



## Summary of Sibs Talk intervention evaluation

Sibs Talk is a ten-session, one-to-one intervention approach for schools to complete with Key Stage 2 children who have a brother or sister who has a disability, special educational needs or a serious long-term condition (SEND).

Evaluation questionnaires, completed pre and post Sibs Talk were returned for 55 children from 11 schools. Siblings' emotional and behavioural adjustment, according to their classroom teacher, was assessed using the Strengths and Difficulties Questionnaire (SDQ). Siblings' attitudes to school were also measured using the "How I Feel About My School" (HIFAMS) questionnaire. The results indicate improvements in the siblings' SDQ and HIFAMS scores from the point in which they began the Sibs Talk intervention to the point in time they had the final intervention session.

Four of the eight measures showed statistically significant improvement: emotional symptoms; hyperactivity; prosocial behaviours and; SDQ total difficulties. The improvements seen were small to moderate in terms of size.

In addition, written comments were collected from the participating siblings. These were analysed using content analysis and highlighted four main themes: Learning and Understanding; Communication and Relationships; Coping Strategies; and Challenges and Responsibilities.

Overall, the data presented in this evaluation indicate that Sibs Talk may have contributed to positive outcomes for children who took part in the intervention.

### Interested in further details?

When these findings have been published we will be able to share with you the full report or paper. Please email Nikita Hayden [n.hayden@warwick.ac.uk](mailto:n.hayden@warwick.ac.uk) if you would like to be sent this via email once this information is available for general distribution.



Supported by Sibs

