

Pupil premium strategy

This statement details our school's use of pupil premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Brook Special primary School
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers	2021 - 4
Date this statement was published	1 October 2022
Date on which it will next be reviewed	September 2023
Statement authorised by	Maureen Duncan
Pupil premium lead	Maureen Duncan
Governor / Trustee lead	Marilyn Francis

Funding overview for 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	£102,490
Recovery premium funding allocation this academic year	£ 9,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£112,060



Pupil premium strategy plan

Statement of intent

Our pupil premium 2021-2024 priorities are part of a 3 year strategy to ensure the best support is in place for maximising progress for our most vulnerable learners in addition to our core provision. As a school, we have a responsibility for using this funding to 'narrow the gap' for this specific group of learners. Our OFSTED monitoring visit in July 2021 confirmed our commitment to ensuring that all learners are being set challenging targets and that they are making at least expected progress. Our end of year assessments show that learners who are eligible for Pupil Premium are not underachieving in comparison with their peers and that our personalised learning approach and creation of a bespoke spiral curriculum are ensuring all pupils make progress.

The gap that we aim to narrow supports the aims identified in each pupil's Education, health and Care plans and centre around the areas of:

- Communication
- Cognition and learning
- Personal Development and Behaviour
- Social interaction and Independence skills

We aim to narrow the gap through providing:

- Specialist academic and therapeutic support both for individual pupils but also for classes which have a high percentage of pupils who qualify for pupil premium funding. This will include in-class interventions, targeted interventions in small group settings, inclusive events with mainstream partners and community based experiences
- Additional resources to support development in phonics, reading, Maths, Science and Understanding the World
- Targeted support for parental engagement to help parents develop a greater understanding of their child's needs and to provide strategies to support them with their child's learning and behaviour for learning

Progress is monitored on a termly basis using our bespoke assessment framework and is presented to Governors for quality assurance. Annual moderation with other special schools confirms that pupils have met their targets and have made progress.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Behaviour for learning – pupils needing therapeutic interventions to help them be holistically ready to learn
2	Inability to communicate effectively to express needs and wants
3	Low levels of literacy and numeracy
4	Physical limitations such as food aversion; obesity; difficulty engaging with physical exercise
5	Difficulty with developing social interactions and independence skills

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils are able to access learning across the curriculum for longer periods so that progress increases year on year	All pupil premium pupils have made at least expected progress against assessment framework criteria over the three years (annually within a standard: engagement pupils 0.2; sensory/emerging pupils 0.4-0.6; functional 0.8). Sleuth statistic show that high level behavioural challenges are reduced.
Pupils are able to express their needs, wants and opinions more effectively	All pupil premium pupils are able to use a variety of strategies – PECS, verbal utterances, PODD book, Makaton – in order to communicate more effectively in a range of contexts so that challenging behaviour is reduced. SALT reports highlight improved communication.
Pupils are able to engage for longer periods with phonics sessions, distinct literacy, numeracy and science sessions, reading programmes and story time so that progress increases year on year	All pupil premium pupils have made at least expected progress in phonics, mark making/writing, comprehension, mathematical concepts and are able to access books and stories in a meaningful way.

<p>Pupils are able to consume a wider variety of healthy option foodstuffs; their physical activity within playtimes is increased and weight is within acceptable limits</p>	<p>All pupil premium pupils will eat one food from all food groups and will be able to identify healthy foods from a selection of two or more. School nursing 'weigh ins' show that obese pupils' weight is stabilising and/or decreasing. Observations of pupils at playtime record an increased level of physical activity.</p>
<p>Pupils are able to stay within a group activity for increased periods and are able to share resources with a wider range of peers; pupils are able to access the wider community more positively and are more independent in their personal care, feeding and mobility skills.</p>	<p>All pupil premium pupils have made at least expected progress in PHSCE; they are able to cope with accessing public transport; cafes and supermarkets and can make appropriate choices. They are able to walk safely when accompanied by an adult, or independently if appropriate.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year (2022/3) to address the challenges listed above.

