



STOCKPORT
METROPOLITAN BOROUGH COUNCIL

Educational Psychology Traded Services Brochure 2020-21



**The British
Psychological Society**
Promoting excellence in psychology



**Association of
Educational
Psychologists**



www.hcpc-uk.org



Stockport Educational Psychology Service

We are a team of applied psychologists with specialist knowledge, skills and expertise in the area of child and adolescent development,

school systems and organisations. Working across education, home and community settings, we use psychologically informed evidence-based methods and approaches to promote the learning, development, mental health and wellbeing of children and young people from birth to 25 years.

What we do

Educational Psychologists (EPs) do a range of different work, both statutory and traded. The Local Authority funds our **Core Offer** which includes statutory work, work with vulnerable pupils in special placements, PRUs and early years, as well as critical incident and bereavement support.

Our **Traded Service** offer is available to schools/settings with the aim of working preventatively

There is a tendency to think of EP work as being about individual casework but this brochure shows the variety of work we can offer to support you and your school community.

The brochure is organised in sections covering different areas, including **staff training, consultation and problem-solving, systemic development, SEND processes and support for parents and carers.**

We can provide bespoke training and services not listed here, to meet the particular needs of your school/ setting., including work to support your school development plan.

We hope you enjoy finding out more about our service and the range of work that is available. Please feel free to discuss any questions or queries with your EP or contact us directly on **474 3870/ C&YPPsychology@stockport.gov.uk**

Dr Martin Powell

Principal Educational Psychologist

About Our Traded Work

We offer standard packages for primary and secondary schools which can be purchased via SLA Online:

A day is usually 3 hours on site plus an equivalent time for associated admin (e.g. planning and preparation for the visit plus follow up work, such as report writing and liaison with other services).

Schools can request additional **Top Up** sessions. These will be agreed and delivered depending on service capacity.

For further information, including information about costs, or to purchase EP sessions, please visit SLA online:

www.educationstockport.uk

	Sessions	Hours
Primary	3 day package	18 hours
Secondary	6 day package	36 hours

Some of the benefits of using our service

- A dedicated 'named contact' or link educational psychologist for your school or organisation.
- Close links with education, health and social care teams across Stockport. This means that you benefit from an effective and co-ordinated approach.
- All our work is delivered by highly qualified HCPC (Health and Care Professions Council) registered psychologists, so you can be assured of quality and standards.
- We invest in our team of psychologists providing regular supervision and CPD so that we have a highly skilled and effective team of practitioners to support you and your organisation.
- We ensure that our staff have enhanced DBS clearance and indemnity insurance cover and follow LA policies and procedures in relation to GDPR and Safeguarding.
- Our links with the Doctoral Programme in Educational and Child Psychology at the Universities of Manchester, Sheffield and Nottingham ensures that our work is at the cutting edge of research and evidence-based practice.

Problem-Solving and Systemic Development

Staff Surgeries or Drop-in Sessions

Description:

- This is an opportunity for staff to consult with an EP about an individual child or issue and develop an agreed action plan.
- Using psychological frameworks, the EP will seek to clarify concerns, explore the situation and consider hypotheses and develop a formulation that lead to agreed actions.



Benefits:

- Effective and efficient way of using your EP time as several children can benefit from EP involvement within the time available.
- A 3 or 4-way consultation can help to establish a shared perspective on a problem or issue and agreed plan.
- Provides space and time for parents/ staff to reflect on a given situation or problem.

How will it be delivered	Time required
1:1 meeting between EP and key adult.	Allow for 60 minutes per case/ issue.
or 3 or 4-way consultation between school, parent, EP and other professionals	

Staff Support: Individual and Group Supervision

Description:

Schools are increasingly using EPs to provide support and supervision for SENCOs, teachers and school leaders.

Using psychological models and techniques, EPs can facilitate group discussions around common issues, themes and concerns, enabling colleagues to reflect on practice and



Benefits:

- Reduce staff stress and improve wellbeing and resilience.
- The process and reflective space can help staff to gain a better perspective on problems, allowing them to find realistic solutions.
- Help and support from group members which often extends beyond the meetings.

