

USING CORNERSTONE VR IN EDUCATION: EVENT LOG

No.	Event/Organisation	Date	Audience	Participants	Page(s)
1	Cambridgeshire County Council	March 2020	Virtual school practitioners; post-16 lecturers	22	1
2	Adoption East Midlands	February 2020	Teachers	5	2
3	Adopt London East	February 2020	Virtual school deputy headteachers; learning mentors; primary and secondary class teachers; teaching assistants; safeguarding officers; designated teachers for looked after children	22	3
4	Manor Green Special School	September 2019	Class teachers	15	4-7
5	Edwards Hall Primary School	July 2019	Deputy headteacher; class teachers; early years leaders	14	8
6	Barons Court Primary School	June 2019	Nursery teachers; class teachers, learning mentors	10	9-10
7	Greenways Primary School	March 2018	Class teachers	Number not recorded	11-15
8	Dolphin School	May 2018	Class teachers	11	16
9	Southend-on-Sea Borough Council (Cornerstone VR Pilot Programme Learning Journey feedback)	2018	Class teachers	8	17-18

NEW USER EVALUATION REPORT

Facilitator(s): Caroline Bengo, Shalene Lemmie

Date: 9th, 10th March 2020

Organisation: Cambridgeshire County Council

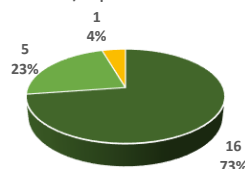
Reference number: Certification Course

New user initials: N/A

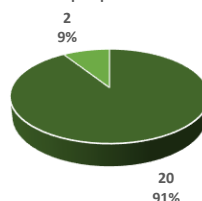


QUANTITATIVE ANALYSIS

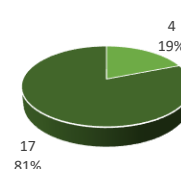
The VR experience helped me understand how my behaviour/responses affect children



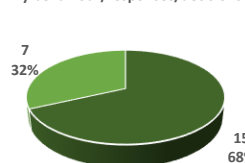
The VR experience gave me insight into a child's perspective



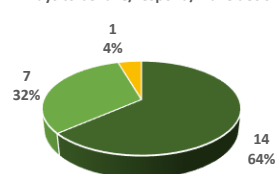
The VR experience helped me recognise the link between a child's early experience and current functioning



The VR experience made me think differently about my behaviour/responses/decisions



The VR experience made me consider alternative ways to behave/respond/make decisions



- 5 (Strongly agree)
- 4 (Agree)
- 3 (Neither agree or disagree)
- 2 (Disagree)
- 1 (Strongly disagree)

WHAT WILL YOU DO DIFFERENTLY (ATTITUDE OR BEHAVIOUR)?

1	"Encourage others to participate in this training."
2	"Promote this training to other professionals within EY - to include in EY training."
3	"Open more discussion with parents; be more curious about child experiences."
4	"Has made me think about impact of use of words and triggers not seen."
5	"Be more mindful of the child's voice."
6	"Use PACE as a framework for all relationships."
7	"Reframe unpicking issues in schools."

HOW COULD YOU USE VR TO DELIVER CHANGE IN YOUR SERVICE/SCHOOL?

1	"I think this needs to go wider to all agencies who are involved in safeguarding."
2	"To increase the understanding of those who work with children around trauma and attachment."
3	"Preparation for fostering training to use VR."
4	"With ASYE students."
5	"Embed within current training."
6	"Incorporate into current trauma and attachment training."
7	"Begin to develop new CPIC training to include headsets."
8	"Work with colleagues/schools/SW/RAPPS/FC/adopters to increase empathy."
9	"I think we need to implement the videos and experiences into our attachment training so its more kinaesthetic."
10	"Trauma training for schools."
11	"Staff training sessions and advisory visits."
12	"Re-write training to incorporate VR as a standard."
13	"Deliver to adopters to help them understand the child's journey."
14	"If we are able to access headsets we could potentially use in training which I imagine could have a massive impact."
15	"With secondary teachers + SMT around a particular child to increase understanding and empathy."

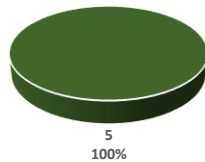
NEW USER EVALUATION REPORT

Facilitator(s): Caroline Bengo
Date: 12th February 2020
Organisation: Adoption East Midlands
Reference number: Twilight session
New user initials: N/A

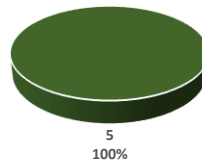


QUANTITATIVE ANALYSIS

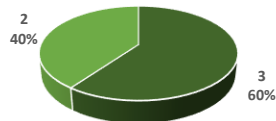
The VR experience helped me understand how my behaviour/responses affect children



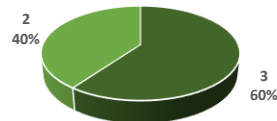
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The VR experience made me consider alternative ways to behave/respond/make decisions



- 5 (Strongly agree)
- 4 (Agree)
- 3 (Neither agree or disagree)
- 2 (Disagree)
- 1 (Strongly disagree)

WHAT WILL YOU DO DIFFERENTLY (ATTITUDE OR BEHAVIOUR)?

1	"My language and how I communicate with children."
2	"Consider my language when monitoring/talking to children."
3	"Take time to understand child's perspective."
4	"We have had some training on attachment but this gave a whole new dimension."
5	"Consider my approach - be more mindful of words used."

