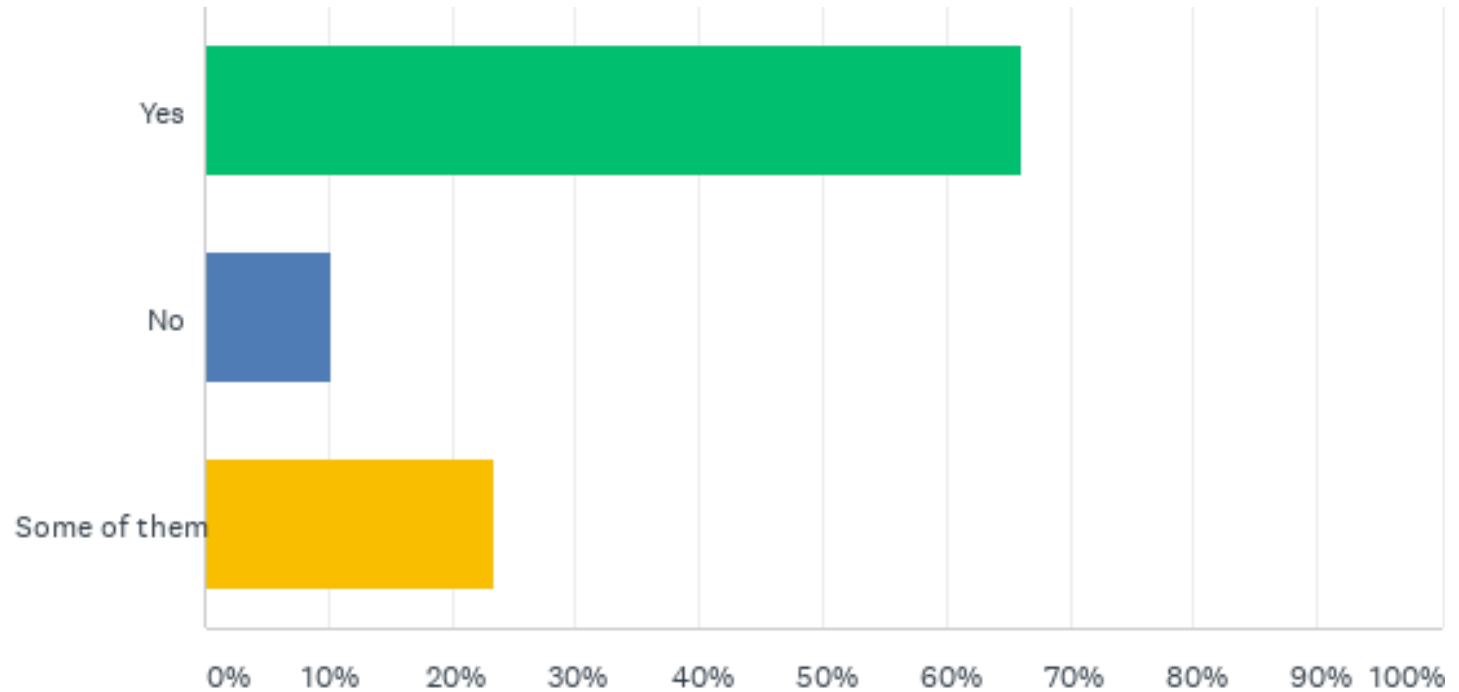
Q7: Which part of the Teach Me Too programme did you access first?

Answered: 67 Skipped: 57

ANSWER CHOICES	RESPONSES	
Stage 1 - Cognition & Learning	49.25%	33
Stage 1 - Speech & Language	47.76%	32
Stage 2 - Cognition & Learning	1.49%	1
Stage 2 - Speech & Language	1.49%	1
TOTAL		67

Q8: Did you watch the videos with your child(ren)?

Answered: 68 Skipped: 56



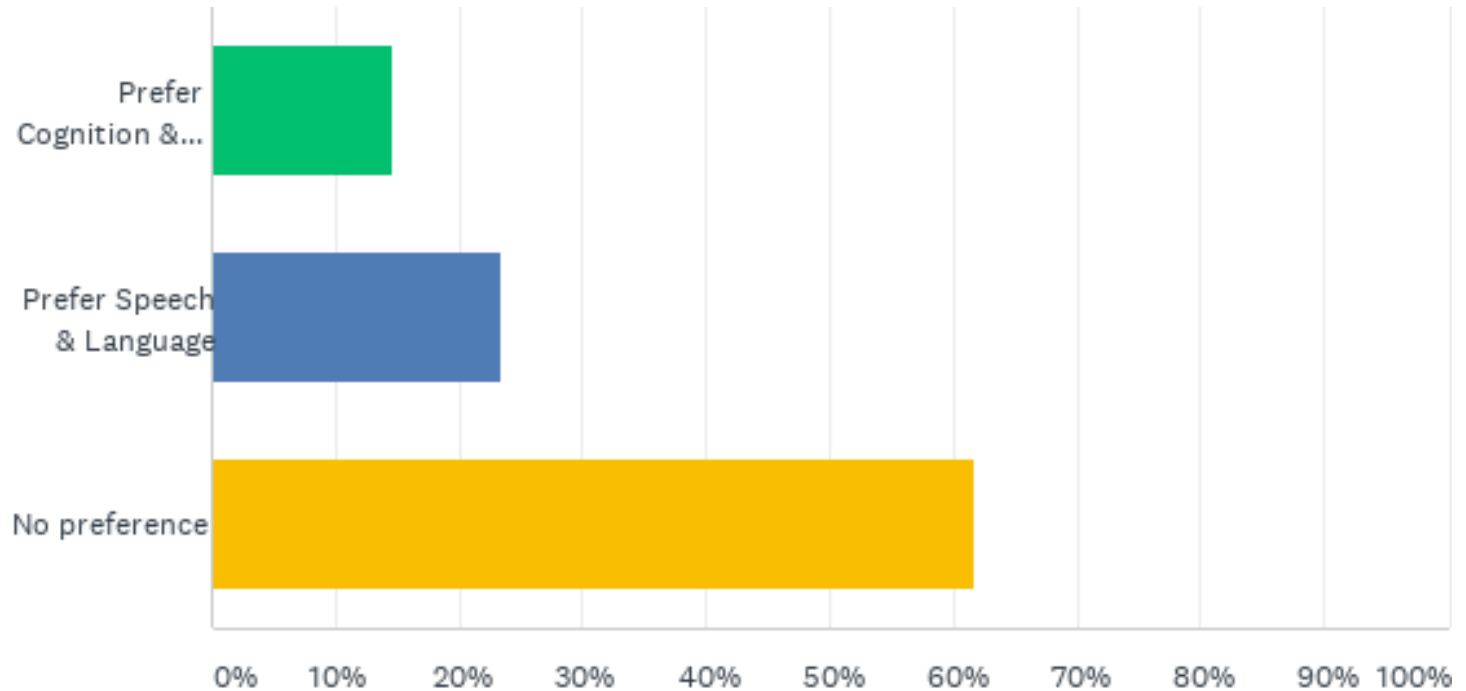
Q8: Did you watch the videos with your child(ren)?

Answered: 68 Skipped: 56

ANSWER CHOICES	RESPONSES	
Yes	66.18%	45
No	10.29%	7
Some of them	23.53%	16
TOTAL		68

Q9: Do you have a preference between the programmes?

Answered: 68 Skipped: 56



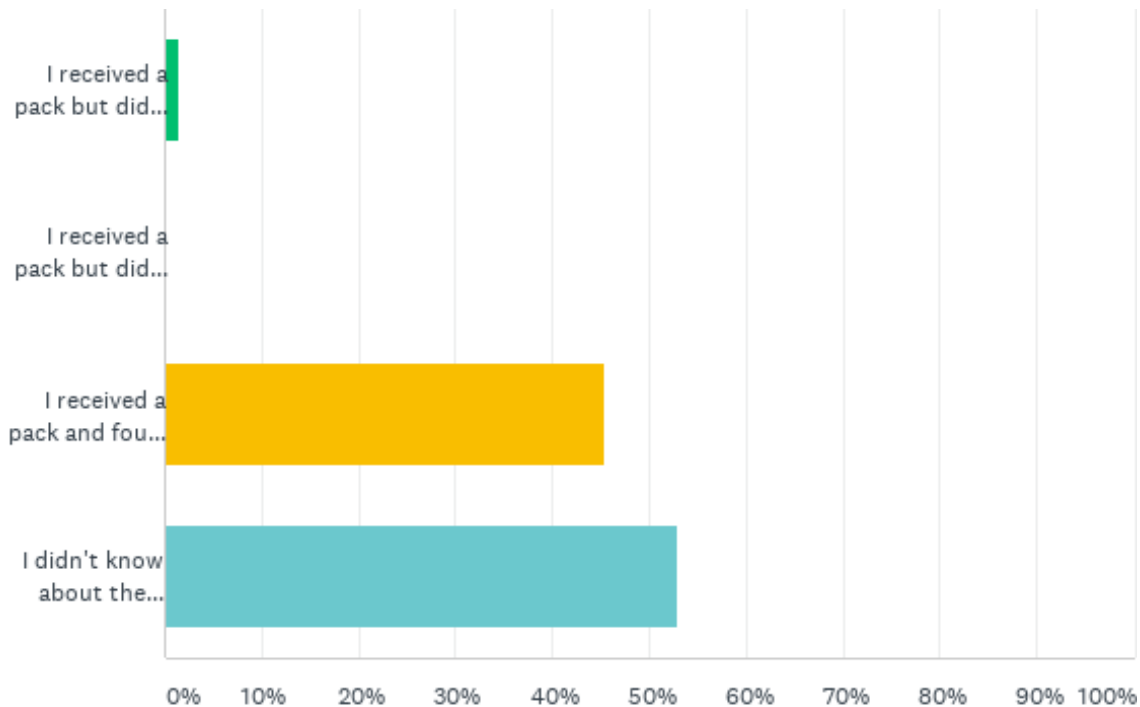
Q9: Do you have a preference between the programmes?