How will it be delivered	Time required
Group meeting consisting of staff from an individual setting or colleagues from a number of settings with a similar role e.g. Head teachers, SENCOs.	1-3 hour meeting, depending on the agenda.

Problem-Solving and Systemic Development

Circle of Adults

Description:

CoA is a structured problem-solving process that can be used to understand and find solutions to systemic issues within a school and/or address issues and concerns in relation to individual pupils. This process can support and inspire those who are committed to helping young people who are the most difficult to reach.

This process provides a reflective space for creative thinking and innovation, looking at the presenting 'problem' from different angles and considering interacting factors.



Benefits:

- Adults can be supported to find solutions to seemingly intractable problems.
- Promotes collaborative problem-solving and shared understanding.

PATH (Planning Alternative Tomorrows with Hope) for Systemic Change

Description:

PATH is a creative planning tool that uses graphic facilitation to create a shared vision of a positive future for individuals, families, teams and organisations. For example, the PATH tool may be used to plan for significant transitions in education.

PATH is a structured process which draws on people's ability to visualize different futures and to plan backwards from a future vision or dream to help the vision come into



Benefits:

- Helps teams and organisations to develop a shared vision and goals.
- The process promotes creativity and enthusiasm and supports organisations with change.

How will it be delivered	Time required
Small group problem-solving process involving key stakeholders. CoA is led by an EP and second adult experienced in CoA (a lead facilitator and graphic illustrator).	Minimum of 3 hours delivery .

How will it be delivered	Time required
PATH is delivered by an EP and a second adult experienced in PATH (a process facilitator and graphic illustrator) .	Minimum of 2-3 hours

Problem-Solving and Systemic Development

Research and Data Analysis

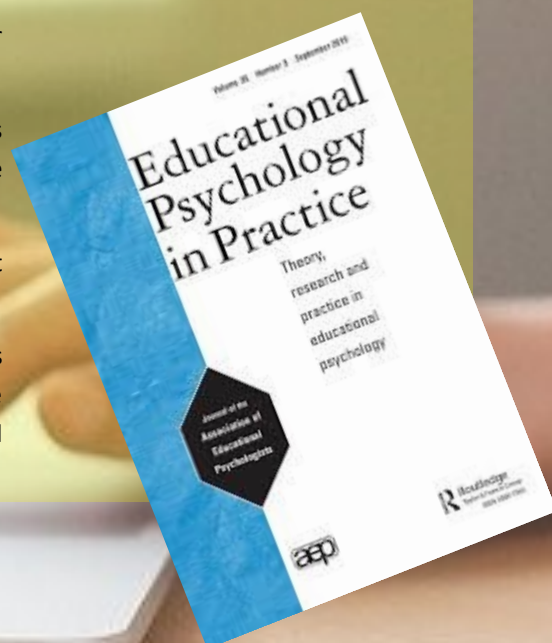
Description:

Research begins when we want to know something. It provides us with the information and knowledge needed for problem solving and making decisions. As psychologists, trained in the scientific study of the mind and behaviour, we have knowledge and experience in research design, methodology and statistics. We can help schools/ settings and organisations in a number of ways:

- Analyse data held on pupils in order to offer a better insight into a particular concern or issue e.g. analysing attendance data
- Support the development of assessment tools, surveys or questionnaires e.g. supporting staff wellbeing
- Produce valid research designs to evaluate interventions and activities e.g. researching and evaluating the effectiveness of resource provision

EPs have access to electronic databases in order to conduct literature reviews to support research.

The EPS has close links with the University of Manchester's Doctorate in Education and Child Psychology and supports the research projects conducted by trainee educational psychologists.



Research Papers by Stockport EPs

Bristow, S. (2020). Child-led research investigating social, emotional and mental health and wellbeing aspects of playtime. *Educational and Child Psychology*. Vol. 37 (4).

Cooper, L. & Woods, K. (2017). Evaluating the use of a strengths-based development tool with head teachers. *Educational Psychology in Practice*. Vol 33 (1).