NEW USER EVALUATION REPORT

Facilitator(s): Caroline Bengo, Joy Waelend
Date: 5th February 2020
Organisation: Adopt London East
Reference number: Schools trauma training session
New user initials: N/A

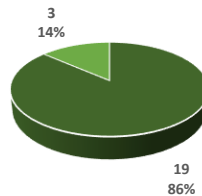


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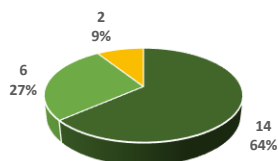
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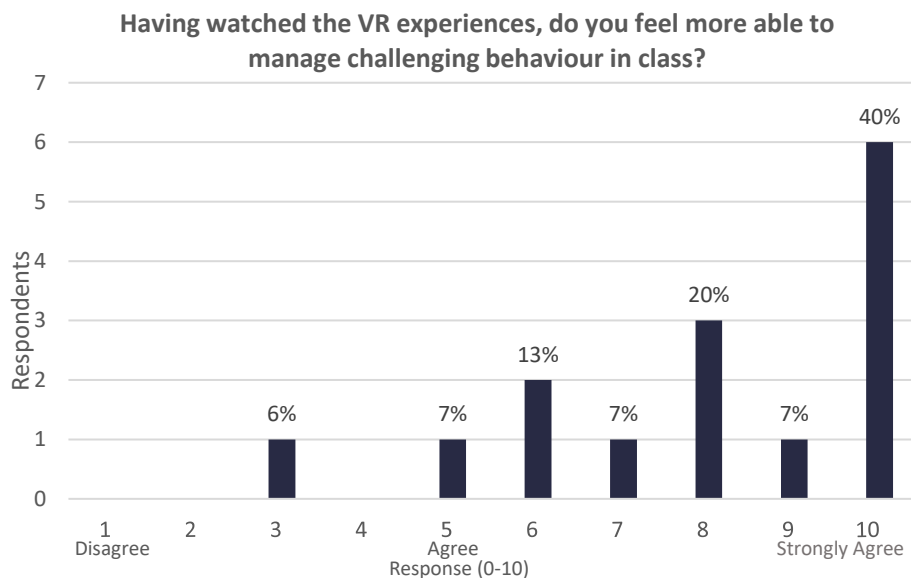
WHAT WILL YOU DO DIFFERENTLY (ATTITUDE OR BEHAVIOUR)?

1	"Think of trauma before reacting to a situation or child."
2	"Have more empathy towards children and try to engage their emotions more."
3	"Discuss how we can do more attachment training for all our schools. I really like your feedback form – it's the best I've seen."
4	"Take a calmer approach in the first instance to try to help regulate a child's mood/behaviour."
5	"Have a more patient and consistent approach."
6	"Advocate Cornerstone VR to ensure the emotional needs of children are met."
7	"Encourage my school to give further training on attachment/trauma to all staff."
8	"Consider context of the child's background to help understand their behaviour."
9	"Push towards rolling out a whole school approach for attachment and trauma."
10	"Give priority to emotions before education."

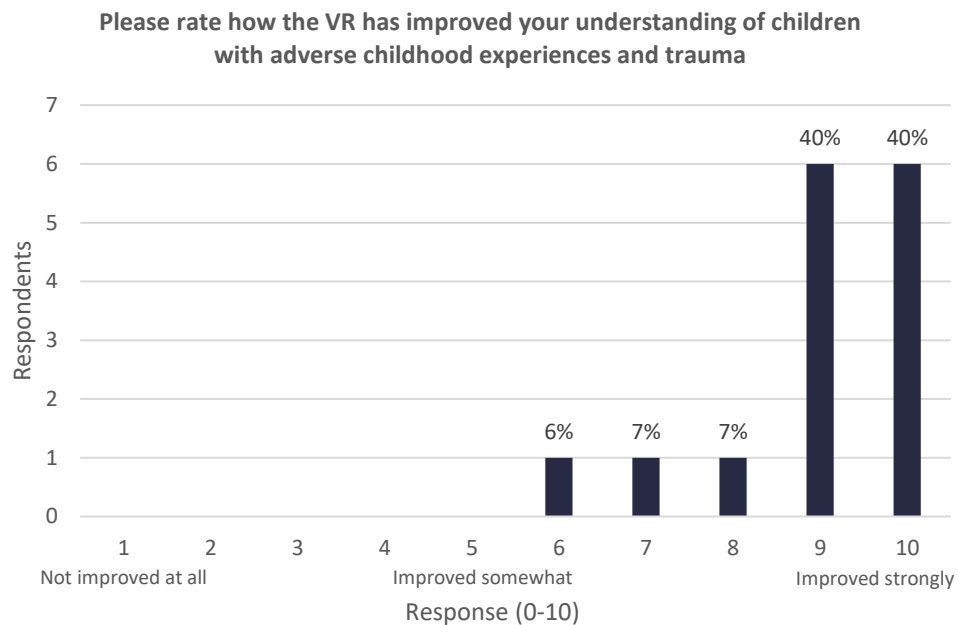
MANOR GREEN SPECIAL SCHOOL: TRAUMA TRAINING SESSION EVALUATION REPORT – SEPTEMBER 2019

Presented is the feedback for the Manor Green Special School twilight session that took place on 20 September 2019. This two-hour session was held for 15 teachers at Manor Green School, using Cornerstone VR to train teachers in how early life trauma in children impacts behaviour and the different classroom strategies that can support these children. The responses of 15 teachers are analysed through the data shown below.

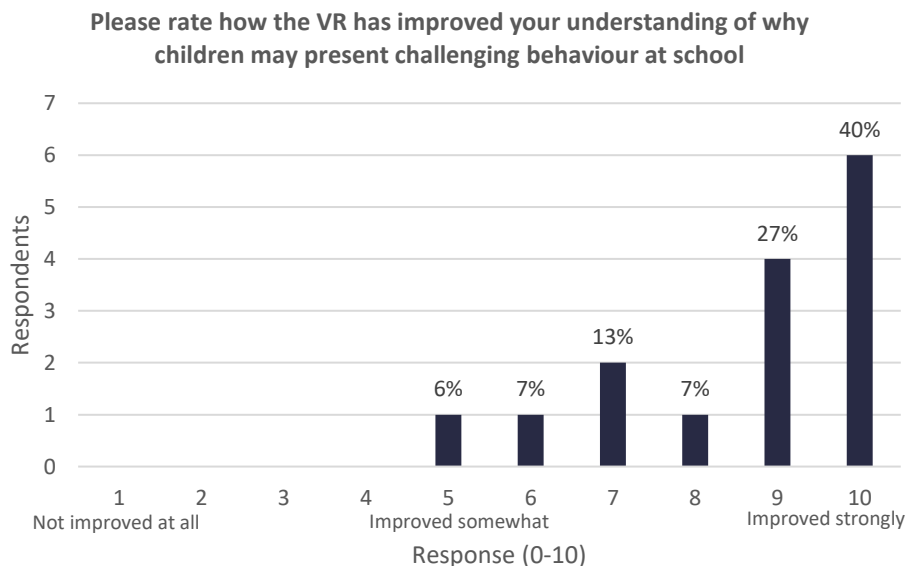
- 94% of respondents agreed to feeling more able to manage challenging behaviour in class, with 40% of respondents strongly in agreement that the VR would facilitate better management when dealing with challenging behaviour