The total is £112,060 including the recovery premium.

Teaching

Budgeted cost: **£15,810.** resource investment to enhance learning

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Specialist input for staff on phonics teaching and delivery</i></p> <p><i>Specialist input on Understanding the World/Science</i></p> <p>£5,000</p>	<p>OFSTED monitoring visit indicates that progress since the last inspection is good but needs to continue and be consolidated – English Hub and specialist training input to be continued to upskill staff</p> <p>Workshops for staff to be carried out to extend range of activities offered to all pupils by London wide lead specialist</p>	3
<p><i>Additional Little Wandle scheme Big Cat books to be purchased</i></p> <p>£2,000</p>	<p>Little Wandle have issued new resources and additional reading books so new resources are required</p>	3
<p><i>Quality reading books to be purchased for each class</i></p> <p>£800</p>	<p>A variety of books have been donated to increase reading for pleasure but English Hub have recommended us having a box in each class of recommended high quality books</p>	3
<p><i>A book to be purchased for a Christmas gift to encourage reading for pleasure at home</i></p> <p>£610</p>	<p>Many pupils do not have access to books at home – books are sent home on a regular basis but on loan. This allows for each child to possess a book without requiring the parents to purchase it.</p>	3
<p><i>Makaton training to be delivered to parents to help them communicate better with their children</i></p> <p>£1705.</p>	<p>As many pupils are pre or non-verbal it is difficult for their parents to support their communication – Makaton is a way of assisting parents. Courses are expensive so offering them in house increases uptake</p>	3

<p><i>Positive Behaviour Support package to be purchased / lead practitioners accredited and reporting system (sleuth) rolled out</i> £5,695</p>	<p>Behaviour for learning is a significant aspect in helping our pupils to make progress. PBS is a borough wide initiative which will ensure sharing of good practice; facilitate smooth transitions; will allow more robust data capture, analysis and response and will promote good progress</p>	<p>1</p>
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Targeted academic support

Budgeted cost: **£ 44,880** Intervention Support to enhance progress

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Forest School practitioner to be trained and deliver 2 days a week</i> £11,000</p>	<p>There is a forest on site and it is not utilised appropriately due to lack of staff. The school is situated in Broadwater Farm and children's access to the outdoors is limited.</p>	<p>1, 4</p>
<p><i>Literacy and numeracy targeted support – 2 practitioners x 2 days a week under supervision of Deputy Head</i> £18,720</p>	<p>Although class sizes are relatively small, targeted interventions help pupils to consolidate their learning and improves progress</p>	<p>3</p>
<p><i>Makaton trainer to teach core vocabulary to staff and pupils across the school</i> £9,360</p>	<p>As many pupils are pre verbal or non-verbal, signing is a successful way alongside PCS and PODD for them to communicate – a core vocabulary is required to ensure consistency across the school</p>	<p>2</p>
<p><i>Trained SOS HLTA to deliver Food aversion sessions in conjunction with SALT team</i> £5,800</p>	<p>Those of our pupils with ASC have limited diets and are aversive to the texture and taste of many foods. They need to be exposed to tasters, different textures on a regular basis to improve their tolerance of food and to allow more socialisation around eating outside of school</p>	<p>4,5</p>

Wider strategies

Budgeted cost: £ 41,800.