Dodd, Lynda Warren (2009) . Therapeutic Group Work with Children and Mother's who have experienced domestic abuse. *Educational Psychology in Practice*. Vol 25 (1).

Fry, S (2014). *An exploration of paired reading with a peer and its impact on the reading ability and school connectedness of looked-after children*. DAppEdPsy thesis, University of Nottingham.

Hannen, E. (2012) Narrative therapy with an adolescent who self-cuts: a case example. *Educational Psychology in Practice*. Vol 28 (2).

Harding, E. (2017) Obtaining the views of children with profound and multiple learning difficulties. In Hobbs, C. and Hardy, J (Eds). *Using Qualitative Research to Hear the Voice of Children and Young People: The Work of British Educational Psychologists*. Division of Education and Child Psychology. British Psychological Society. London.

Laird, M. (2012). Parental Perceptions of a Pre School Diagnostic Pathway for Autism. DEdPsy thesis, University of Manchester.

Murphy, Sarah (2017) In the Space Between: Listening to Young People Who Have Encountered a Managed Move. DEdCPsy thesis, University of Sheffield.

Posada, S. (2006). Applying psychology to Local Authority planning processes. *Educational Psychology in Practice*. Vol. 22 (3).

Powell, M. (2011). *A Survey of the Mental Health and Emotional Wellbeing of Children Looked After by a Local Authority*. Unpublished Paper submitted in part fulfilment of DeEDPsy. University of Manchester.

Tyrell, B. & Woods, K. (2018) Gathering the views of children and young people with ASD: a systematic literature review. *British Journal of Special Education*. Vol 45 (3)

Who is it for?	Time Required
Schools/ Settings/ Organisations	Discuss with EP Service

Mental Health and Wellbeing

Working Therapeutically with Children and Young People

The Educational Psychology Team can offer a range of therapeutic interventions to enhance the provision made by your setting to meet the psychological needs of children and young people.

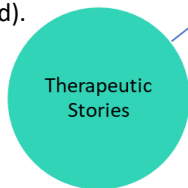
Cognitive Behaviour Therapy Based Intervention

A CBT approach is concerned with the link between thoughts, feelings, physical sensations and behaviours in understanding emotional distress. Interventions focus on teaching individuals how to break negative cycles by intervening at different points, applying practical strategies and solutions.



VIG (Video Interactive Guidance)

VIG is an evidence-based approach used to enhance communication and interaction within relationships (e.g. parent-child or teacher-child).



Therapeutic Stories

Therapeutic Stories can help children and young people to work through emotional issues. Metaphors help children to make sense of difficult feelings in a safe and contained way.

Motivational Interviewing

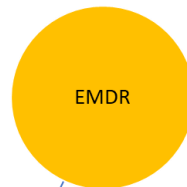
MI is a counselling technique which has been used by educational psychologists to help children, young people or even staff to set goals and make sustainable behavioural changes.



EMDR (Eye Movement Desensitization and Reprocessing)

EMDR is used in the treatment of trauma and other psychological problems. It involves the use of bilateral stimulation during the processing of emotionally charged memory/ experience.

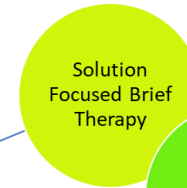
EMDR is not a 'talking therapy' so can be used with children and those who may struggle to talk about difficult experiences.



Solution Focused Brief Therapy



SFBT uses a structured conversation and approach to support children, young people or adults to find solutions to problems by building on strengths and abilities to achieve personal goals.

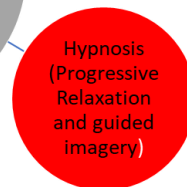


Personal Construct Psychology



Personal Construct Psychology

PCP is a psychological approach and form of psychotherapy. PCP emphasises the importance of understanding how a person construes and makes sense of themselves, others and their situation in order to facilitate change and positive adjustment.



Hypnosis (Progressive relaxation and guided imagery)



Using guided imagery and progressive relaxation, children, young people and adults can be supported to work at a symbolic level to change habits and cognitions, to reframe experiences and beliefs and identify goals, develop coping strategies and find solutions to problems.