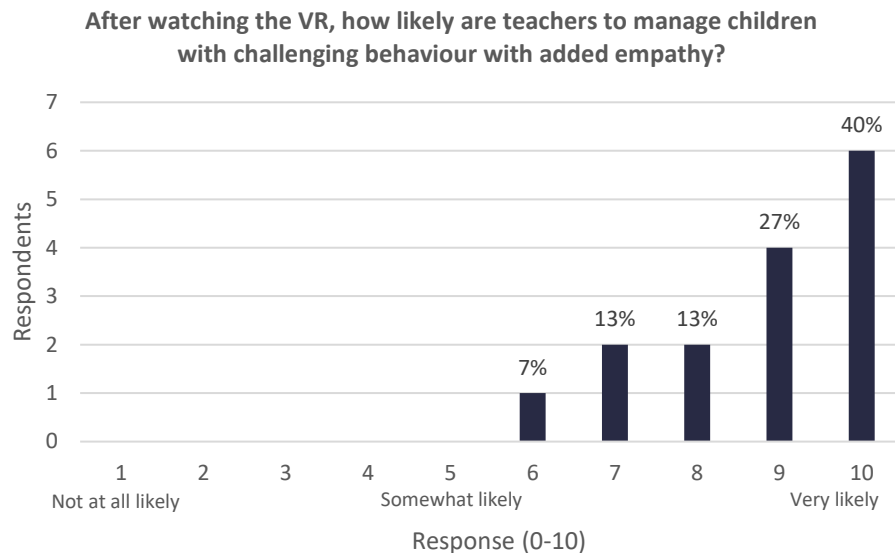
- 100% of respondents bettered understandings of children with adverse childhood experiences and trauma, with 80% strongly improving understandings



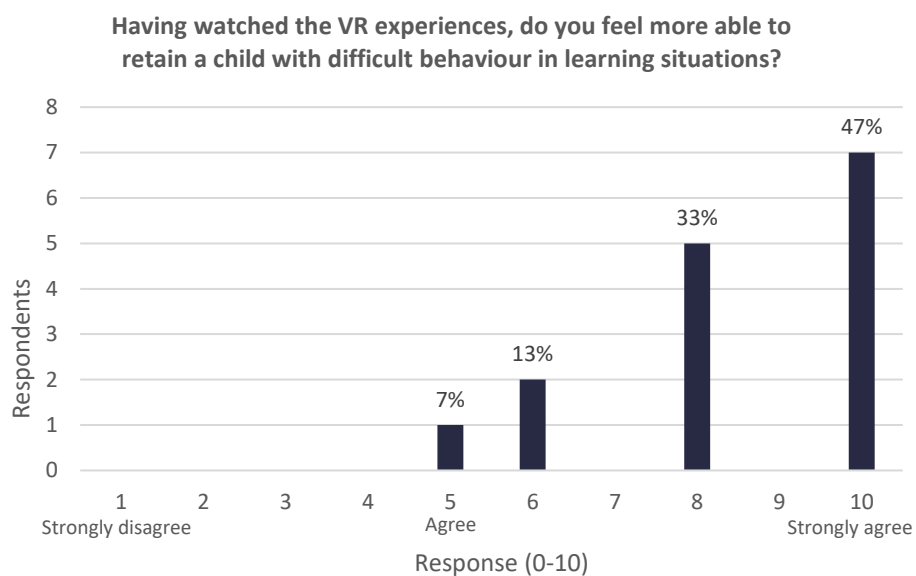
- 100% of respondents improved their understanding of why children may present challenging behaviour at school, with 40% strongly improving their understanding



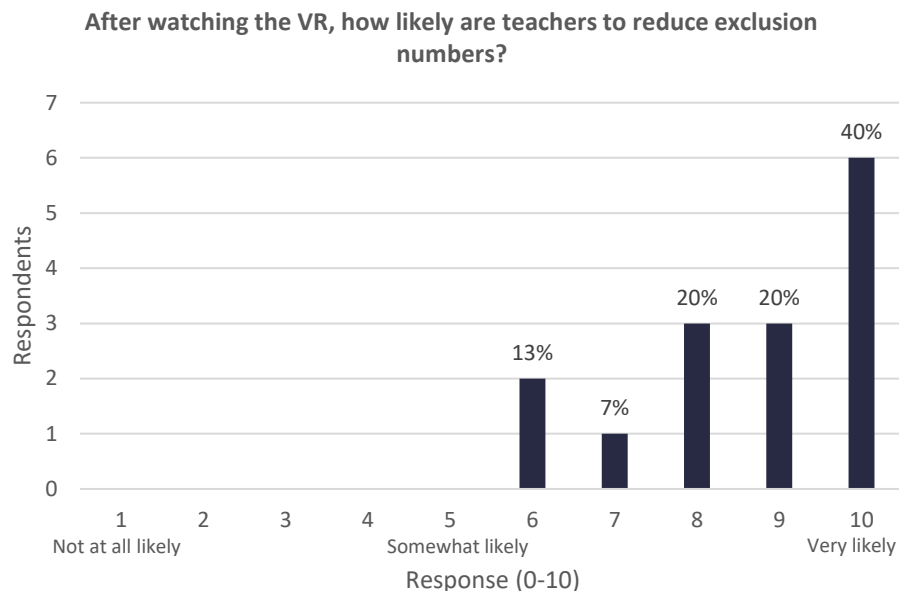
- 100% of respondents were likely to manage children with challenging behaviour with added empathy. 40% were impacted strongly, stating they were very likely to work with added empathy when managing children with challenging behaviour



- 100% of respondents agreed in feeling more able to retain a child with difficult behaviour in learning situations. 47% were in strong agreement that, after the VR, they felt in a better position to retain children with difficult behaviour in learning situations



- 100% of respondents were likely to reduce exclusion numbers after viewing the VR content, with a majority 40% who were very likely to reduce exclusion numbers after seeing the experiences