Answered: 68 Skipped: 56

ANSWER CHOICES	RESPONSES	
Prefer Cognition & Learning	14.71%	10
Prefer Speech & Language	23.53%	16
No preference	61.76%	42
TOTAL		68

video content. If you purchased one of these packs, how useful did you find it?

Answered: 66 Skipped: 58



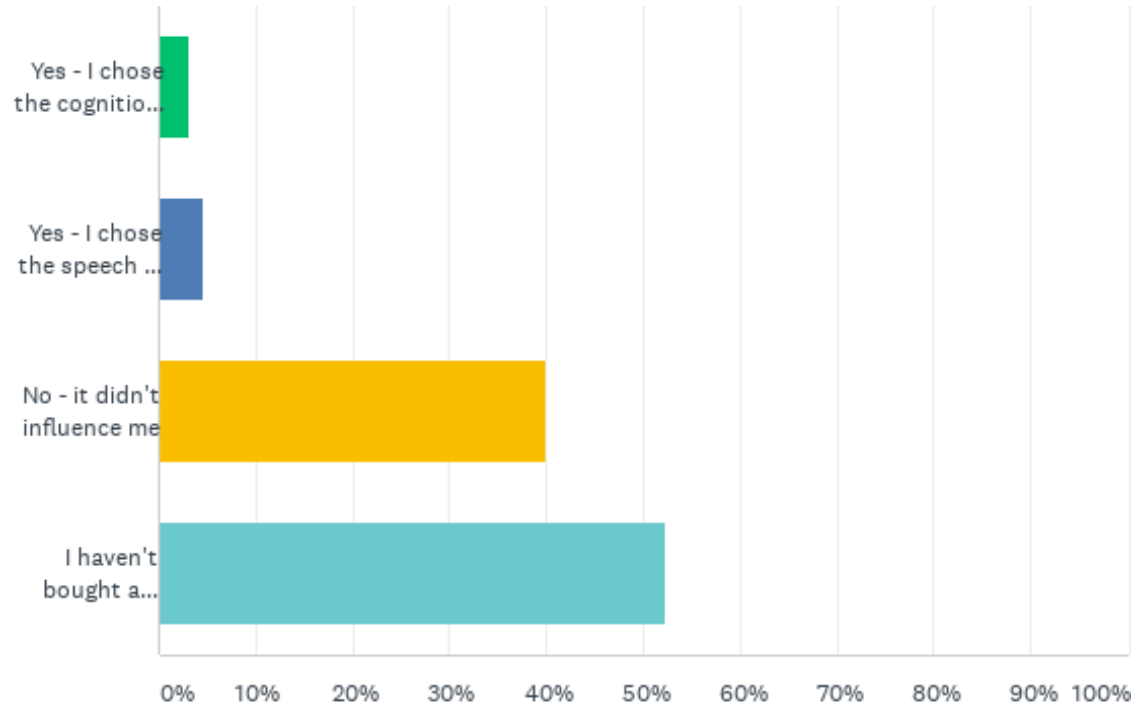
video content. If you purchased one of these packs, how useful did you find it?

Answered: 66 Skipped: 58

ANSWER CHOICES	RESPONSES	
I received a pack but didn't really use it	1.52%	1
I received a pack but didn't find it helpful	0.00%	0
I received a pack and found it helpful	45.45%	30
I didn't know about the packs/didn't purchase a pack	53.03%	35
TOTAL		66

Q11: If you purchased a resource pack, did the content of the packs influence which programme you chose to watch?

Answered: 65 Skipped: 59



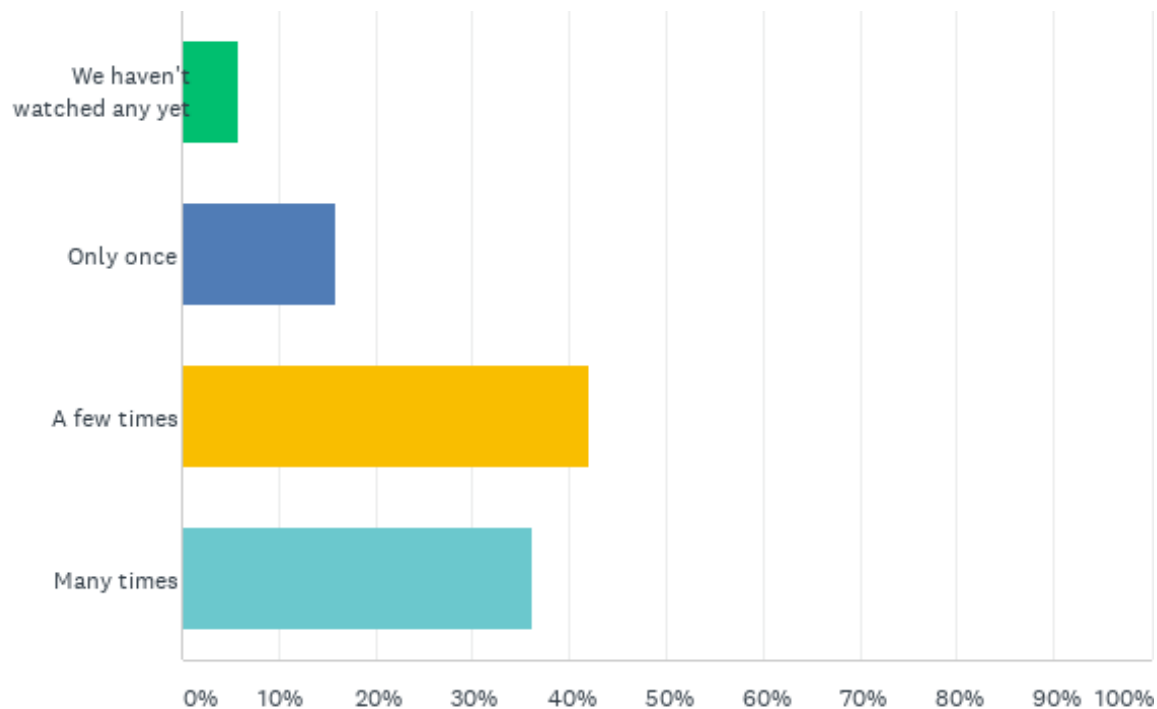
Q11: If you purchased a resource pack, did the content of the packs influence which programme you chose to watch?

Answered: 65 Skipped: 59

ANSWER CHOICES	RESPONSES	
Yes - I chose the cognition & learning programme	3.08%	2
Yes - I chose the speech & learning programme	4.62%	3
No - it didn't influence me	40.00%	26
I haven't bought a resource pack	52.31%	34
TOTAL		65

Q12: About how many times did your child(ren) watch each video?

Answered: 69 Skipped: 55



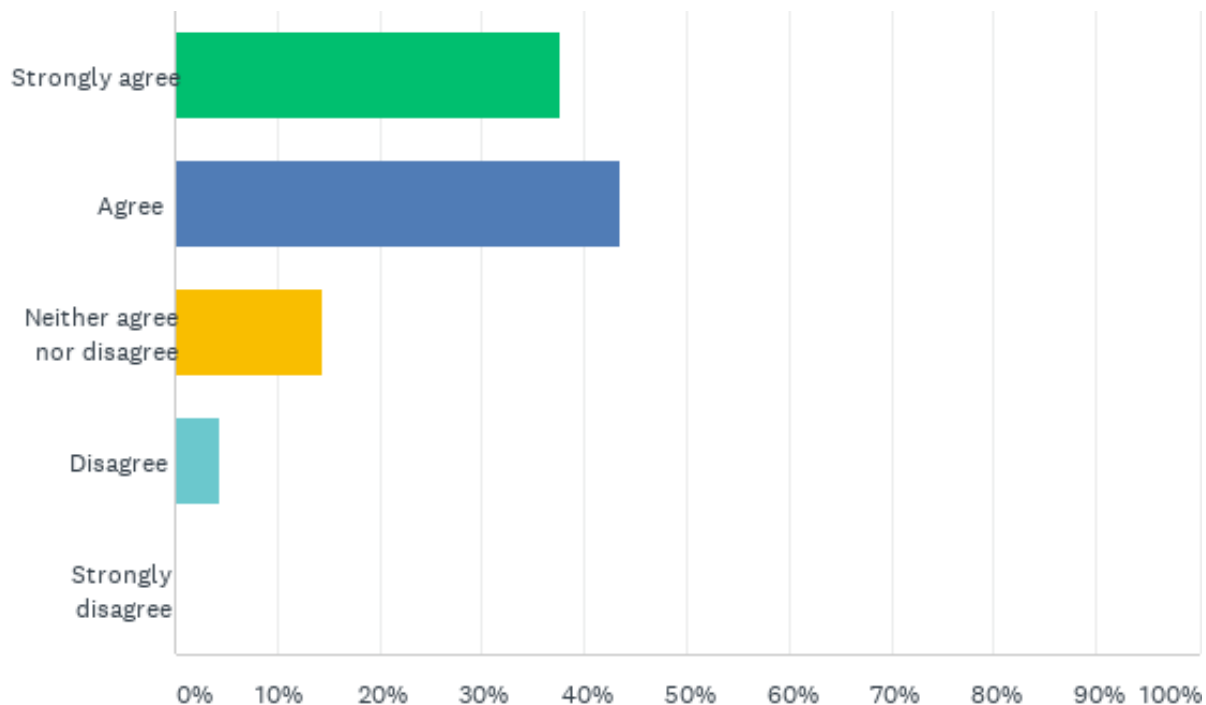
Q12: About how many times did your child(ren) watch each video?