Variety of therapies offered to be able to improve communication, behaviour for learning and progress

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Play communication therapist runs nurture groups in order to be able to promote wellbeing and behaviour for learning</i></p> <p>£5,800</p>	<p>As seen below this was piloted with the recovery curriculum as wellbeing for our children during lockdown was seen as a priority and was successful in grounding them more and helping them to cope with their anxieties</p>	1, 2, 5
<p><i>Bubble therapists provide targeted sessions to help children wellbeing and communication through a different medium</i></p> <p>£18,000</p>	<p>This is not a service that is offered within the Whittington health provision for SEND. Sessions are available for every child in the school</p>	1, 2
<p><i>OT Assistant provides programmes, sensory diet, 1:1 interventions to meet sensory needs and improve engagement, self regulation and behaviour for learning.</i></p>	<p>This is not a service that is offered within the Whittington health provision for SEND.</p>	1,2
<p><i>Music therapists provide targeted sessions to help children's wellbeing and communication through a different medium</i></p> <p>£18,000</p>	<p>This is not a service that is offered within the Whittington health provision for SEND. Our children respond to and through music and targeted sessions help their wellbeing and communication</p>	1,2
<p><i>Rebound therapists provide targeted sessions to improve children's wellbeing, sensory issues, communication and physical development</i></p> <p>£9,570</p>	<p>This is not a service that is offered within the Whittington health provision for SEND. Physical Development is the primary benefit of the therapy, with body awareness, control of movement, communication and self regulation also of impactful</p>	1,2,4

Total budgeted cost: £ 112,060



Review of outcomes in the previous academic year

Pupil premium strategy outcomes for allocation of £112,060

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year. Our pupils have a range of learning needs and disabilities, and these create barriers which makes learning a challenge. Communication difficulties, social and emotional awareness, physical movement and cognitive challenges are the most significant aspects that compromise progress. OFSTED monitoring in July 2021 indicated that the school had not used COVID as an ‘excuse’ and thus pupils had been able to make expected progress. Data analysis at the end of the 2022 academic year indicated that all PP pupils had made at least expected progress.

The allocation for the pupil premium continued to be used to raise standards of teaching; to work to embed core subjects (with especial emphasis on phonics); to provide therapeutic interventions that are not part of the local offer; to develop our total communication offer to help all pupils to express themselves and to work with parents to improve their ability to communicate effectively with their child at home.

The impact of Pupil Premium expenditure is measured in a variety of ways. Pupil progress and achievement using our tracking system shows improved communication, academic ability and engagement with the curriculum. Parental feedback also indicates how successful the interventions have been, and the impact they have made on family life.

Regular reviews of the Pupil Premium strategy take place and are reported at Governors meetings.

	Evaluative Comments
<p><i>Specialist input for staff on phonics teaching and delivery</i></p> <p><i>Specialist input on Understanding the World/Science</i></p>	<p>Our relationship with the English Hub has been extremely productive and we are confident that the input that we have had has ensured that we are skilling our staff up appropriately and are adapting the schemes appropriately. A significant amount of work has gone into the adaptations as Little Wandle is mainstream based and their SEND programme has come out far too late to be of any use to us. Phonics curriculum lead is carrying out observations and modelling to ensure that our children are making progress in phonics and reading – assessment shows that there is an improvement and that reading is now more prioritised</p> <p>Input in Understanding the World/Science has upskilled teachers and support staff to see how to differentiate our bespoke curriculum and how to teach the concepts. The curriculum is now in place and both strands of science are available for differentiation. More confidence in the staff has resulted in better quality teaching and an improvement in the maintenance of on site facilities has widened the scope for all children.</p>

<i>Additional Little Wandle scheme Big Cat books to be purchased</i>	Now that Little Wandle is more established they have increased the range of associated books. These have been purchased and are being rolled out so that all children on phase 1 and above have an appropriate scheme to use.
<i>Quality reading books to be purchased for each class</i>	In conjunction with BAME champion and following advice from the English hub, a significant number of books have been purchased. These are in the resource base and teachers rotate them weekly to give variety and expose our children to wider cultural literature. More will be purchased when necessary
<i>A book to be purchased for a Christmas gift to encourage reading for pleasure at home</i>	One of the OFSTED original criticisms was that parents did not know what their child's favourite book was – we are mindful that for many families books are not a priority. Therefore by sending home a book for each child at Christmas, we are helping to redress this problem gradually and also to engender a love of reading.
<i>Makaton training to be delivered to parents to help them communicate better with their children</i>	One to one training has taken place on line and now that the world has opened up fully our Trainer has already delivered a taster session to 20% of our parent body and has a list of participants for her next session. Parents report that they are enthusiastic to develop more methods of communication with their children.
<i>Positive Behaviour Support package to be purchased / lead practitioners accredited and reporting system (sleuth) rolled out</i>	This is ongoing – the package has been sourced and purchased and a relationship established with the PBS company which is proving very beneficial to our delivery of the curriculum and wellbeing support. 3 practitioners are accredited but it will take the length of the PP strategy to get all practitioners accredited and all staff fully trained. Sleuth has been purchased and is being used by teachers – lead SNAs are being trained and this programme will be rolled out.