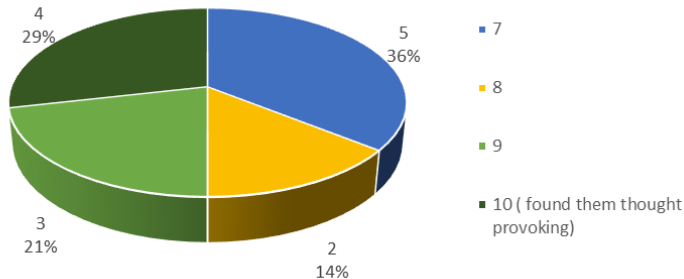


ADDITIONAL COMMENTS

- "Incredibly useful for anyone who works with children. Will make the difference for many kids."
- "If every parent and professional could see this, it would benefit us all."
- "Takes you into the child's mind, and how they must feel."
- "All teachers should have to see this. So important and makes you understand so much more."
- "All teachers should be shown this VR, to develop and ensure empathy across the profession. It is a question of finding a way to offer this to every teacher; support worker and social worker across the country to ensure no barriers. A very useful experience."
- "Impactful training which will see reflection continue long after the training session has finished. Outstanding."

SOUTHEND-ON-SEA BOROUGH COUNCIL: EDWARDS HALL SCHOOL EVALUATION REPORT – JULY 2019

Please rate your initial reaction to the Virtual Reality clips you have seen today (1-10, from 0 - 'I didn't like the clips' to 10 - 'I found them thought provoking')



1) What were your thoughts on the virtual reality in utero clip?

- "Very interesting, particularly about the formation of synapses."
- "Very interesting – made you think about how important early interactions are."
- "I didn't realise the impact it has on the baby pre-birth. It was thought provoking..."
- "Very interesting and informative way of learning about the effects of abusive environments even as early life in the womb."
- "Quite hard hitting but draws your attention to the impact of external influences in utero."
- "Very interesting and provoked thought on life before birth and how the outside influences."
- "It made me think a little more deeply about how every word and reaction can have an impact."

2) How did it feel to be a child within virtual reality to experience neglectful parenting?

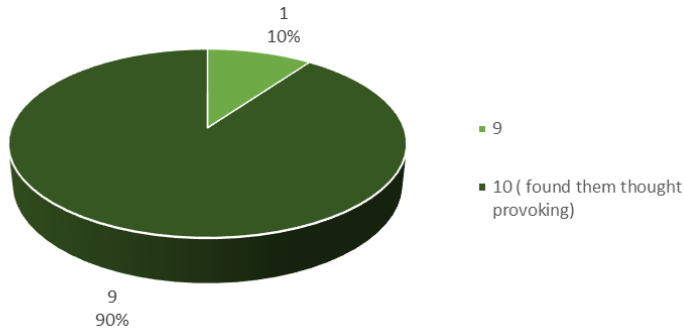
- "Makes you think about the impact of home life."
- "Quite shocking to see 'first-hand' experience."
- "Sad to think this is what many children experience."
- "Scary and upsetting as a child."
- "It was awful to be in that situation."

3) Did you have any other thoughts/comments?

- "An excellent tool."
- "I really like the idea of the VR training, but other content would be good."
- "A very thoughtful session. Thank you very much."

SOUTHEND-ON-SEA BOROUGH COUNCIL: BARONS COURT SCHOOL EVALUATION REPORT – JUNE 2019

Please rate your initial reaction to the Virtual Reality clips you have seen today (1-10, from 0 - 'I didn't like the clips' to 10 - 'I found them thought provoking')



1) What were your thoughts on the virtual reality in utero clip?

- "An insightful clip from the viewpoint of being in the womb. Not yet born but feeling unsafe and traumatic. Seeing the brain connections and voices outside had a big impact on my empathy."
- "Found this one important to see. We have a child in our school affected by this, so gave a better understanding of it all. Hard to watch, but important."
- "It was shocking how much the unborn baby can sense, hear and feel while in the womb. A must-see experience for adults to see, especially those in vulnerable situations."
- "It made me think about how the children we have may be feeling when they come to school; the impact it has on them and the aftereffects even if they have been removed for a long time."

2) How did it feel to be a child within virtual reality to experience neglectful parenting?

- "Seeing neglectful parenting from the view of the child gave me a greater understanding of what some children experience in early life. I gained an understanding of the influence this environment can have on a child's behaviour."
- "Seeing this from the child's perspective was poignant. Made me feel very sad and felt the anxiety and fear of being in that position. Really beneficial when working with children affected by this."
- "It made me consider my interactions with children in my practice and how my own physical presence may have an impact."

3) Do you have any other thoughts/comments?

- "These VR clips would be great to share with identified families/foster carers/adoptive parents."

- "Found this important and helpful. Beneficial when we work with children who have these types of trauma."
- "Training on this for vulnerable families would be powerful. Thinking particularly for adoptive parents whose babies/children may have experienced this kind of early abuse."
- "I think it would be beneficial for schools to run programmes like this for targeted parents."
- "Really powerful material and sensitively delivered."
- "Very powerful and impacting – should be shared with all parents before they even conceive a child!"

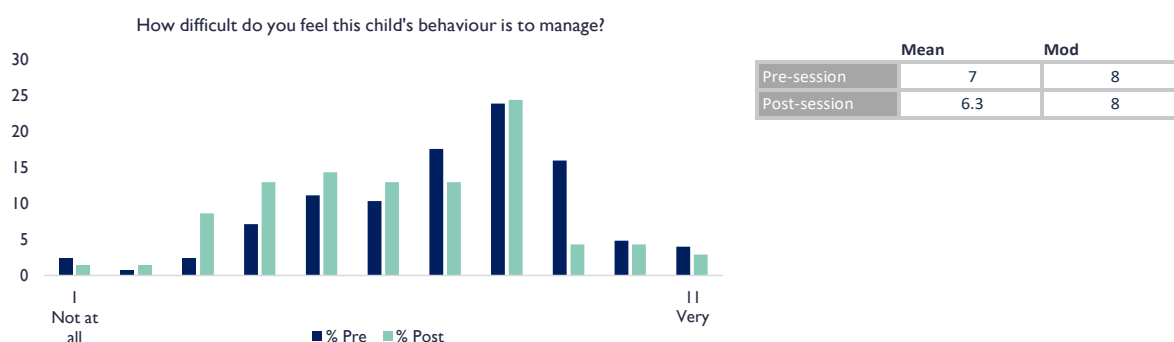
SOUTHEND ON SEA BOROUGH COUNCIL: GREENWAYS SCHOOL TRAUMA FOCUSED VIRTUAL REALITY WORKSHOP FEEDBACK REPORT - MARCH 2019

1) EXAMPLES OF CHALLENGING BEHAVIOUR EXPERIENCED.