How will it be delivered?	Time Required
Direct work with an educational psychologist	Delivered in blocks of 45-60 minute sessions. The number of sessions will be agreed between school and the EP (number of sessions will vary depending on the type of intervention and complexity of the presenting issues).

Mental Health and Wellbeing

Support for Staff and Parents

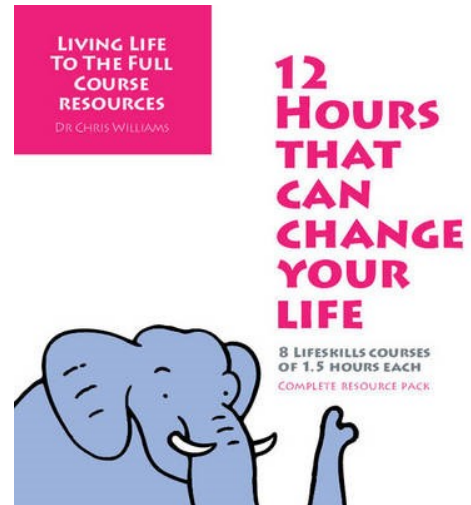
Living Life to the Full (Adult Course)

Description:

LLTTF is a life skills course for adults that is based on cognitive behaviour principles. LLTTF is a practical, self-help course which considers the link between external events, thoughts, feelings, physical feelings and behaviours in understanding emotional pain and distress. Adults are introduced to proven self-help methods to improve wellbeing.

LLTTF can be delivered in schools to groups of staff or parents by our educational psychologists, who are approved LLTTF group facilitators.

How will it be delivered	Time required
LLTTF is a 12 hour programme delivered over 8 x 1.5 hour sessions.	12 hours plus preparation time. Please note there is an additional cost for this course to cover the purchase of LLTTF course work book for each participant.



Benefits:

LLTTF has been shown to be effective in helping to reduce stress, improve mood, confidence and wellbeing and develop effective coping skills to deal with life challenges.

Promoting Wellbeing

Description:

This course gives people the opportunity to learn about different models of mental health and wellbeing and discover evidence based strategies to manage stress and promote wellbeing.

How will it be delivered	Time required
Course delivered to groups of staff.	1/2 day to 1 day depending on content .



Benefits:

The course promotes a self-help philosophy of helping people to better understand and improve their mental health and wellbeing.

Improved wellbeing and capacity to manage stress

Mental Health and Wellbeing

Training for Staff

Connect 5

Description

Connect 5 is a workforce training programme, that aims to build the capacity, confidence and capability of non-specialist frontline staff to better understand, promote and support good mental health. Drawing on psychological theory and evidence based approaches, the programme aims to empower frontline staff – whether in the public, private or voluntary sectors – to bring conversations about mental wellbeing, including suicidality, into their everyday practice and support and enable others to take positive measures to improve their mental health and wellbeing.

How will it be delivered	Cost
Centrally provided training. Session 1 (half day) Session 2 (full day) Session 3 (full day)	Free (funded by Public Health) Accessed via SLA online



Benefits:

- Increased confidence of front line staff to have wellbeing conversations and to support the mental health and wellbeing of service users.
- Improved knowledge and understanding of mental health and wellbeing

Currently in development: School Connect 5—a course designed for school staff

Trauma Informed Schools

Description:

Trauma informed schools are schools that are able to support children and young people who suffer with trauma and whose experience of trauma acts as a barrier to learning.

The training will consider the impact of trauma and adverse childhood experiences (ACE) on children's learning, behaviour and development. Staff will learn about trauma informed strategies, approaches and interventions which they can put into practice in their settings.

How will it be delivered	Time
Training in groups	1 day delivery



Benefits:

- Increase in staff confidence for those supporting children with ACE
- Inclusion and support for children with developmental trauma.
- Knowledge and skills to support growth and development of children who have experienced trauma, grief and loss.

Mental Health and Wellbeing

Training for Staff

Emotional Literacy Support Assistant Training (ELSA)



Description

ELSA is a nationally recognised, evidence-based programme designed to increase the capacity of schools to support children and young people with Social, Emotional and Mental Health (SEMH) needs. ELSA training is delivered by a network of approved educational psychologists across the UK.