Answered: 69 Skipped: 55

ANSWER CHOICES	RESPONSES	
We haven't watched any yet	5.80%	4
Only once	15.94%	11
A few times	42.03%	29
Many times	36.23%	25
TOTAL		69

Q13: Did your child(ren) find the videos fun and engaging?

Answered: 69 Skipped: 55



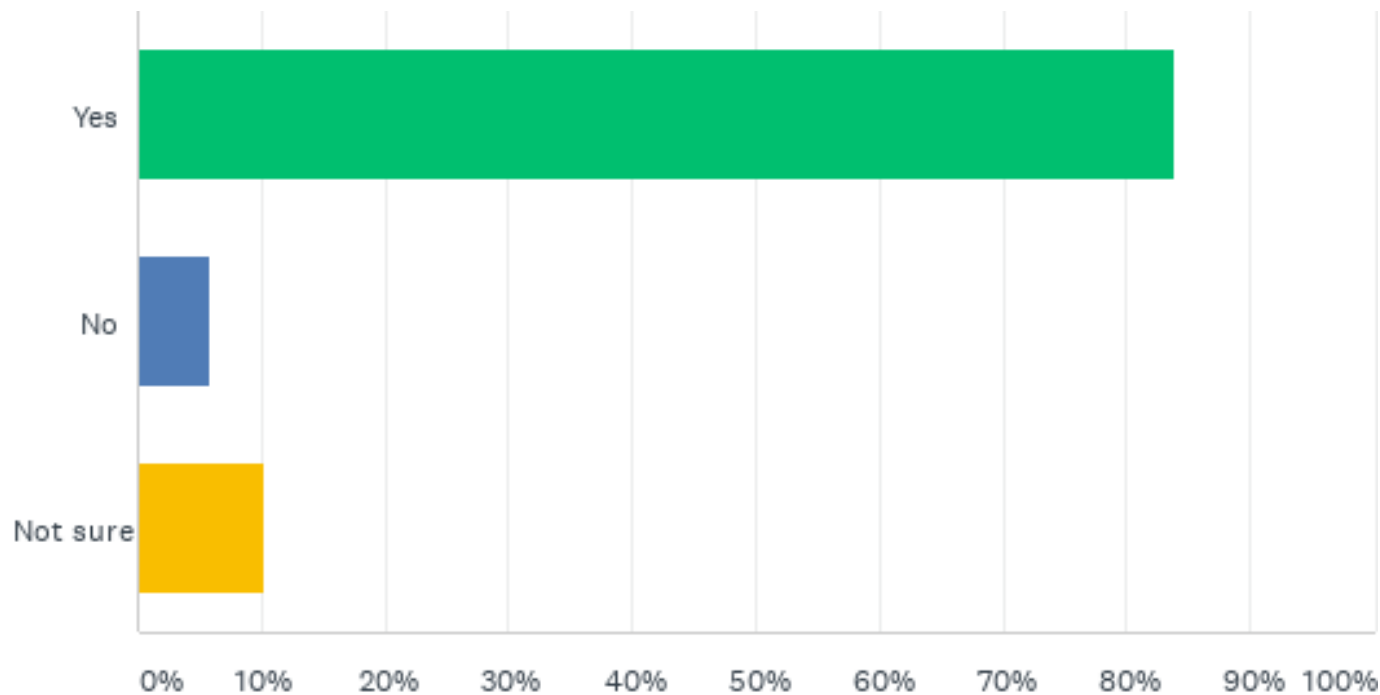
Q13: Did your child(ren) find the videos fun and engaging?

Answered: 69 Skipped: 55

ANSWER CHOICES	RESPONSES	
Strongly agree	37.68%	26
Agree	43.48%	30
Neither agree nor disagree	14.49%	10
Disagree	4.35%	3
Strongly disagree	0.00%	0
TOTAL		69

Q14: Did you discover some new ways of learning for your child(ren)?

Answered: 68 Skipped: 56



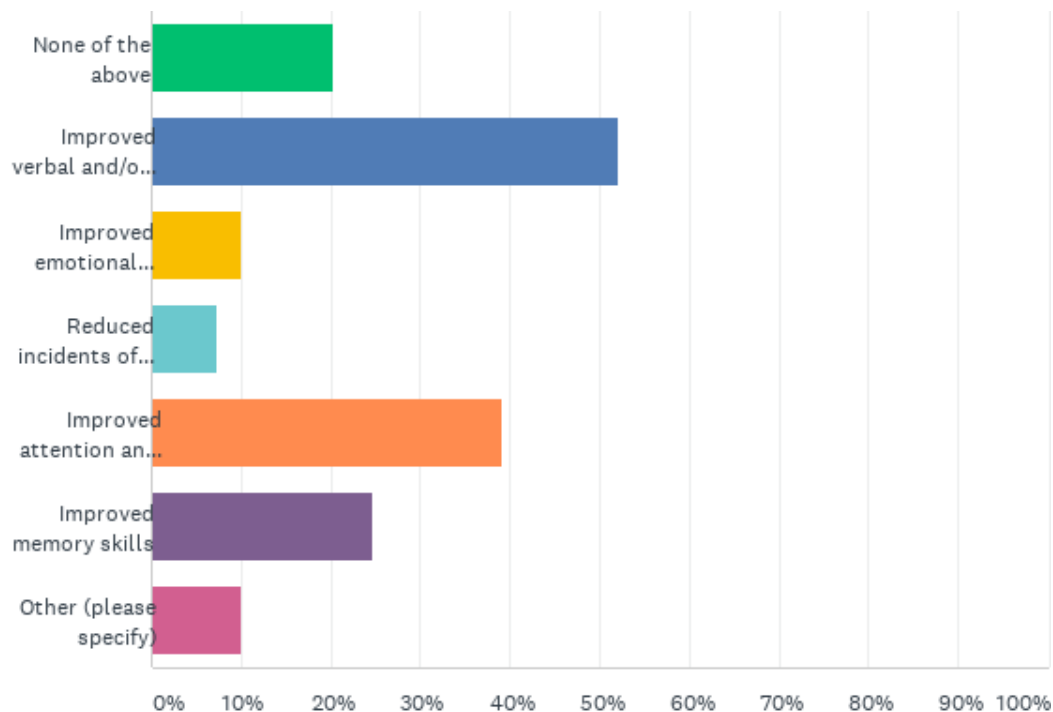
Q14: Did you discover some new ways of learning for your child(ren)?

Answered: 68 Skipped: 56

ANSWER CHOICES	RESPONSES	
Yes	83.82%	57
No	5.88%	4
Not sure	10.29%	7
TOTAL		68

Q15: What changes have you noticed in your child(ren) since you started using the videos? (Tick as many as apply)

Answered: 69 Skipped: 55



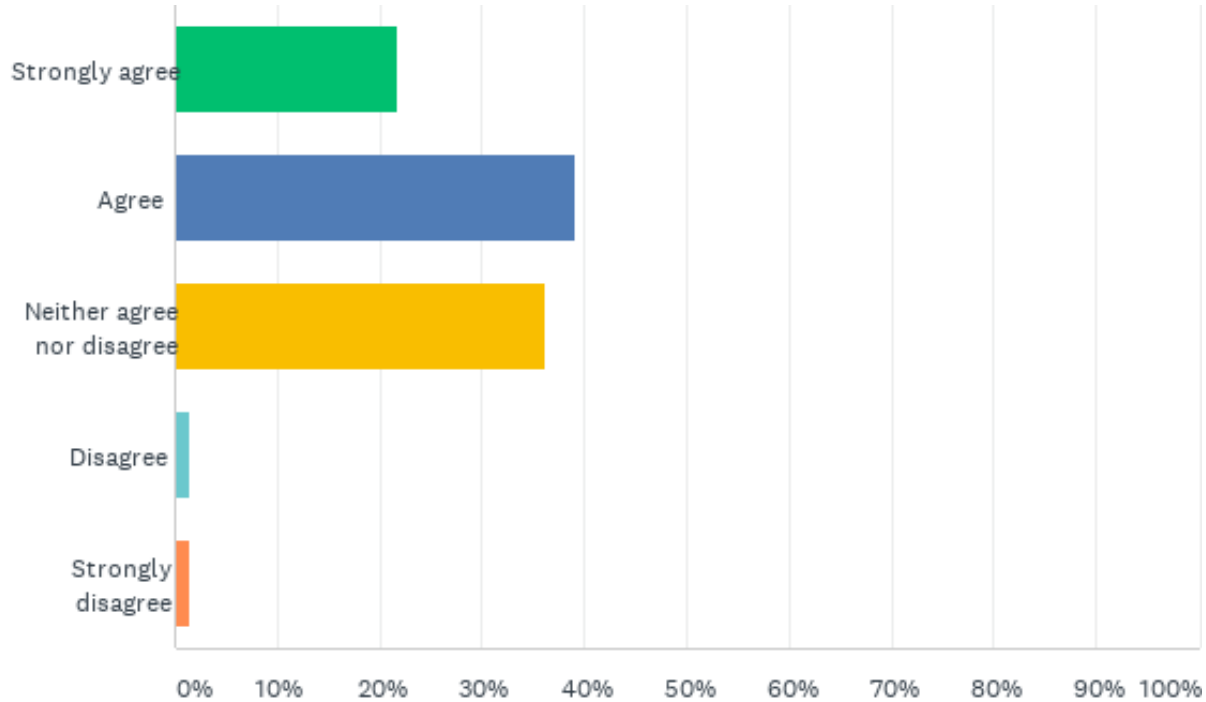
Q15: What changes have you noticed in your child(ren) since you started using the videos? (Tick as many as apply)

Answered: 69 Skipped: 55

ANSWER CHOICES	RESPONSES	
None of the above	20.29%	14
Improved verbal and/or non-verbal communication skills, including signing	52.17%	36
Improved emotional regulation and self-esteem	10.14%	7
Reduced incidents of challenging behaviour that is linked to not being understood	7.25%	5
Improved attention and focus, including eye contact	39.13%	27
Improved memory skills	24.64%	17
Other (please specify)	10.14%	7
Total Respondents: 69		

agreements during the past year in confidence to advocate with therapists and educational settings for my child(ren).