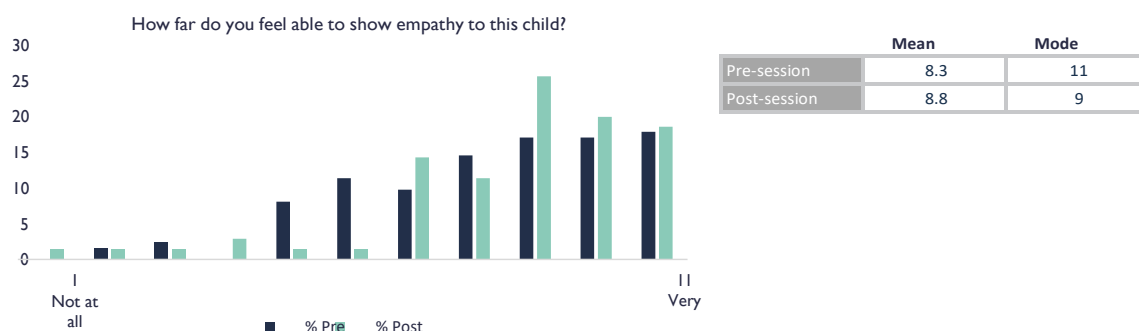
- "Defiance, aggression, changeable moods, easily upset, not much sense of humor, very hard on themselves."
- "Unable to focus or follow instructions."
- "This child was not very emotionally resilient and would become angry or upset over little things."
- "Screams and becomes upset when doesn't get to do what he wants or thinks something is unfair."
- "Unable to interact in a positive or meaningful way with another child."
- "Avoidance of eye contact, refusal to follow instructions, physical towards other children."
- "Unable to deal with situations, loses control easily, attention seeking behavior, aggression, defensive, non-compliant, physical (hitting, fighting, damaging property) offensive language."
- "Challenging authority."
- "Refusing to work in the classroom."
- "Very mixed emotional behavior. One moment happy and energetic, the next quiet, tired and clingy."
- "Low self-esteem, withdrawal."
- "Unpredictable."

2) PRE AND POST SESSION COMPARISONS.

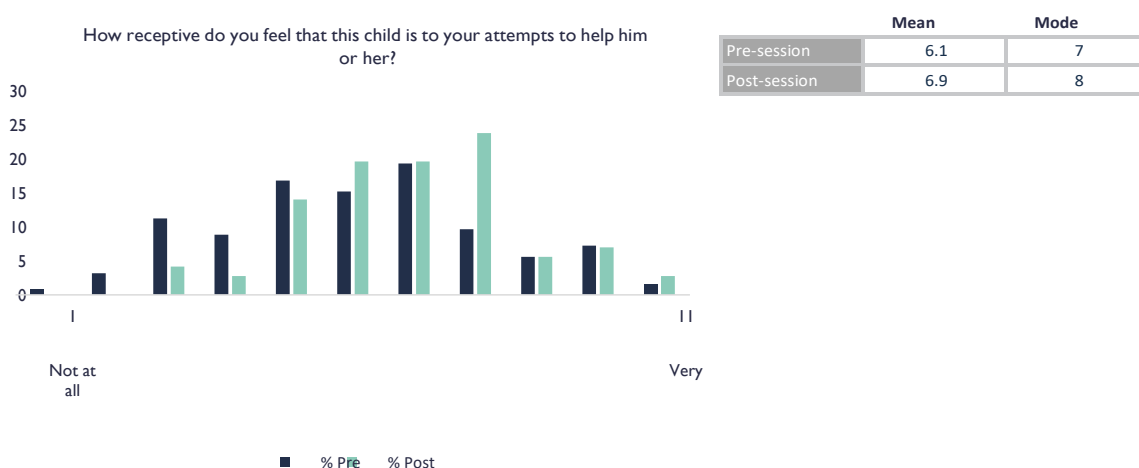
- a) Following the session, staff scored lower scores indicating that they were finding it easier to manage the child's behaviour.



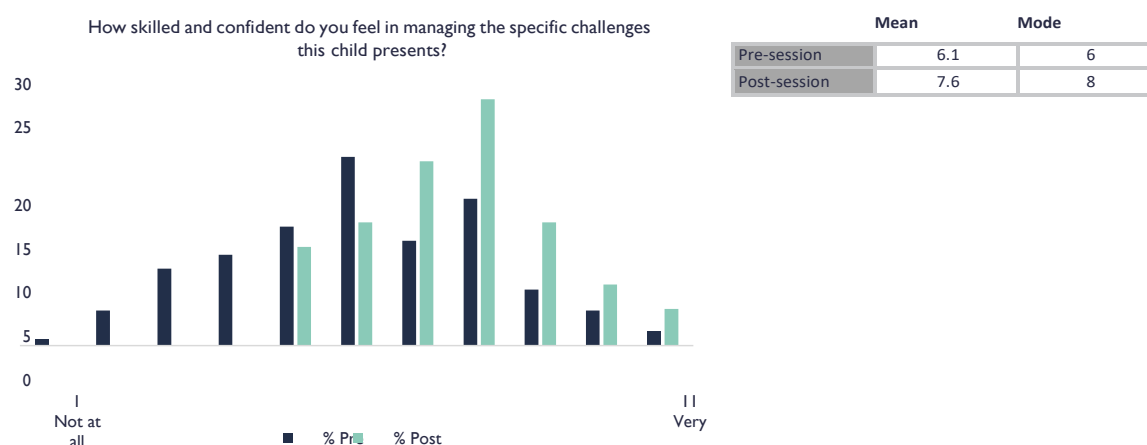
- b) Staff were generally able to show a higher degree of empathy to the child after the session, with a higher overall mean score.