Activity	Comments
<i>Forest School practitioner to be trained and deliver 2 days a week</i>	Hybrid training has taken place and the practitioner is working on his portfolio to be fully accredited. Target classes have begun to have Fox Forest sessions and are benefitting from a more focussed use of the outdoor space – classroom staff are also having hands on experiences and are adopting the techniques in other areas of the curriculum.
<i>Literacy and numeracy targeted support – 2 practitioners x 2 days a week under supervision of Deputy Head</i>	Target children are chosen for interventions following baselining and continuous assessment – for some children it is providing stretch and challenge; for other children it is looking at closing the gap or improving behaviour for learning. All pupils involved in interventions made at least expected progress
<i>Makaton trainer to teach core vocabulary to staff and pupils across the school</i>	Increase usage of Makaton around the school is slowly being embedded and facilitating children's ability to communicate.

<i>Trained SOS HLTA to deliver Food aversion sessions in conjunction with SALT team</i>	This intervention is a crucial one for our pupils and it is most unusual for a non SALT colleague to be allowed to train. The Food Explorer sessions are encapsulating 50% of the school with emphasis on our EYFS children and parents report that tolerance toward food and textures is showing improvement.

Activity	Comments
<i>Play communication therapist runs nurture groups in order to be able to promote wellbeing and behaviour for learning</i>	A nurture room has been established two days a week with extensive appropriate equipment having been sourced. The impact on the children who are assessed as needing the intervention has been significant and staff report that behaviour for learning has improved and engagement in lessons is for longer periods. Supervision by Trailblazers ensures the therapy is appropriate to meeting children's needs
<i>Bubble therapist provide targeted sessions to help children wellbeing and communication through a different medium</i>	The impact of this therapy has been significant. All children are given the opportunity to attend these sessions which are differentiated depending on the needs of the particular cohort. Communication, turn taking, attention span and ability to follow instructions – as well as enjoyment – have all increased as part of the therapy.
<i>OT Assistant provides programmes, sensory diet, 1:1 interventions to meet sensory needs and improve engagement, self regulation and behaviour for learning.</i>	No OT provision is offered as part of the Whittington Health SLA so this additional therapy is crucial for the majority of our children who have sensory issues and sensory overload. Programmes are set for staff to follow and individual sessions are conducted to meet individual needs – sensory circuit input is also effective in ensuring that targeted children are able to transition from LA transport into class and be ready to learn.
<i>Music therapists provide targeted sessions to improve children's wellbeing and communication through a different medium</i>	Music is a great motivator for our children and the thrust of the music therapists is different from other music sessions. Wellbeing has improved as part of these sessions and also children's engagement is noticeably increased. Staff also attend these sessions and that has ensured that techniques are being utilised elsewhere.
<i>Rebound therapists provide targeted sessions to improve children's wellbeing, communication, attention and physical development</i>	2 therapists have their training renewed annually by the accreditation body. 10% of the school are able to access this therapy (with parental permission) and staff report that body control and attention span have improved noticeably.