Answered: 69 Skipped: 55



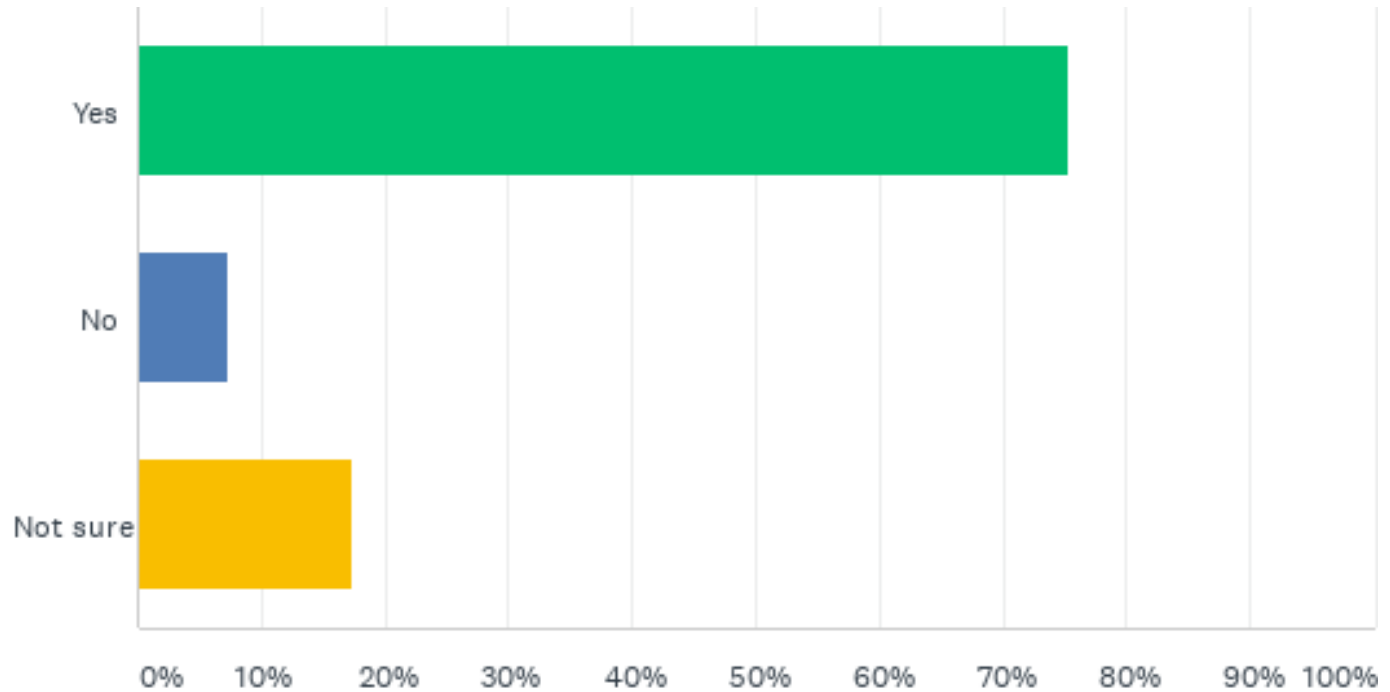
advocate with therapists and educational settings for my child(ren).

Answered: 69 Skipped: 55

ANSWER CHOICES	RESPONSES	
Strongly agree	21.74%	15
Agree	39.13%	27
Neither agree nor disagree	36.23%	25
Disagree	1.45%	1
Strongly disagree	1.45%	1
TOTAL		69

Q17: Since using the videos I am becoming more adept at supplementing my child(ren's) education in the home

Answered: 69 Skipped: 55



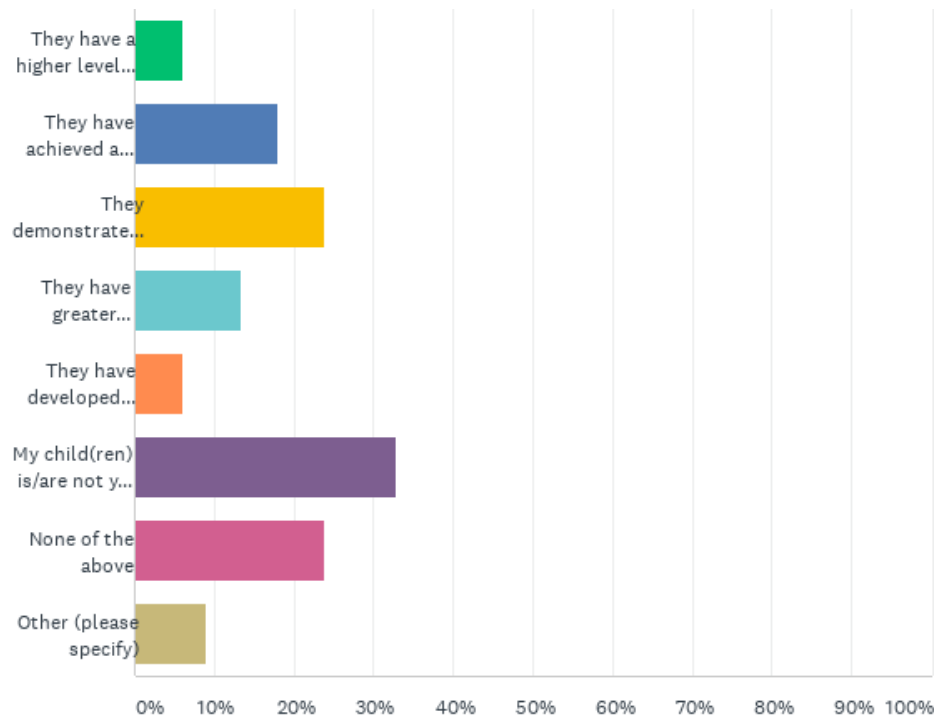
Q17: Since using the videos I am becoming more adept at supplementing my child(ren's) education in the home

Answered: 69 Skipped: 55

ANSWER CHOICES	RESPONSES	
Yes	75.36%	52
No	7.25%	5
Not sure	17.39%	12
TOTAL		69

Me Too project has contributed to the following behaviours that I see:

Answered: 67 Skipped: 57



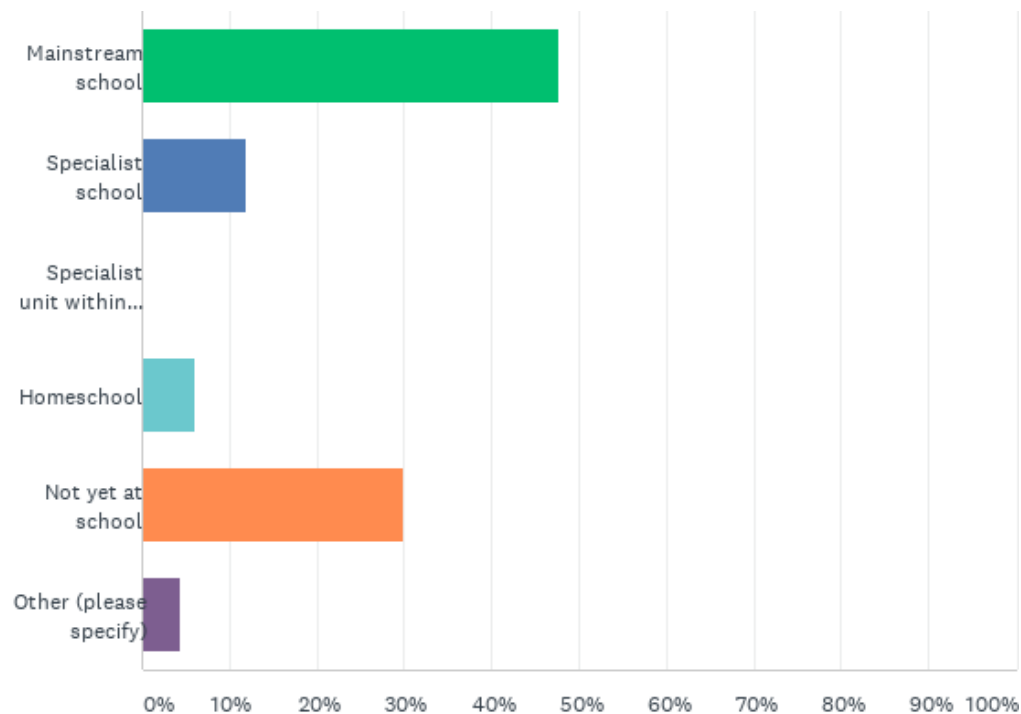
Me Too project has contributed to the following behaviours that I see:

Answered: 67 Skipped: 57

ANSWER CHOICES	RESPONSES	
They have a higher level of reading ability	5.97%	4
They have achieved a higher level of school readiness	17.91%	12
They demonstrate improved behaviour, readiness to learn and attendance to tasks	23.88%	16
They have greater independence and confidence	13.43%	9
They have developed significant social attachments/friendships	5.97%	4
My child(ren) is/are not yet in education	32.84%	22
None of the above	23.88%	16
Other (please specify)	8.96%	6
Total Respondents: 67		

Q19: If your child(ren) is at school, what type of provision is it?