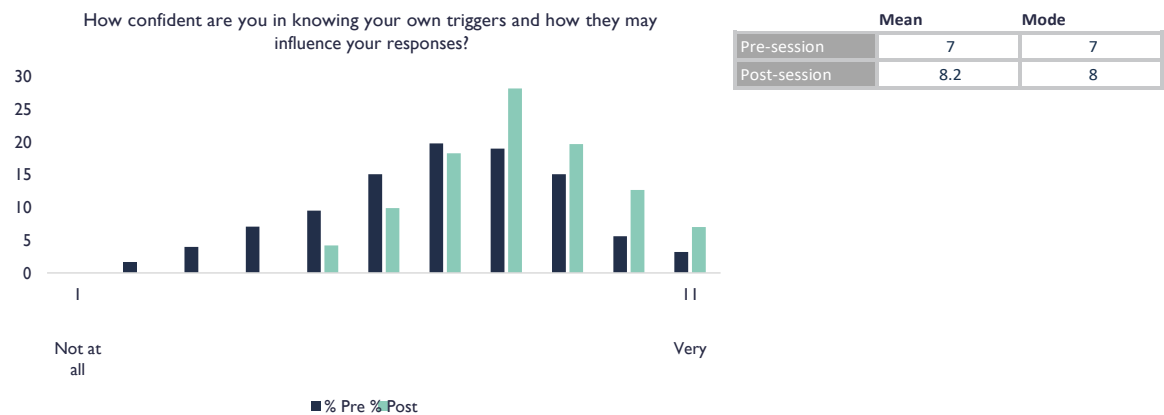
- c) Staff reported feeling that children were increasingly receptive to help, with fewer selecting low scores after the session.



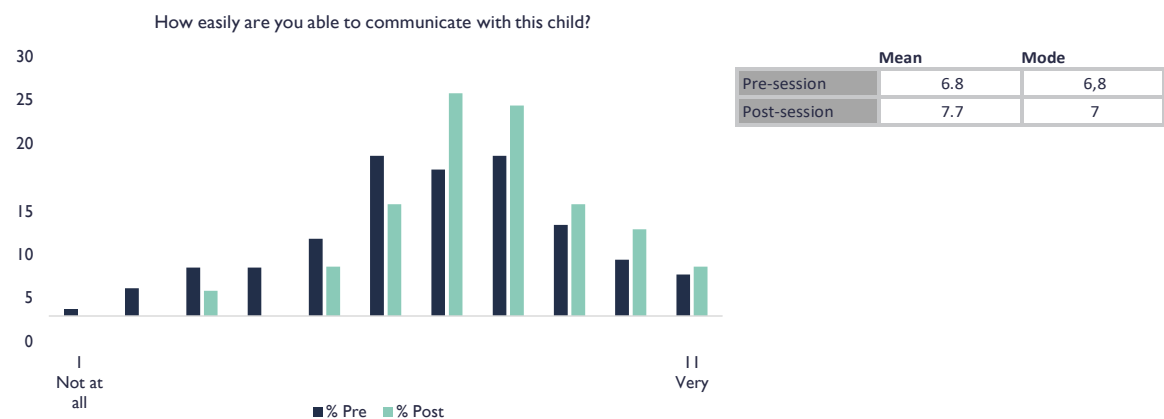
- d) School staff felt better equipped to deal with challenging behaviour after the session, with no one scoring lower than 5 out of 11 and a higher overall mean post-session.



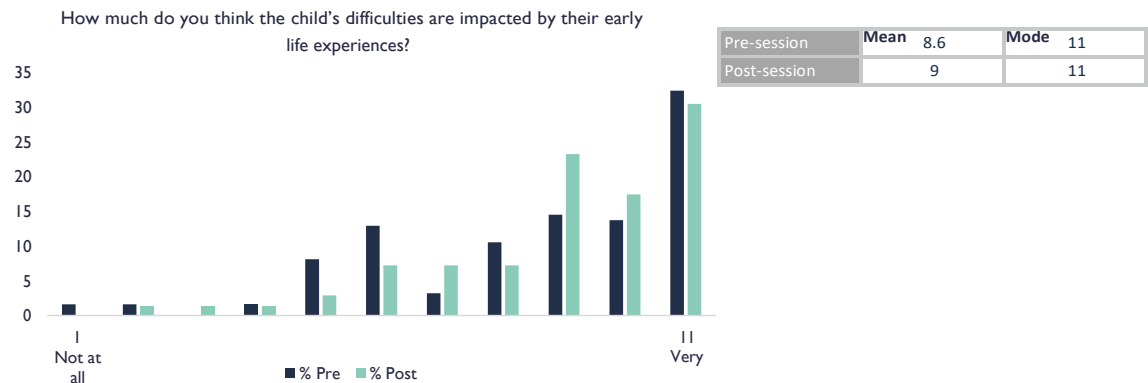
e) After the session, staff showed greater awareness of their own triggers and how they may influence their responses.



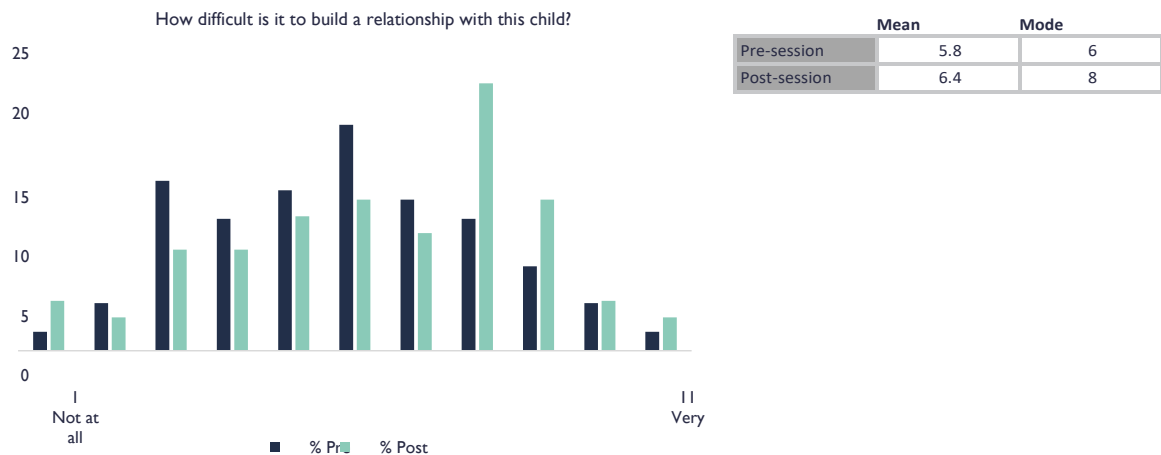
f) The ease with which school staff felt able to communicate with the children increased post-session.



