Shropshire Educational Psychology Services and Training Brochure September 2016 - August 2017

- Improving Participation in Learning
- Managing Challenging Behaviour
- Supporting Emotional Health and Wellbeing
- Improving Outcomes by Applying Psychology
- Supporting Staff Wellbeing

Contact Us
For further information on Educational Psychology Services, please contact us:
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Shropshire Educational Psychology Service
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Meet The Team

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Peter Lees  
Senior Practitioner 
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Anne Murray  
Senior Practitioner 
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Dr Louise Sheppard  
Senior Practitioner 
Educational Psychologist

Dr Aimée Webster  
Educational Psychologist
Improving Participation in Learning

Applied Behavioural Analysis (ABA)
Involves good teaching within a more formal systemic framework designed to help children and young people learn more effectively and feel more confident.

Dyslexia Assessment and Intervention
Using a range of assessment tools, the Educational Psychology Service will design a ‘tailor-made’ intervention programme to enhance literacy skills and confidence and improve access to the curriculum.

Exploring Barriers to Learning
To improve pupil participation and achievement the Educational Psychology Service will gather information from pupils and teachers to identify strengths and key priorities for action.

Speaking and Listening: Promoting Effective Practice
The service will work with schools who wish to develop ways of identifying and supporting pupils with speech, language and communication needs. This could be in relation to curriculum access or to social, emotional and behavioural development, and could involve work with individual pupils or work at a whole class or systems level.

Literacy Support
The Educational Psychology Service will support schools to set up and evaluate literacy programmes building upon supportive relationships with peers, parents or the wider school team e.g. Paired Reading, Peer Tutoring.

Positive Attitudes to Learning: Improving Motivation
The Educational Psychology Service will explore and measure factors that influence positive attitudes to learning and identify key priorities for action.

Precision Teaching
Success is built into Precision Teaching so that the pupil sees rapid progress and their self-esteem improves. A pupil is taught a new skill in very small steps in short daily sessions.

Case Study
The Educational Psychologist trained staff in school to use Precision Teaching techniques which help pupils who are finding it hard to learn something new. This way of working was unfamiliar to the school but was received with enthusiasm and quickly put into practice with one of its pupils. The work was so successful that it was used as an example of innovative and effective practice when Ofsted visited.
Functional Behavioural Assessment
Consists of a detailed analysis of the pupil’s behaviour. This approach is rooted firmly in behavioural psychology and its aims are to change behaviours. This assessment can be undertaken within a school or home setting.

Understanding Anger
Raising awareness of the underlying stress and anxiety leading to angry outbursts. The Educational Psychology Service will provide strategies for pupils and staff.

Brain Based Responses to Behaviour
This training session is designed to help you to recognise the dynamics of conflict and learn how to defuse difficult situations using brain-friendly non-verbal and verbal strategies. The focus will be on prevention and creating positive outcomes. 3 hours would be the usual time frame.

Understanding Challenging Behaviour
The Educational Psychology Service can help to identify whether unwanted behaviours may be attributable to underlying causes eg Attachment difficulties. Viewing behaviour through the lens of Attachment theory will help adults develop effective strategies when teaching those with Attachment difficulties. We can then work with schools and families to address these underlying causes.

Case Study
Ella was 15 and didn’t enjoy going to school. She started to avoid going until she had not been attending for several weeks.

The Educational Psychologist visited her at home to help understand the situation better. He spoke with teachers at school to make arrangements for Ella’s gradual return to school. He gave her the confidence to face her friends’ questions when she went back to school.
Supporting Emotional Health and Wellbeing

**Attachment Training and Interventions**
Attachment Training provides an understanding of early child development and the importance of good parenting. It focuses on how to support children from early years to young adults with their behaviour, and how to build their resilience.

**Dyadic Developmental Psychotherapy**
Dyadic Developmental Psychotherapy (DDP) is family-based and focused on facilitating the child’s ability to establish a secure attachment with his/her caregivers. The programme has been devised by Dan Hughes and covers the theories and research of Attachment, Inter subjectivity, and Trauma that are the primary models used for relationship development and trauma resolution.

**Cognitive Behaviour Therapy**
Cognitive Behaviour Therapy (CBT) has been widely recognised as being extremely effective in the areas of anxiety, depression, obsessive compulsive disorder (OCD) and post-traumatic stress disorder. It can be used with children, young people and adults.

**Developing a Whole School Approach to Self-Harm and Suicide Prevention**
An increasing number of young people are resorting to self-harm as a way of alleviating their emotional pain. The Educational Psychology Service has developed training materials which explore some of the myths surrounding self-harm and raise awareness of the young people who may be at risk of suicide. The programme blends various approaches into the treatment. These include Family Therapy, Psychodynamic Principles, and interventions based on Theraplay and narrative work. The programme actively communicates playfulness, acceptance, curiosity, and empathy (PACE) in order to co-regulate the emotions associated with past experiences and to co-construct new meanings of these experiences.
Therapeutic Story Writing
Writing stories using metaphor helps to process difficult feelings and emotions that may be getting in the way of a pupil’s learning. This group work supports children aged 7 – 13 years through a series of between 6-10 sessions including mindful exercises, assisted story writing following a given theme and sharing of stories. The psychology of this approach is derived from theories of self, pupils’ views, anxiety, attachment and solution focused methods.

The approach has been recognised by the DCSF as an example of good, inclusive practice. More than 500 schools have now introduced this unique therapeutic teaching approach to support children with emotional and behavioural difficulties. Evidence-based research shows that the programme raises attainment and is proven to encourage children to develop co-operative and trusting relationships with peers.