Answered: 67 Skipped: 57



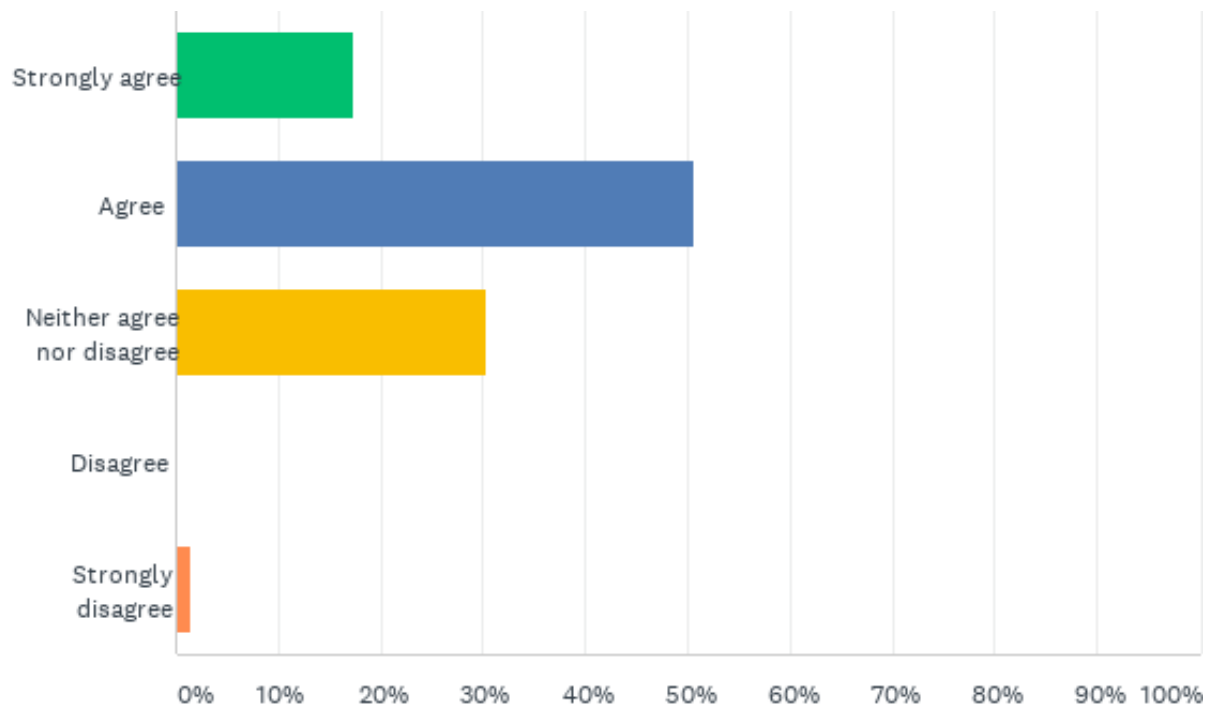
Q19: If your child(ren) is at school, what type of provision is it?

Answered: 67 Skipped: 57

ANSWER CHOICES	RESPONSES	
Mainstream school	47.76%	32
Specialist school	11.94%	8
Specialist unit within Mainstream school	0.00%	0
Homeschool	5.97%	4
Not yet at school	29.85%	20
Other (please specify)	4.48%	3
TOTAL		67

Q20: Teach Me Too project has helped me feel more confident as a parent.

Answered: 69 Skipped: 55



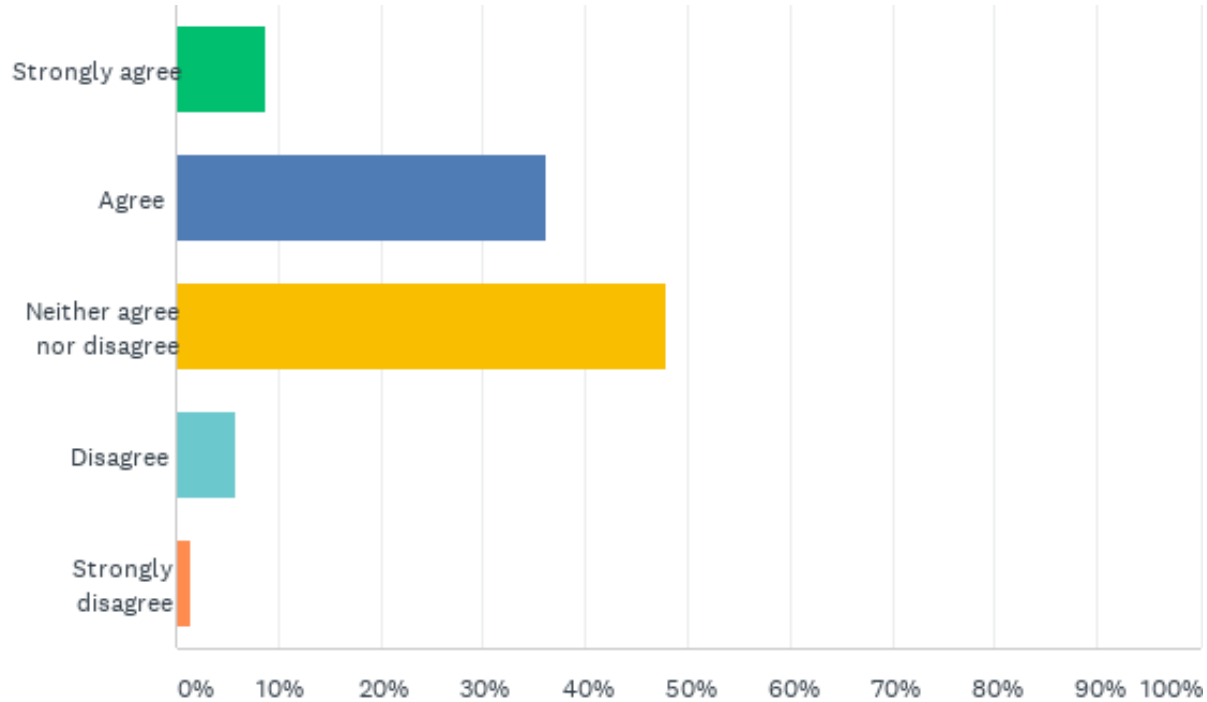
Q20: Teach Me Too project has helped me feel more confident as a parent.

Answered: 69 Skipped: 55

ANSWER CHOICES	RESPONSES	
Strongly agree	17.39%	12
Agree	50.72%	35
Neither agree nor disagree	30.43%	21
Disagree	0.00%	0
Strongly disagree	1.45%	1
TOTAL		69

Q21: The Teach Me Too project has helped our family communicate with each other.

Answered: 69 Skipped: 55



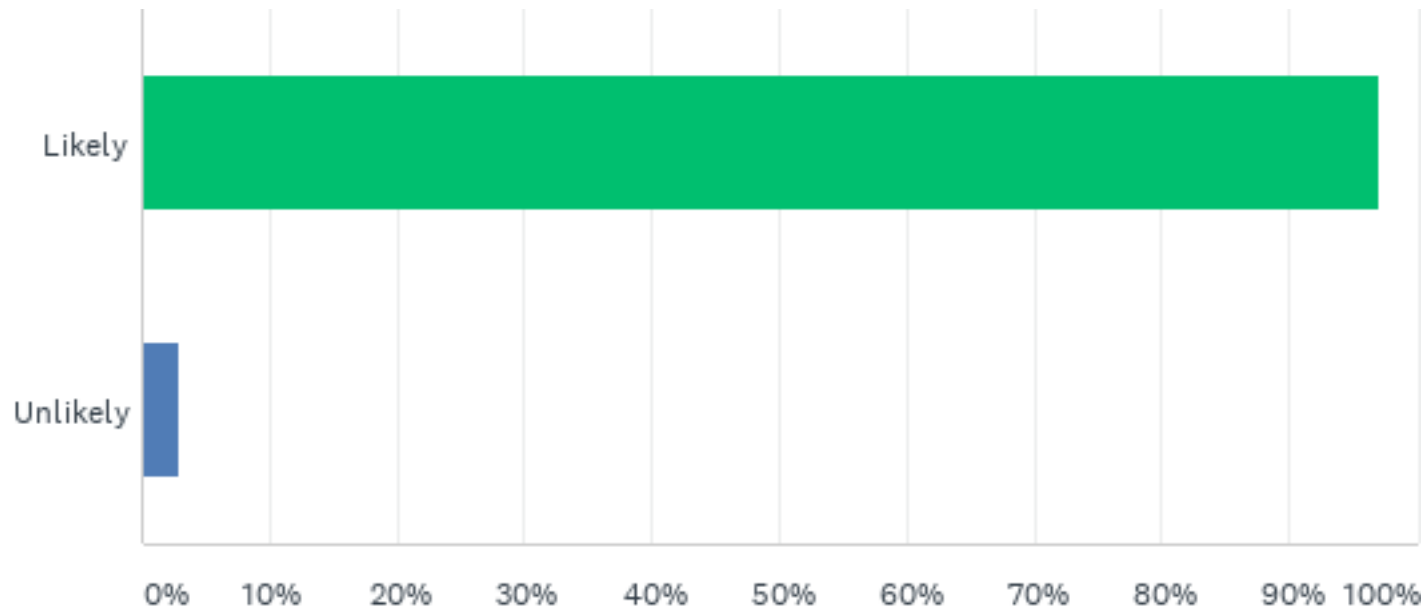
Q21: The Teach Me Too project has helped our family communicate with each other.

Answered: 69 Skipped: 55

ANSWER CHOICES	RESPONSES	
Strongly agree	8.70%	6
Agree	36.23%	25
Neither agree nor disagree	47.83%	33
Disagree	5.80%	4
Strongly disagree	1.45%	1
TOTAL		69

envisage using the content in the future, even when the pandemic related restrictions are fully removed?