Benefits:

- Attendees achieve Certified status as Emotional Literacy Support Assistants (ELSAs).
- The course modules will equip ELSAs to plan and deliver individual and small group support programmes/ interventions to children and young people who have temporary and long-term SEMH needs. ELSAs will receive two half-termly group supervision sessions from an EP, with the option of participating in regular, ongoing supervision to maintain their ELSA status.

Pervasive themes (covered in all sessions)

Starter activities as a resource for ELSA work
Review of previous session and homework.
Session planning, target setting and evaluation
Case studies and reflective diaries
Real life implementation
Linking back to the whole school context
Developing the ELSA role in school
Collecting and developing a resource bank

Programme Outline	Dates
Day 1 Essential Counselling Skills Emotional literacy in schools: good practice guidelines for ELSAs	20.05.2020
Day 2 Emotional Literacy: Self-awareness Self-regulation	10.06.2020
Day 3 Belonging, Social skills and friendships.	15.07.2020
Day 4 Building resilience and a sense of competence. Supporting positive change through motivational in- terviewing.	23.09.2020
Day 5 The use of story in ELSA work (therapeutic stories and social stories)	21.10.2020
Group Supervision (half day)	18.11.2020 am
Group Supervision (half day)	16.12.2020 am

**Dates for
your diary**

How will it be delivered	Cost
ELSA is a 5-day training course plus 2 half-day supervision sessions delivered in a central location. ELSA is suitable for teaching assistants, learning mentors and other key adults who have a role in delivering interventions with children.	£550

Mental Health and Wellbeing

Training for Staff

Living Life to the Full

(We Eat Elephants)

Description

Living Life to the Full is a fun, interactive, life skills programme based on cognitive behaviour principles. The course teaches how events are linked to our thoughts, feelings, physical feelings and behaviours and what we can do about it to promote positive change in the way we feel and behave.

The course can be delivered live with the support of an EP or 1:1 as an e-learning module.

How will it be delivered	Time required
Staff training to deliver the programme in schools	2 hour course for Primary Schools
A refresher course for schools that have already had the training is also available.	3 hour course for secondary schools
	Note: schools will need to purchase an annual license to run this programme.



Benefits:

- Evidence-based programme which teaches important life skills to build resilience and promote wellbeing.
- Fun, enjoyable activities for children
- Suitable for children aged 5-19
- Links with adult course.

Anxiety and School Avoidance

Description:

This training explores anxiety as a concept together with what causes anxiety and the signs to look out for in our pupils. The course teaches participants to use the resources to help pupils to manage their anxiety.

The course uses resources created by West Sussex Educational Psychology service and further developed by Corinne Winters, Senior Educational Psychologist, Stockport.

How will it be delivered	Time required
Staff training	1-2 hours plus ongoing



Benefits:

- Improved understanding of school based anxiety
- Learn to develop and implement strategies to help pupils to manage their anxiety.
- Improved school attendance.

Social Skills and Peer Relationships

Circle of Friends

Description:

Circle of Friends is an evidence-based targeted/ highly personalised intervention that can be used to support an individual child who has difficulties with peer relationships.

The intervention promotes positive relationships between the target child and their peers through a structured process which draws on the support of volunteers who will form the Circle of Friends.



How will it be delivered	Time required
EP will train and support key adults in school with the process of setting up and delivering the Circle of Friends intervention	Discuss with EP

Benefits:

- Children in the target child's class become more understanding of the child's difficulties.
- A reduction in negative and challenging behaviour as the target child feels included and is assisted to feel more positive about themselves.
- It creates a support network for the target child, reducing the need for LSA support.

Lego-Based Therapy Training for School Staff

Description:

LEGO-Based Therapy is a structured, evidence-based, targeted intervention used to promote the development of children's social and communication skills through a collaborative process.