Comments from pupils involved in therapeutic story writing include:
“You can write stories and talk about problems but don’t have to say it’s you”, “This is a place I can come to and feel safe to be really me. It’s the best thing I do each week” and “It has been good to say my feelings to someone else and feel OK about it.”

No Worries
This is a practical and interactive new resource designed to reduce anxiety in young people. The programme uses Cognitive Behaviour Therapy (CBT) and focuses on developing strategies for life such as relaxation skills and cognitive reframing. Young people are encouraged and supported to engage in courageous behaviour, the outcome of which raises confidence and self esteem. The programme consists of 1½ days training from the EPS together with an accompanying manual. The programme takes 8 sessions to deliver with 2 follow up sessions. It has proved to be highly successful in reducing exam anxiety.

Managing Moods
Managing Moods is a school based intervention programme informed by CBT (Cognitive Behaviour Therapy) and DBT (Dialectical Behaviour Therapy) to support individuals with regard to initial self-harming behaviours. The programme consists of workshops for a group of 6-8 young people. The sessions focus on strengths using the core DBT skills of mindfulness, interpersonal effectiveness, distress tolerance and emotional regulation. The term “self-harm” is not referred to explicitly within the workshops or in the title of the programme.

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Trauma-Focused Rewinding

Trauma-focused rewinding, developed by Joe Griffin & Ivan Tyrrell (Human Givens College), is the most reliable, safe and non-intrusive technique currently available for the effective treatment of PTSD (Post Traumatic Stress Disorder) and phobias. This process can, in as little as one or two sessions, detraumatise bad memories, stop flashbacks, banish nightmares and help those who have experienced life-threatening events to move on.

Three Session Change Model

This is a therapeutic technique using Solution Focused approaches where staff observe the Educational Psychologist interviewing a young person and are then enabled to work with other young people themselves. The intervention raises the pupil’s self-esteem allowing them to make positive changes to their behaviour and learning. This intervention can be school or family based.

Therapeutic Support and Family Interventions

The Educational Psychology Service offers a range of Therapeutic Support and Intervention. This includes Cognitive Behaviour Therapy, Personal Construct Psychology (exploring children’s perceptions of the world) and Solution Focused approaches. We can work on an individual or systemic level with schools and families.

Case Study

Alfie (14) was on the point of being excluded from school.

The Educational Psychologist had three meetings with him and used a specific approach to boost his self-esteem. She visited home to talk to his mum.

Alfie was able to make small changes in his behaviour at school which led to him feeling happier.

The Head of Year had to check that Alfie was still attending school as she had suddenly heard so little about his behaviour from the other teachers!
Improving Outcomes by Applying Psychology

Accessing Students’ Views
By using a variety of psychological techniques and tools we are able to offer you an insight into how your students are experiencing school life. Students’ views can be accessed through interviews, observations, focus groups, data collection and analysis. Views can then be used to inform and shape your whole school practice.

 Evaluating School Initiatives
Methods of research and evaluation can be used to analyse the effects of specific school initiatives and interventions such as Nurture Groups and new Local Authority provisions.

Helping Schools to Plan for Change
Unique consultation is offered in order to develop a bespoke package, designed to meet your school’s needs in times of change. As part of this we will apply psychological research, ideas and evaluation techniques. Some examples include playground and playtime development, inclusive practice, using PATH (a visioning and planning tool), developing resilience or using the 10 Element Map to promote emotional health and wellbeing.

Professional Development
Training can be provided for adults working with pupils with complex needs e.g. children on the Autism Spectrum, children with Attachment difficulties. This can be related to the needs of specific individual pupils at school or for staff to gain a greater awareness of a particular area of Special Educational Needs.

Person Centred Planning
This is an approach that personalises and plans education ‘with’ children and young people, not ‘for’ them. It is an approach that is used to put individuals at the centre of planning for their lives.

By using person centred planning tools education professionals are able to meet the personal needs of children and young people and make sure their voices are being heard. Person centred planning can be used with individual pupils to support school inclusion or transition, as a whole-school approach to the PSHE curriculum or used in school management practices.

The EPS can provide support with person centred consultation and review meetings, advice and psychological involvement with children and young people (that can both advise Education, Health and Care Plans) and support schools with person centred planning training or whole school approaches.

Using Specific Psychological Approaches and Techniques
These can be used to develop further understanding of even the most complex situations to address a wide range of child and adolescent issues. Approaches such as Motivational Interviewing, Solution Focused Approaches, Social Stories, Circle of Friends, Personal Construct Psychology, Cognitive Behaviour Therapy and Three Session Change Model can all be used to improve outcomes for your students.
Supporting the Emotional Health and Wellbeing of Staff

Staff Support
The Educational Psychology Service can work with senior management or pastoral teams to focus on specific issues raised by the school.
This includes focused approaches to overcoming problems and making a positive change.

Head Teacher Group Supervision
This support has been extremely positively received as part of the TaMHS programme. Giving Head Teachers an effective shared problem solving support group.

Supervision for Senior Members of Staff
Increasingly schools are using part of their package time for direct supervision of senior staff.

Occupational Health Counselling Service
All Shropshire employees are entitled to a counselling service through Occupational Health. The Educational Psychology Service contribute to this service and offer additional Cognitive Behavioural Therapy. Academies can purchase this service directly from £83 per hour.

Costs
Each package will be costed depending on the number of hours required to deliver the intervention.
This will need to be discussed and agreed with the requesting service. Current pricing for this academic year, 2016-17, is £83/hour.
## Shropshire Educational Psychology Services and Training
September 2016 - August 2017

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<thead>
<tr>
<th>Package</th>
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In addition to the above standard packages, a bespoke ‘Platinum’ package can be purchased tailored to your individual requirements. This can be very cost effective for large schools or groups or federations of schools.

Packages are available for 2017-18 at a 10% discount.

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