Answered: 67 Skipped: 57



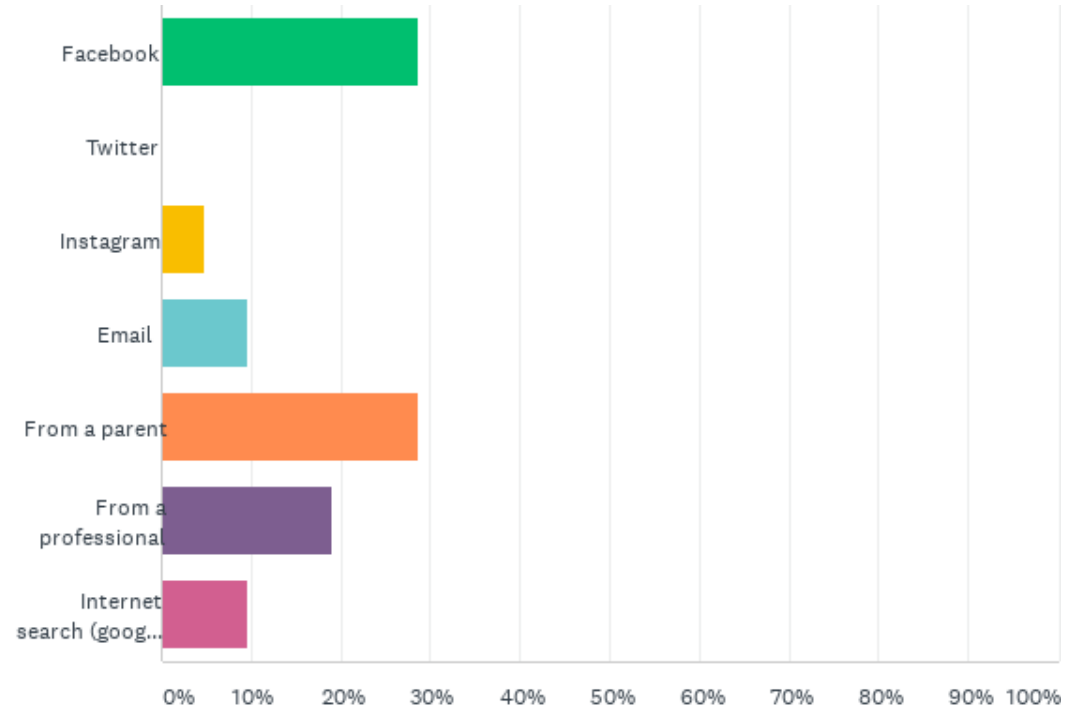
envisage using the content in the future, even when the pandemic related restrictions are fully removed?

Answered: 67 Skipped: 57

ANSWER CHOICES	RESPONSES	
Likely	97.01%	65
Unlikely	2.99%	2
TOTAL		67

Q24: how did you find out about the Teach Me Too project?

Answered: 21 Skipped: 103



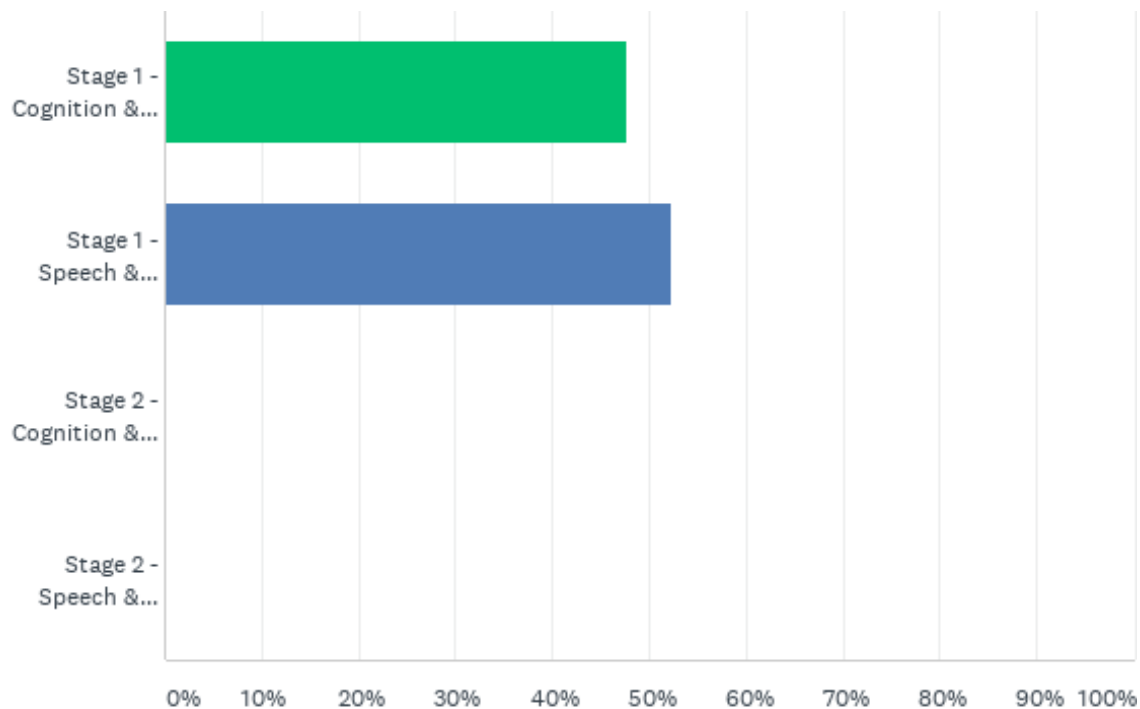
Q24: how did you find out about the Teach Me Too project?

Answered: 21 Skipped: 103

ANSWER CHOICES	RESPONSES	
Facebook	28.57%	6
Twitter	0.00%	0
Instagram	4.76%	1
Email	9.52%	2
From a parent	28.57%	6
From a professional	19.05%	4
Internet search (google, bing etc)	9.52%	2
TOTAL		21

Q25: Which part of the Teach Me Too programme did you access first?

Answered: 21 Skipped: 103



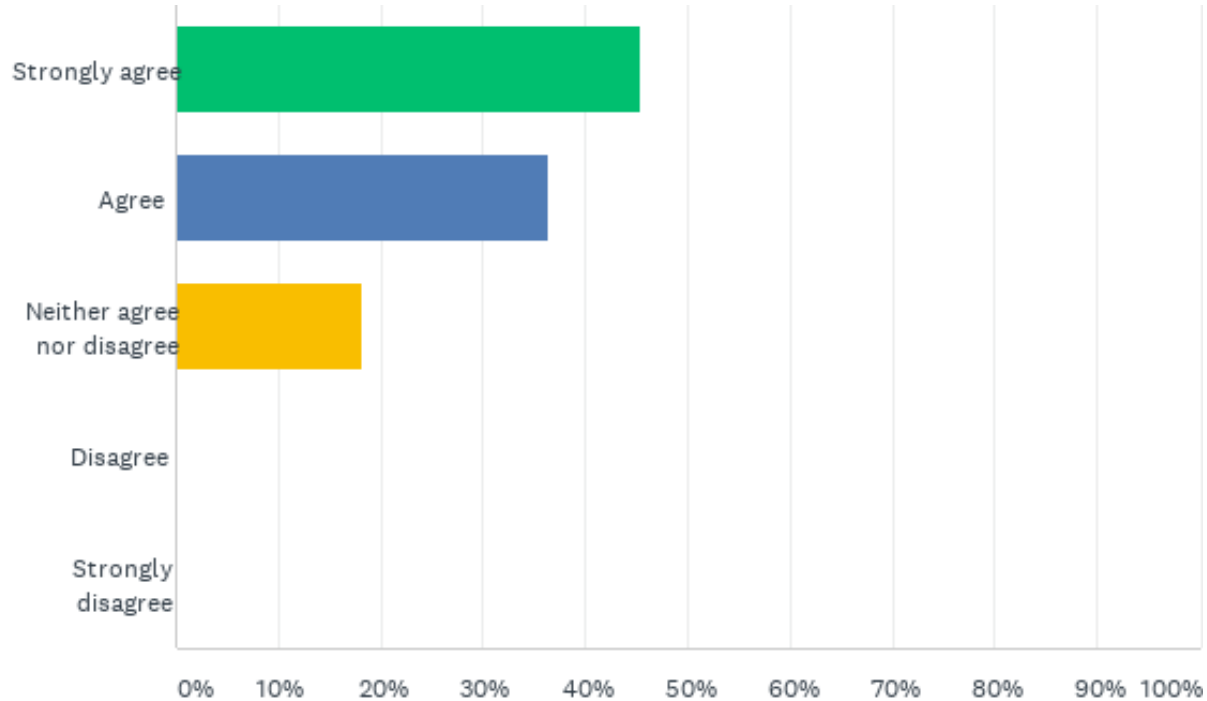
Q25: Which part of the Teach Me Too programme did you access first?

