and solve together, who's going to work on the team, does the team rotate in its membership, how we are going to manage the requests for support, when are the meetings going to take place, who's going to co-ordinate them, how are they to be conducted, how we are actually going to make the recommendations, how they get to be recorded, how are we going to manage to follow our meetings and making use of other people, how do we co-ordinate with other support services, how do we make records of what goes on, how do we publicise this and how do we evaluate it.

Now, our work in the training is very much saying: «If this is going to work in your school you as an institution have to find your own ways of answering those questions, we don't have a sat formula for doing that, this is a development of your own, we'll offer you advice, we can talk about our experience with other schools but really is going to be something that works in your school, it is going to be something you feel comfortable with and colleagues feel comfortable with that is going to make a difference and actually happen in your school.

What happened was that this local authority gave us some money to develop this work in their schools and is now local authority policy in those schools and all the junior schools in that are doing this that now. It was one of the very interesting things came about this part of the work, the message went to this local authority that Brahm Norwich. and I would come into the local authority to help them do something about emotional behaviour difficulties and I think they thought we were a couple of gorillas that were kept in the basement of the University of London that were let out into local authority schools to tell of naughty children so they wouldn't behave badly.

Actually communicating the nature of this kind of work is really quite difficult, we've had to pay quite a lot of attention to getting the message across that is not somebody coming in telling you how to solve your problems, it is a system which you make your own minds about what's the best thing to try in your school. So we had quite an amusing time when we actually declined the offer of sorting out Erica who was being particularly annoying. Following the work that we did in these north London schools. We were given a government ground to look at, to evaluate the impact of these teams over two year period and the work that goes on in the States does actually suggest that two years is a minimum to really get the feeling of the impact of this kind of work because it is in a sense introducing a bit of a cultural change into the school, that takes time and you really do need to leave things for a while. And fortunately long term evaluation studies are expensive so you only got two years worth of money to do this.

We did it in two rounds using for those of you who are psychologists of single case study design, two rounds of four schools some in North London, some in East London, some in a very rural local authority. We took base line data before we did any work in the schools on factors about the schools as institutions, factors about the teachers within them. We monitored the workings of and the setting up of the teacher support teams in these schools and our search officer monitored our own training, we may regularly support visits to the schools and we evaluated logs of the teacher support team meeting themselves. We followed up their work nine to twelve months after the teams have become fully established and looked at the impact on the schools as institutions on teachers as individuals and particularly the passive usefulness of the intervention on the part of all people involved including parents in the schools.

We have two schools where it didn't work. One school had a very great difficulty in managing any kind of implementation whatsoever . One of the interesting data points we had on this was that it was almost impossible to phone the school, we couldn't get through to the school, one example was an issue that rose about a major conflict between the non teaching in the school and the teaching staff and the head said "Well, we have a policy on this"; and the members of staff said" Do we ?"and the head said "Yes, we wrote that two years ago" ," Are you sure? "the staff said "Yes, I'll go and find it" and the head couldn't find the policy, was a lot of rummaging around in the room, and two weeks later we've got a phone call and she said »Oh, I found the policy"; and that notion of having a policy which is something which is filed away and nobody knew about it ,but it was there would typify the school . That school did not find it possible to organise teacher support team work.