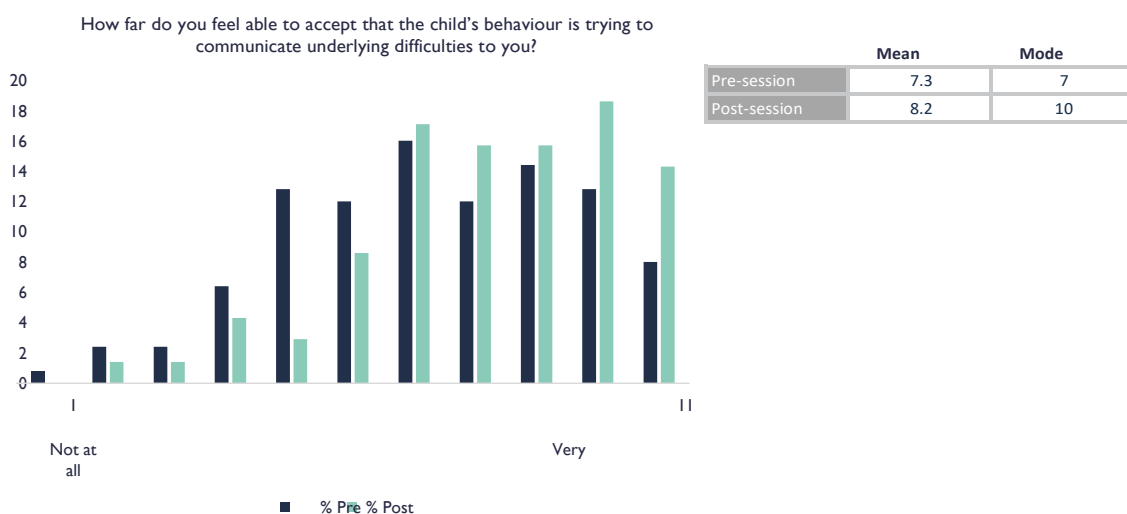
g) On the whole, staff could identify how early life experiences could contribute to the child's difficulties, with a higher post-session mean score.



- h) Post-session feedback indicated the staff still found it difficult to build a relationship with the child, though more people selected 'Not at all' difficult after the session.



- i) Staff felt more able to accept that the child's behaviour is trying to communicate underlying difficulties, after the session, with a higher mean score.



POST SESSION COMMENTS AND SUGGESTIONS.

- "It was an interesting insight into a world I have not experienced"
- "I felt the virtual learning experience was a really advantageous insight into how/what a child see's, hears and how even from the early stages reacts. Quite shocking and sad."
- "Last VR showing 3 different strategies in school could not realistically be used in our school. We don't have spare adults that have a great relationship with the children to take them off anytime something like this happens. We try our best with our PST members but if they are on lunch and a different member of staff attends when called this doesn't always help the situation due to different relationships with different adults.
- "Really useful and enlightening course. Would like to attend more training sessions like this."

- "Training on recognising my own triggers and how they make me react as well as more VR examples of how our reaction affects whether a situation escalates/building positive relationships with children."
- "I feel that the training helped me to see what a child may experience. I feel the problem is that we are not normally told much about a child, so in trying to help any child it is difficult, if we don't become party to any history. Though I understand why we can't be."
- "I don't think that making people experience trauma is a good way to teach them about helping others who have suffered from it."
- "Everyone should understand/feel empathy for these children but not a lot do enough and just see it as their job."
- "How to deal with the scenario where you need to be in class..."
- "I found the VR very useful for reflecting on the fact that all children respond to calm voices. Loud voices are just background noise for some."
- "Thank you so much."