Pupil progress- sources of evidence to support judgment

The Brook continues therefore to evaluate pupil progress through a wide range of measures:

- Annual reviews detail pupil progress. This process has been refined to identify in a more easily overt way to identify pupil progress on English, Maths and PSED. PSED is a central and fundamentally essential area for our pupils including their social and learning skills, which also relate to their SMSC development. The feedback from parents on the new style reports continues to be very positive including comments about easy read and also making progress clear.
- Parent feedback within school consultation and through each review is highly positive.
- Evidence in teacher appraisals as the judgement of teaching is always about impact on pupil engagement, progress and achievement. It includes within the lesson and over time. The process also uses data on targets set at the beginning of the year. The quality of teaching and learning through appraisals supports the judgement on pupil progress.
- Use of case studies to evaluate progress of pupils with pupil premium show excellent progress verified by governors/ external consultants
- Monitoring of end of key stage targets are set for each pupil based on their prior attainment and pupil progress has been tracked using our bespoke assessment framework and individual pupil reports including reporting in annual review of EHCP.

This chart shows pupil progress for pupils in receipt of pupil premium in English and Maths:

RECOVERY FUNDING at The Brook on Broadwaters 2021/2022

Recovery (Catch up) funding for the Brook Primary Special School amounted to £26,340 for 2021/2022.

For our pupils it is very clear that the impact of the lockdown for some children has been an emotional one – behaviours have either escalated or children have become more withdrawn and inward looking. The need for sensory regulation has also become more prevalent and ability to focus for long periods has waned. This is not in all cases, of course, since many children have been in school continuously since March 2019 and all have experienced stimulating and curriculum based sessions. Our EYFS children had only experienced school for 5 months and effective communication was proving a barrier to their wellbeing and development.

The catch-up funding is being used to meet these needs through 'communication through play'. An experienced teacher has been taken out of class for 11 hours a week in order to be able to deliver 'communication through play'. He is employed as a trainee counsellor with NHS and is using his skills to help those children who have displayed particularly challenging behaviour or emotional distress express themselves through structured play based therapy with the collaboration of the OT assistant with the intention of her being able to continue the programme under the supervision of CAMHS 'Trailblazer' practitioners. The programme is bespoke to our children but has been discussed in depth with the Trailblazer Colleagues who have approved its content and application.

Currently 20 pupils have received this weekly therapy since September and in all cases their level of distress has been reduced so that they are able to access classroom learning more effectively. Of these 20, 8 have needed further input in Spring Term 1.

A report from the practitioner is attached.

An SNA has become an approved Makaton trainer and has worked closely with the KS1 phase leader and EYFS practitioners to hold sessions with 32 children on a weekly basis. The pupils have been taught signs within a PSED theme (i.e. signs for lunchtime, swimming, dressing, playing) which they have been using more widely throughout the week and have been less frustrated through being given additional communication tools. An offshoot of this intervention has also been to upskill the support staff in these classes who are now using Makaton in their daily delivery. Behaviours in these 4 classes have calmed, children are signing more independently and their ability to make requests and choices has noticeably increased.

The Makaton trainer has also been able to offer zoom refresher sessions to KS2 and ancillary staff as part of her CPD training programme.



Costings

Communication through play practitioner 11 hours a week @ £505 per week x 39 = £19,712

Makaton trainer 2 days a week @ £170 per week x 39 weeks = £6630

Nurture Groups at the Brook School

Intent

As part of the Brook's R.E.S.P.E.C.T mindset to support the overall wellbeing of our pupils and their families, we are now offering a Nurture Group at the Brook. Supported by The Trailblazer's Team of professionals (an external service supporting wellbeing in Haringey schools), we aim to improve pupils' experience in their relationships. Our work's core involves supporting pupils in regulating their emotions better and improving coping with stressful and challenging experiences. As a natural extension, our work also supports pupil communication, engagement with the curriculum, and self-esteem. The long-term aim of this project is to support the current paradigm shift towards an emotionally able curriculum.

Implementation

Selection

Pupils are selected to take part in the nurture group if they are identified as requiring additional support either due to behaviour at school or their challenges at home. During the last term, 12 pupils were selected for this intervention. This term, due to covid-19 bubble restrictions, 8 pupil are selected with 3 of these pupils carrying over from the last group due to their needs and Covid-19 interruptions.