How will it be delivered	Time required
Staff training Opportunity for on-going support to help set up Lego-based clubs, screening and selection of children, as well as evaluation of the intervention.	1.5 hours staff training plus preparation time. Option of ongoing support to be negotiated.

Benefits:

- Lego Based Therapy can improve collaboration between children, joint attention, sharing, turn-taking, verbal and non-verbal communication.
- Lego Based Therapy is effective in improving social competence in children with social communication difficulties, including children with Autistic Spectrum Conditions.

Developing Academic Skills

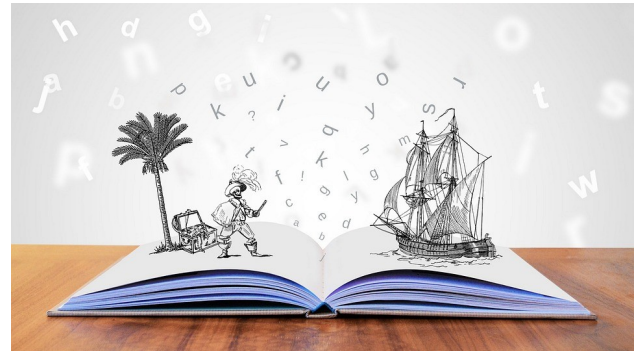
Paired Reading

Description

Paired reading is a research-based targeted intervention used with readers who lack fluency.

Students read aloud to a partner (either an adult or older pupil) who has been trained to use the positive, supportive skills of a reading coach.

How will it be delivered	Time required
Training delivered by an EP to reading coaches (e.g. staff, pupils or parents)	2 hours
Support with the setting up of the paired reading programme in school	Option of ongoing support to be negotiated.



Benefits:

- Paired reading has been shown to be effective in improving the reading skills of readers.
- Research has shown that students who support readers as reading coaches also make significant gains in their own reading abilities.
- Paired reading is a positive learning experience.

Precision Teaching

Description

Precision Teaching is a highly personalised and effective method used for targeting and developing reading, spelling and numeracy skills.

Precision Teaching consists of a daily short sessions of teaching, assessment and monitoring progress.

How will it be delivered	Time required
Staff training	1.5 hours staff training plus preparation time. Option of purchasing a second session for trouble-shooting purposes.



Benefits:

- Precision teaching is an evidence-based approach that supports the automatization of skills.
- Precision teaching can be useful in supporting the progression of skills from accuracy to fluency.

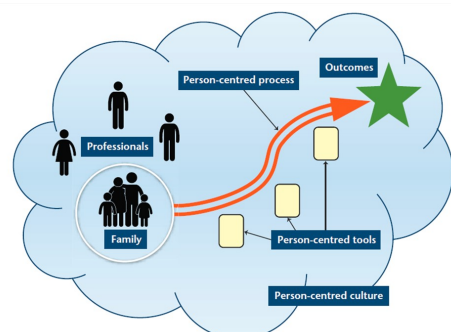
SEND Processes

Training for School Staff

Person Centred Planning Meetings

Description

This is a short course for staff who are interested in using person centred planning approaches to improve their planning for individual children and young people.



How will it be delivered	Time required
Staff or SENCO training.	1/2 day to Full Day, depending on training requirements.

Benefits:

- Increased quality and effectiveness of plans through integrated working and planning.
- Positive experience for children, parents and professionals.
- Personalised planning ensures that the lived experience, hopes and aspirations of the child and family are recognised and understood.

Writing Outcomes

Description:

Education, Health and Care Plans focus on the use of outcomes which are required to be SMART (Specific, Manageable, Achievable, Realistic and Targeted). This training describes how to write SMART outcomes for children and young people with SEND.



How will it be delivered	Time required
Staff training	2 hours staff training plus preparation time.

Benefits:

- Improved quality of SEND support plans and EHCPs
- Clarity of focus on outcomes to be achieved by the child/ young person
- Will inform teaching practices and planning at the universal, targeted and highly personalised stage of the Code of Practice.

SEND Processes

EP Intervention

MAPS (Making Action Plans)

Description

MAPS – Making Action Plans – is a planning process to support individuals and/ or organisations. It can be used as a universal, targeted or highly personalised approach. Maps asks a person/organization a series of questions about the milestones on their journey, so we can get to know them, dream with them, and build a plan to help them reach their aspirations. Two educational psychologists will facilitate.