Answered: 21 Skipped: 103

ANSWER CHOICES	RESPONSES	
Stage 1 - Cognition & Learning	47.62%	10
Stage 1 - Speech & Language	52.38%	11
Stage 2 - Cognition & Learning	0.00%	0
Stage 2 - Speech & Language	0.00%	0
TOTAL		21

Q26: I have noticed a positive change in the learners I work with after using the Teach Me Too videos

Answered: 22 Skipped: 102



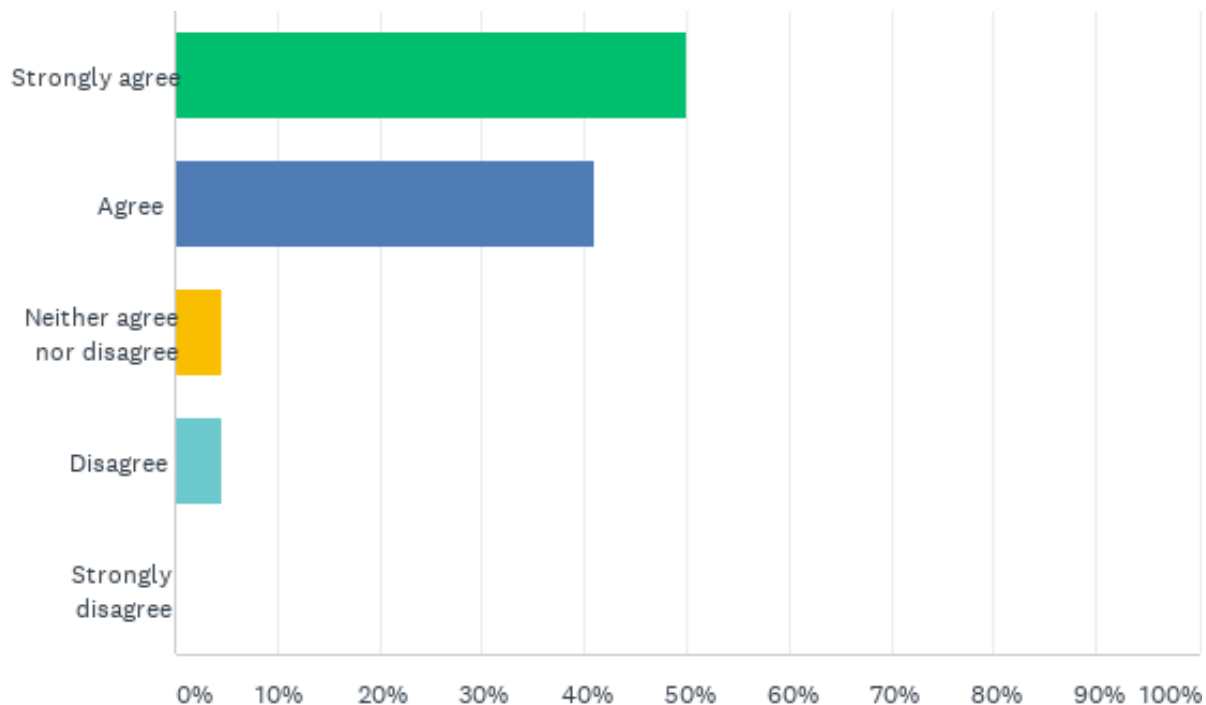
Q26: I have noticed a positive change in the learners I work with after using the Teach Me Too videos

Answered: 22 Skipped: 102

ANSWER CHOICES	RESPONSES	
Strongly agree	45.45%	10
Agree	36.36%	8
Neither agree nor disagree	18.18%	4
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		22

Q27: When I first used the Teach Me Too videos, they gave me some new learning strategies for children with Down's syndrome.

Answered: 22 Skipped: 102



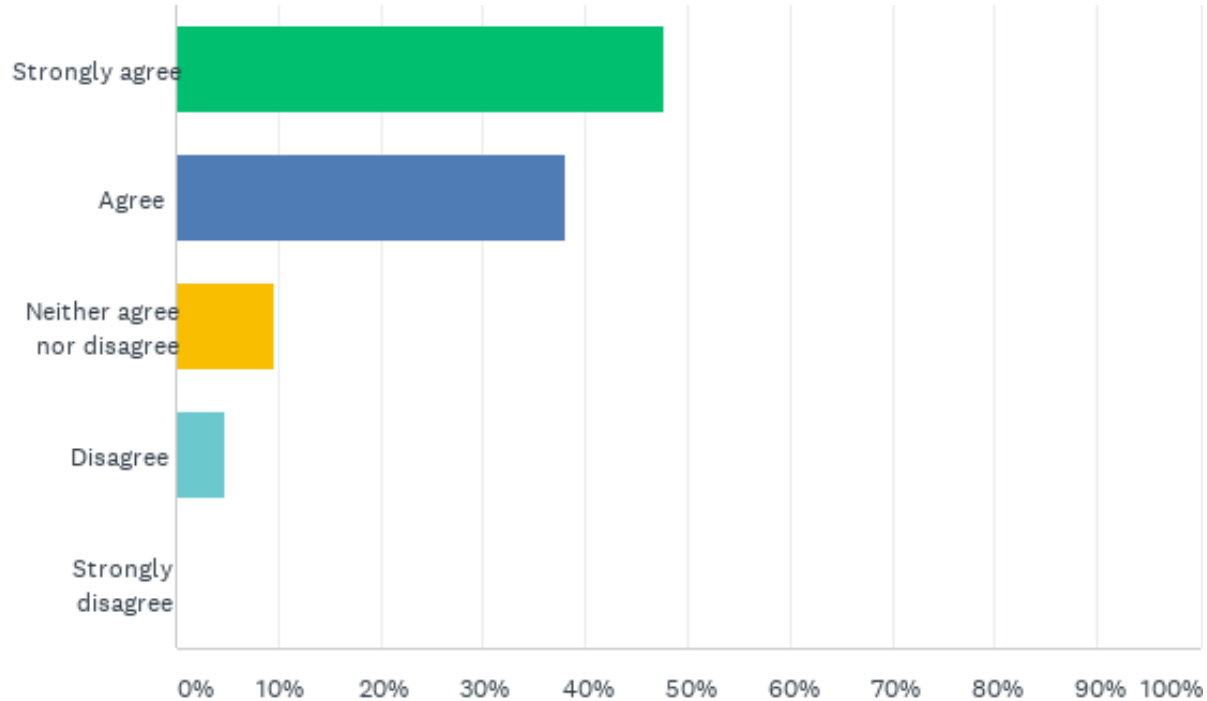
Q27: When I first used the Teach Me Too videos, they gave me some new learning strategies for children with Down's syndrome.

Answered: 22 Skipped: 102

ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	11
Agree	40.91%	9
Neither agree nor disagree	4.55%	1
Disagree	4.55%	1
Strongly disagree	0.00%	0
TOTAL		22

Q28: I have been inspired to adapt the strategies and revise lesson planning from Teach Me Too for my pupils.

Answered: 21 Skipped: 103



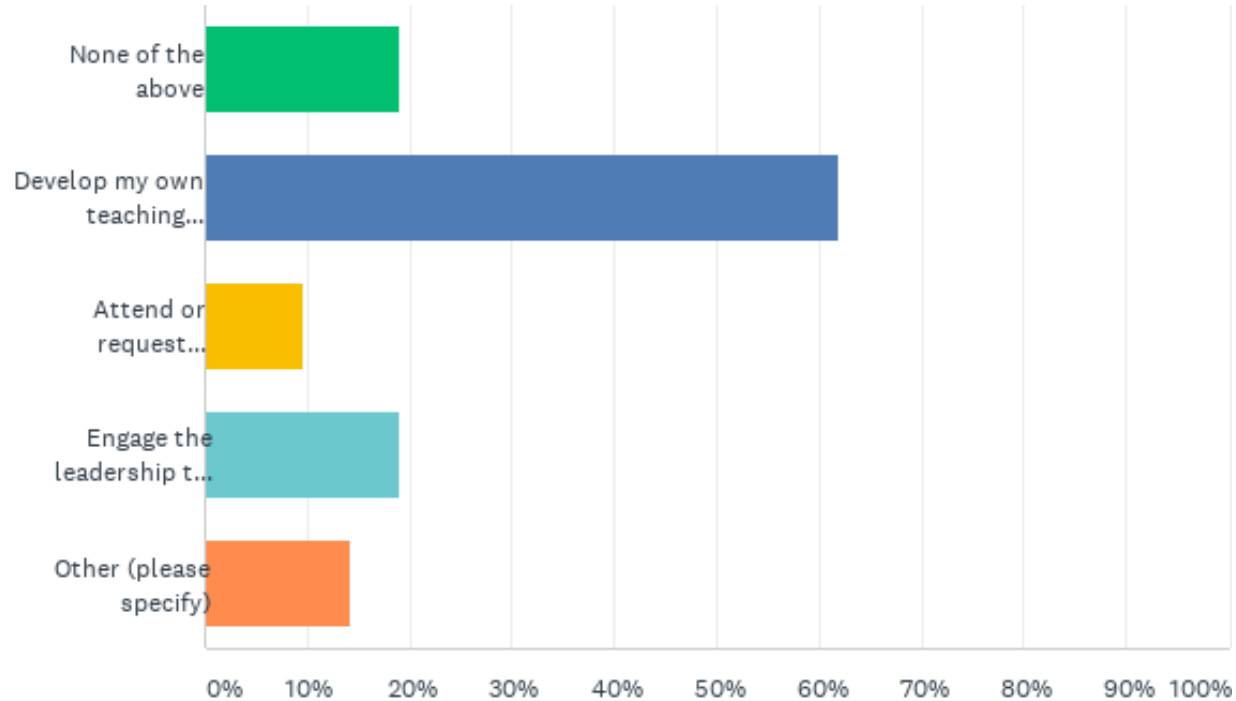
Q28: I have been inspired to adapt the strategies and revise lesson planning from Teach Me Too for my pupils.