QUESTION NO.	RESPONSES	QUESTIONS	SCORE (1-5)			CHARTS/VERBATIM COMMENTS												
			Range	Mode	Mean													
1	10	How valuable was today in helping you in your role?	4 to 5	5	4.7	<div>On a scale from 1-5, how valuable was today in helping you in your role? (n = 10)</div> <table><thead><tr><th>Score (1-5)</th><th>Number of responses</th></tr></thead><tbody><tr><td>1</td><td>0</td></tr><tr><td>2</td><td>0</td></tr><tr><td>3</td><td>0</td></tr><tr><td>4</td><td>3</td></tr><tr><td>5</td><td>7</td></tr></tbody></table>	Score (1-5)	Number of responses	1	0	2	0	3	0	4	3	5	7
Score (1-5)	Number of responses																	
1	0																	
2	0																	
3	0																	
4	3																	
5	7																	
2	10	Which bits of the day were most useful ?	Qualitative response			<p>Participants found the VR experience, the PACE approach, and the prompt cards most useful, as well as the overall introduction to the topic of trauma:</p> <ul style="list-style-type: none">• Cards to give strategies to try; Cards• PACE; PACE• VR; VR; VR was so powerful; VR - all 3 sessions; VR• Enjoyed intro about the types of trauma and how they impact on children; The opportunity to reflect on best practice; Recognising abuse and needs of all children.												
3	11	How impactful was the VR experience ?	4 to 5	5	4.6	<div>On a scale from 1-5, how impactful was the VR experience? (n = 11)</div> <table><thead><tr><th>Score (1-5)</th><th>Number of responses</th></tr></thead><tbody><tr><td>1</td><td>0</td></tr><tr><td>2</td><td>0</td></tr><tr><td>3</td><td>0</td></tr><tr><td>4</td><td>4</td></tr><tr><td>5</td><td>7</td></tr></tbody></table>	Score (1-5)	Number of responses	1	0	2	0	3	0	4	4	5	7
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5	7																	
3a	11	Why do you say that ?	Qualitative response			<p>Participants found the VR experience powerful in exploring how children feel and considering the impact on the child:</p> <p><u>Perspective of child</u></p> <ul style="list-style-type: none">• Really helped to put you in the place of the child• Gave a very good insight into how these children feel• Very individual / powerful• Focusing thought and focus on the child's experience;• Important to be put in the place of the child and see what they are subjected to• Provided a child's eye view which was shocking and highlighted the child's perspective• It helped with empathy• Seeing events from the point of view of the child - I found myself looking at the door waiting for dad to come in. <p><u>Impact of behaviours</u></p> <ul style="list-style-type: none">• Experiencing good practice in school• Message that the impact of that behaviour doesn't go.• Very valuable, made me understand how very early experiences leave their mark.												
4	11	Which bits of the day were least useful ?	Qualitative response			All respondents said N/A												
5	10	What 3 things will you do differently ?	Qualitative response			<p>The teachers committed to act on what they had learnt in the following ways, particularly by incorporating the PACE approach:</p> <p>1) Respond more calmly/playfully in situations 2) Try out ideas on the cards 3) Try to adopt a PACE approach to resolving conflict;</p> <p>1) PACE 2) Read literature 3) Feed into INSET next year?;</p> <p>1) Be more aware of these children 2) Trying to be empathetic 3) Realise their needs</p> <p>1) Reflect on my manner; 2) PACE strategies</p> <p>1) More empathetic 2) Talk 'side by side 3) Remember to keep playful</p> <p>1) Increase playfulness; 2) Try to be more accepting; 3) Take more time to listen</p> <ul style="list-style-type: none">• Taking time to create correct response to situations;• Thinking more carefully about phrases I use in particular situations - how the child may feel due to past experiences;• Do more sitting alongside a child when dealing with behaviour issues;• Read more about PACE and consider it while at work and interacting with children												
6	10	How could we improve on this session ?	Qualitative response			<p>The only improvement feedback was to suggest a longer session:</p> <ul style="list-style-type: none">• Longer session; Whole day - not 1.5 hours; More time; More time; Just longer would allow more depth; More time!; More of it. It was powerful and very important.; More time!• It was great- in 1.5 hours we covered so many issues so no improvement												

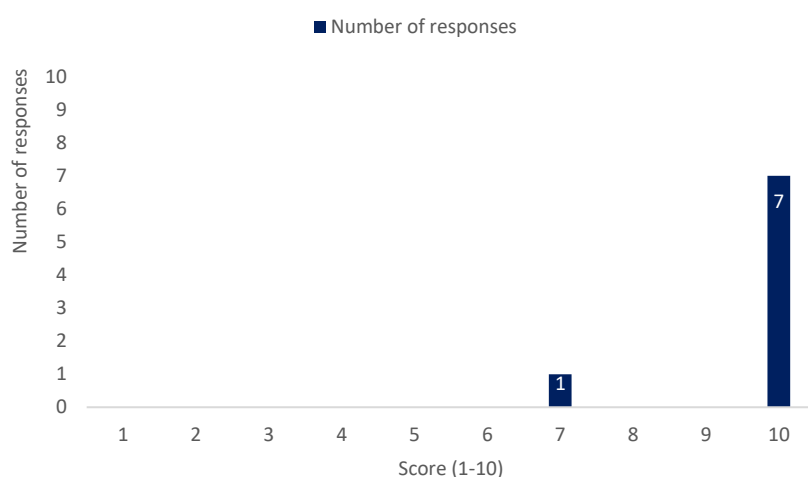
CORNERSTONE VIRTUAL REALITY PILOT PROGRAMME LEARNING JOURNEY: SOUTHEND SCHOOLS FEEDBACK

OVERVIEW/SUMMARY

1. Feedback suggests that school staff found watching the VR films very valuable.
 - They reported a strong reaction to the films, with 7 out of 8 scoring ten out of ten, suggesting they found them very thought provoking.
 - Participants discussed how the in-utero clips were 'powerful', giving them a clearer picture of what babies can feel in the womb. They claimed that this would help them to understand and emphasise with some of the behaviours they see.
 - The clip gave staff an impression of how it would feel to be a child experiencing neglectful parenting, with many raising feelings of intimidation, fear and loneliness.
 - They claimed that the strong emotional response they felt made them feel sympathy for what some of their pupils may have been through
 - Some staff commented that they felt that it would be very valuable for everyone who works with children to experience the clips in VR, as a powerful, empathy-building tool.

DETAILED FEEDBACK

1. Please rate your initial reaction to the Virtual Reality clips you have seen today



N = 8 **Mean** **Range** **Mode**

	9.6	7 to 10	10
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2. What were your thoughts on the virtual reality in utero clips?
 - "Interesting- would like to know more about the impact of drugs specifically. Impact of sight as well as sound."
 - "It gave a very realistic view of the experience's children may go through. It made it far clearer why some children respond the way that they do."
 - "Very interesting- I didn't realise the unborn child could feel such fear."
 - "Made you see things from another side- felt annoyed/scared etc."
 - "Incredible- really thought provoking."
 - "Eye opening."
 - "Powerful. Reflective. Sad"

3. How did it feel to be a child within Virtual Reality to experience neglectful parenting?
 - "Frustrating that we know where this is happening and the harm occurring, but it is difficult to intervene to prevent further harm."
 - "Extremely intimidating. It was scary and hard to experience it with the understanding that many children experience this daily."
 - "It was good to experience how worthless and afraid the child feels because you are then able to understand why children behave the way they do."
 - "Scared, intimidated. Alone/ lonely. Vulnerable, isolated."
 - "Intimidating."
 - "Awful- makes you feel so sad. Hard to imagine what it must be like for some of our children."
 - "I felt uncomfortable being in the child's situation. It's useful to experience what life is like and the implications of it."

4. Do you have any other thoughts/comments?
 - "Fantastic training- everybody working in schools or with children should experience this training. Thank you."
 - "Really useful- would be beneficial for all stakeholders to see to show empathy for vulnerable pupils. Thank you."
 - "Thought provoking. Group size to train staff."
 - "I thought it was so powerful and memorable."
 - "It would be useful to capture interactions you're getting to consider how our policy is in practice."