How will it be delivered	Time required
Group process facilitated by two EPs (a process facilitator and graphic illustrator).	2 hours delivery



Benefits:

- Promotes collaboration, understanding and shared vision
- Encourages ownership of agreed actions which increases the likelihood of positive change.
- The process engenders a sense of inclusion

PATH (Planning Alternative Tomorrows with Hope)

Description:

- PATH is a creative planning tool that uses graphic facilitation to create a shared vision of a positive future for individuals, families, teams and whole organisations.
- PATH draws on people's ability to visualize different futures and to plan backwards from a future vision or dream and tell stories about how that vision can come into being through a chart.

How will it be delivered	Time required
Group process facilitated by two EPs (a process facilitator and graphic illustrator).	2-3 hours



Benefits:

- Promotes collaboration, understanding and shared vision
- Encourages ownership of agreed actions which increases the likelihood of positive change.
- The process engenders a sense of inclusion

Support for Parents and Carers

Parent Drop-In

Description:

Parent drop-in sessions can be offered to any parent or carer who would like to have some time to discuss their worries or concerns with an educational psychologist. This may include time to discuss a child's emotional well-being, management of behaviour, learning progress or relationships.

How will it be delivered	Time required
1:1 meetings with parents in school	40-60 minutes for each parent consultation.



Benefits:

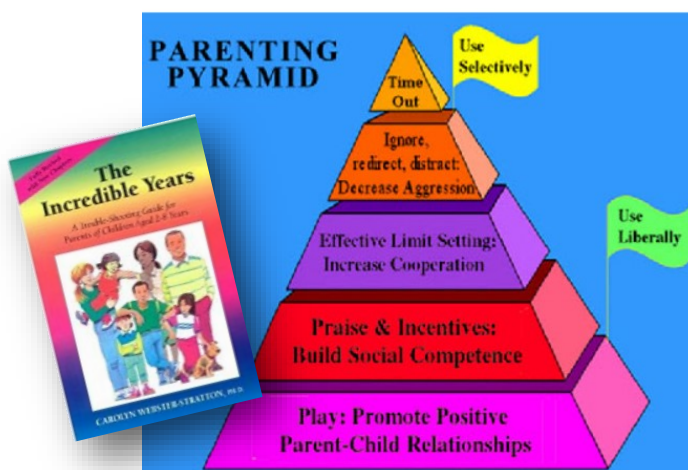
- Opportunities for parents/ carers to be listened to and supported by someone independent to the school
- Reduced stress and worry on behalf of parents/ carers
- Improved relationship between parents and schools/ settings
- Allows for early intervention and encourages consistency in use of strategies across contexts.

Webster Stratton

Description:

Webster Stratton Incredible Years Programme is an evidence-based course for parents and carers of children aged 3-12 years.

Drawing on child development and psychological theories (e.g. Learning theory and Attachment), the Incredible Years Programme is a fun, interactive course for parents and carers.



How will it be delivered	Time required
12 week course A shorter, 5-week programme based on WS principles is also available. A co-facilitator (either a second EP or member of staff) is required.	12 x 2 hours plus preparation time. Or 5 x 2 hours plus preparation time.

Benefits:

- WS has been shown to be effective with children with neuro-developmental conditions.
- Parents often value the support gained from the group which often extends beyond the facilitated sessions.