Answered: 21 Skipped: 103

ANSWER CHOICES	RESPONSES	
Strongly agree	47.62%	10
Agree	38.10%	8
Neither agree nor disagree	9.52%	2
Disagree	4.76%	1
Strongly disagree	0.00%	0
TOTAL		21

Q29: I have taken the following action since watching the Teach Me Too content:

Answered: 21 Skipped: 103



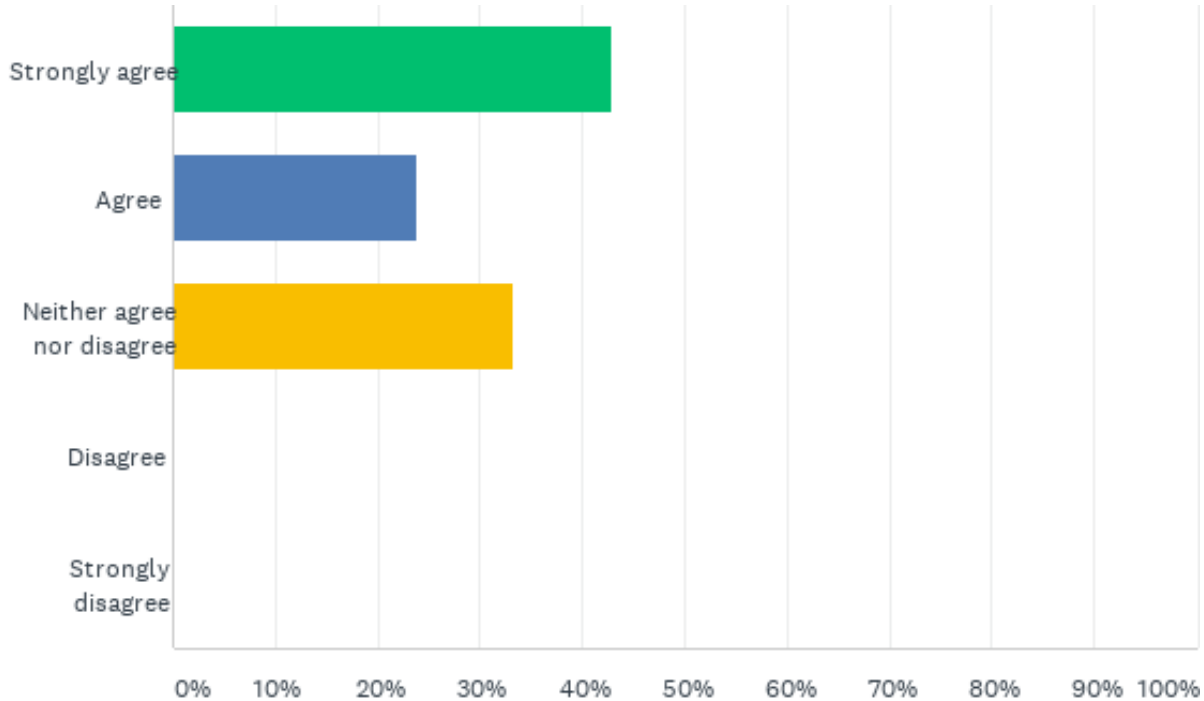
Q29: I have taken the following action since watching the Teach Me Too content:

Answered: 21 Skipped: 103

ANSWER CHOICES	RESPONSES	
None of the above	19.05%	4
Develop my own teaching material based on the 'Teach me too' content	61.90%	13
Attend or request training courses about Down's syndrome	9.52%	2
Engage the leadership team at my school to increase the promotion of differentiated learning in mainstream classrooms	19.05%	4
Other (please specify)	14.29%	3
Total Respondents: 21		

effective & differentiated learning strategies that are normalised in my mainstream setting.

Answered: 21 Skipped: 103



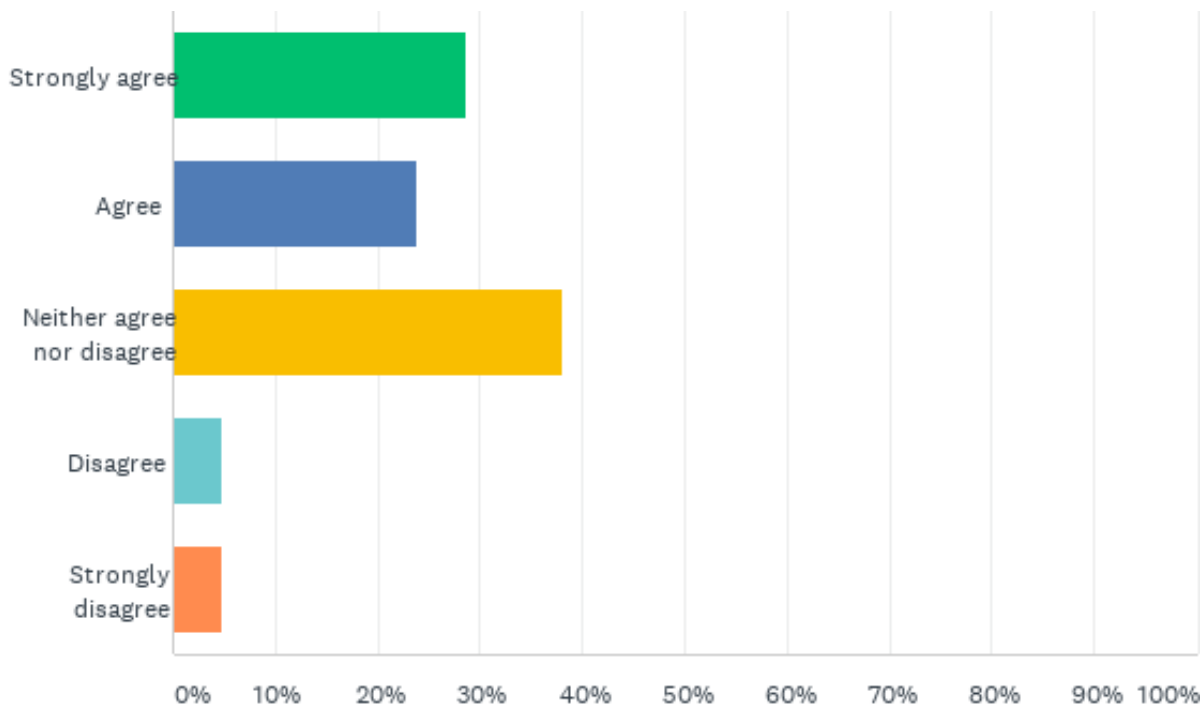
effective & differentiated learning strategies that are normalised in my mainstream setting.

Answered: 21 Skipped: 103

ANSWER CHOICES	RESPONSES	
Strongly agree	42.86%	9
Agree	23.81%	5
Neither agree nor disagree	33.33%	7
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		21

learning strategies to support attendance by children with Down's syndrome in my school.

Answered: 21 Skipped: 103



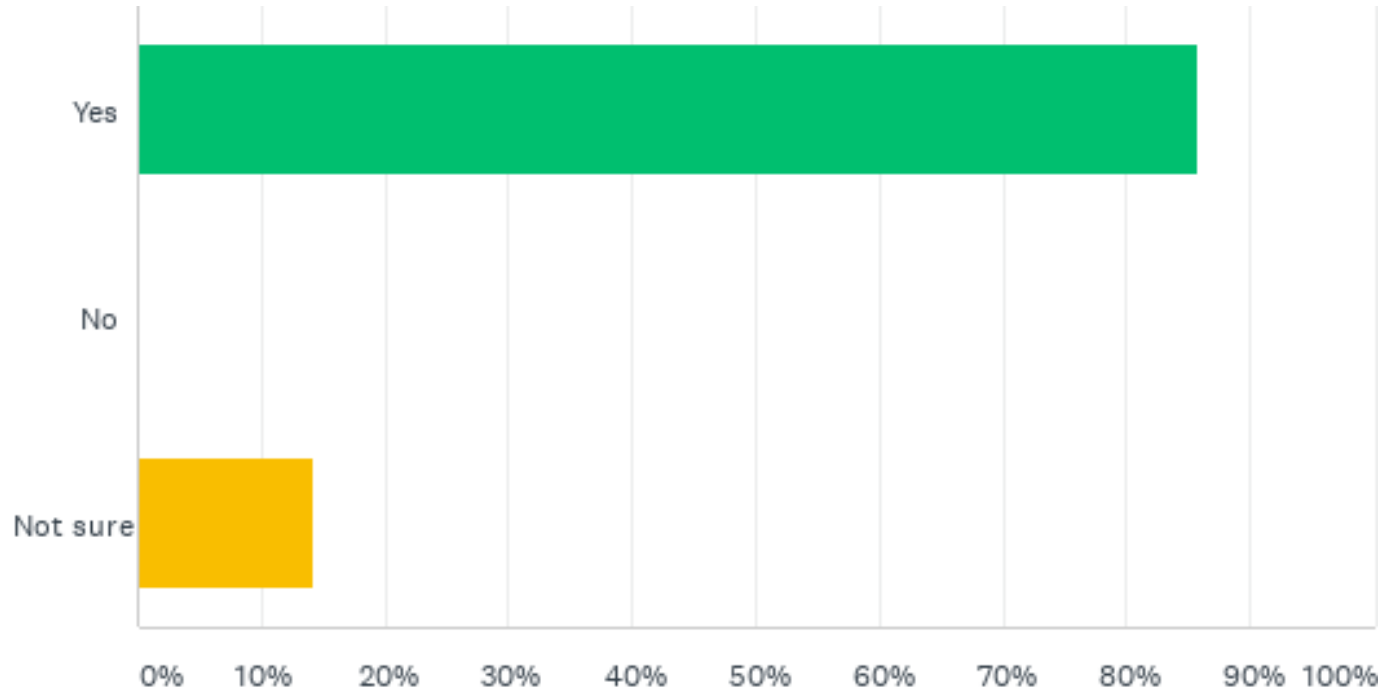
learning strategies to support attendance by children with Down's syndrome in my school.

Answered: 21 Skipped: 103

ANSWER CHOICES	RESPONSES	
Strongly agree	28.57%	6
Agree	23.81%	5
Neither agree nor disagree	38.10%	8
Disagree	4.76%	1
Strongly disagree	4.76%	1
TOTAL		21

Q33: Have you, or would you, recommend Teach Me Too to colleagues in other schools based on your experience of using it?

Answered: 21 Skipped: 103



Q33: Have you, or would you, recommend Teach Me Too to colleagues in other schools based on your experience of using it?

Answered: 21 Skipped: 103

ANSWER CHOICES	RESPONSES	
Yes	85.71%	18
No	0.00%	0
Not sure	14.29%	3
TOTAL		21