Contract

The parents/carers of the pupils selected to participate in the nurture group are sent an information sheet via their home/school book. This document contains the details of the intervention taking place and safeguarding information. There is also contact information available for the parents to speak with the professionals involved with this project. Attached to the information sheet is the parents' consent form to sign if they wish for their child to participate in the group.

Assessment

Upon receiving the parents/carers' consent, each parent/carer is then contacted by telephone to complete an assessment document verbally. This document aims to provide a holistic view of the child's history, emphasizing trauma/interruptions to relational development that may have had a dysregulating impact on the child's emotional wellbeing.



Timetabling/Scheduling

Pupils were placed on a timetable based on their assessed needs. While some pupils were able to be grouped, others were required 1:1 support. This decision was based on the material presented, the 'bubbles', and if the child can benefit from the intervention in a meaningful way without being interrupted (or interrupting) another pupil's exploration. Each child receives one session per week at the same set time and by the same adult(s) for 30-40 minutes. Often the sessions begin short and gradually become more extended as the child familiarizes with the new routine and the relational experience.

Props

The Nurture group takes place in a room complete with several categories of toys. These toys include dollhouses, art and craft materials, dressing up props, sand and water, clay, small figures and animals, musical instruments, puppets, books, and much more. The toys are essential as they become the voice/vehicle to externalize and enact positive and challenging experiences (Goldstein, 2012).

Intervention

The role of the adults in the room is to support the child to regulate emotionally. This task is accomplished by the adult using themselves as an emotional regulator (Schore, 2007), in a 'holding' space (Winnicott, 1964), during the moment to moment 'attunement' with the child's experience (Stern, 1985). The pupils are provided with an 'unconditional and positive regard' and 'acceptance' of their experience (Rogers, 1951). Pupils will inevitably enact their relationships with other adults (including parents) within our relationship (DeYoung, 2003). However, through 'bonding and trust' (Bordin, 1979), a 'secure' connection is forged (Ainsworth & Bleher, 1978), providing the pupils with a *different* experience that challenges their existing 'internal working model' (Bowlby, 1998). This 'new' experience is then internalized and generalized (Stern, 1985) and extended to the pupil's other relationships.

Impact

From the selection of pupils that have completed the short-term intervention, there has been observed change in their behaviour from when they began and where they finished. All the pupils attending the Nurture Groups regularly demonstrated an observed change in the materials presented and improved emotional regulation. However, this was challenged by the covid-19 interruptions/restrictions and the unresolved on-going concerns at home for some of the participating pupils. The short-term (weekly) impact of the Nurture Group has been that every child attending the group has returned to class calm and regulated regardless of how they presented before their session.



Case example

B demonstrated anger, frustration and a general lack of trust towards the Nurture Group adults when he started. He repeatedly attempted to break the toys and aggressively used them with the adults. However, similar to other pupils in the group, he quickly adapted to the routine and was very eager to attend the Nurture Group each week. After the third week B behaviour began to change visibly, demonstrating trust, he soon began to use the figurines to tell his story about his experienced challenges. On the fifth session, he wept, which appeared as a profound experience of release for him. By the eight sessions, his behaviour no longer resembles his initial contact with us. B demonstrated comfort, trust and appeared relaxed and more confident.

Feedback from teachers

The feedback from the teachers of other pupils attending the Nurture Group has been positive. Specifically, one teacher expressed that the pupils 'unburdened' and 'relaxed' after attending the nurture group each week.

Pupil feedback

The verbal feedback from two pupils attending the group each week was also positive. The pupils expressed how much they enjoyed attending the group, and they loved having space and the ability to speak about what was on their minds.

Feedback from parents

We have developed and incorporated a new assessment tool that we will use this term to collect vital and valued feedback from parents. The data from this assessment will soon follow.

References

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