

Sammons, P., Sylva, K., Melhuish, E.C., Siraj-Blatchford, I., Taggart, B. and Elliot, K. (2003). The Effective Provision of Pre-School Education (EPPE) Project: *Technical Paper 8b - Measuring the Impact of Pre-School on Children's Social/Behavioural Development over the Pre-School Period*. London: DfES / Institute of Education, University of London.

Abstract: This Technical Paper describes the results of analyses of young children's social/behavioural development during their time in pre-school. Equivalent analyses of the cognitive progress of children in the study have been conducted and the results are reported separately in EPPE Technical Paper 8a. Four aspects of social/behavioural development have been studied, namely 'Independence & Concentration', 'Co-operation & Conformity', 'Peer Sociability' and 'Anti-social / Worried'. A range of statistical methods (multilevel modelling) have been used to analyse data for around 2,800 children, to measure social/behavioural development over the pre-school period. This explores the unique (net) contribution of particular characteristics to variation in children's outcomes (child, parental background and the home), in particular, whether there is evidence of pre-school influences on young children's social/behavioural developmental gains. The multilevel value added analyses also illuminated the pre-school characteristics such as type of pre-school attended, number of sessions, quality characteristics, ratios and staff qualifications which show statistical relationships with children's social/behavioural outcomes. Findings concerning a sample of 'home children', who have had no pre-school centre experience before starting primary school, are reported for comparison with the pre-school sample. The main findings of the EPPE study point out the influences on young children's social/behavioural attainments and progress at entry to school and also provide new evidence concerning the impact of pre-school. In combination with the findings for cognitive development reported in Technical Paper 8a, the results indicate that pre-school can help to combat social exclusion and promote inclusion by offering disadvantaged young children, in particular, a better start at school.