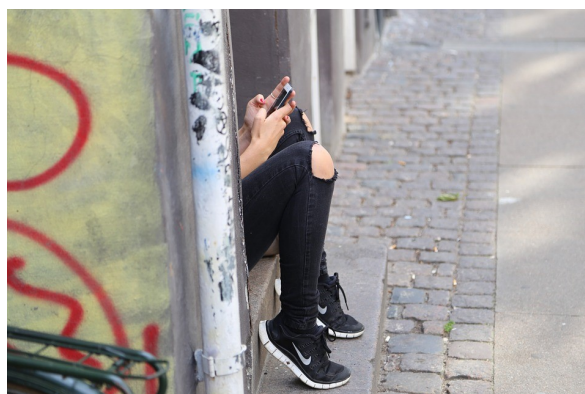
Support for Parents and Carers

Surviving Teens

Description:

Surviving Teens is a supportive group based programme for parents of teenage children. Parents can develop practical skills to help weather some of the challenges that comes with parenting teenagers and maintain positive relationships

How will it be delivered	Time required
Group based course facilitated by an EP. We may require an additional adult to support the group (either member of staff or EP).	6 x 1.5 sessions delivery



Benefits:

- Improved parent-teenager relationship
- Reduction in parent/ family stress and dysfunction
- Increased confidence among parents
- Improved adjustment for teenager

Connected Families

Description:

Connected Families (previously known as Youth Connect 5) is a 5 week group based programme for parents/ carers of young people with social, emotional and mental health issues.

Co-authored by Dr Martin Powell, Stockport Educational Psychology Service, the programme has been delivered in schools across Cheshire and Merseyside. A study by Liverpool John Moores University has shown that Connected Families is effective in producing positive change for parents and young people.

How will it be delivered	Time required
5 x 2-hour weekly sessions delivered by an EP and co-facilitator (e.g. staff member) Option of train the trainer	10 hours delivery



Benefits:

- Improved parent-child relationship
- Reduced stress for parent, child and family
- Better understanding of mental health and the practical steps that can be taken to improve wellbeing.
- Improved confidence for parents
- Evidence of secondary positive changes for parents and young people (e.g. quitting smoking, securing a job).

Managing Behaviour

Staff Training and Consultation

Solution Oriented Practice in Schools

Description:

This is a practical course which provides an overview of solution focused principles and considers how they may be applied in schools, including working with staff, parents/ carers, children and young people.



How will it be delivered	Time required
Training to schools and settings	1 day course

Benefits:

Provides staff with a positive framework and tools techniques for engaging children and young people in conversations which can lead to positive change.

Positive Relationships, Positive Behaviour

Early Years, Primary and Secondary Course

Description:

This is both a theoretical and practical course which draws on key psychological principles and theories (e.g. attachment theory, learning theory and child and adolescent development) to develop skills and approaches that work in the classroom and beyond.

Programme is ideally suited to whole school initiative



How will it be delivered	Time required
Whole staff training	5 x 1.5 hourly sessions These can be delivered as twilight sessions.

Benefits:

- Develop strategies and approaches informed by psychological theory and frameworks
- Opportunities to practice and test out skills and techniques in a safe space
- Opportunity for staff to reflect and problem-solve together

Managing Behaviour

Staff Training and Consultation

Functional Behaviour Analysis

Description:

Functional Behavioural Analysis (FBA) is a joint problem-solving process to understand and intervene with challenging behaviour presented by a child or young person in a learning environment.

The process involves extensive data collection, utilising a variety of methods such as classroom observations, behaviour records, and teacher consultation.

The data collected is analysed as part of a joint consultation between the psychologist and key staff members in order to understand antecedents, consequences, setting conditions and hypothesised function of the particular behaviour of concern to inform the development of an intervention plan.



Benefits:

- Increased staff confidence and understanding
- Reduction in challenging behaviours.

How will it be delivered	Time required
Consultation and training for staff.	Discuss with EP

Nurture Group Intervention

Description:

Nurture Groups are based on the principles of Attachment Theory. They usually include between eight and twelve pupils who have an additional need with regard to attachment. Pupils continue to be part of their regular class, but spend part of their week with the Nurture Group.

Nurture groups are usually facilitated by two adults who lead activities which are planned to address attachment needs and support the social and emotional development of the children.

Our service can support schools to:

- set up a new Nurture Group
- develop existing Nurture Groups
- evaluate their provision
- select pupils for the group and monitor

Benefits:

- Nurture groups provide a sustainable approach to schools meeting the social and emotional needs and academic progress of their pupils.
- Additional input can support existing groups to better meet individual needs.

How will it be delivered	Time required
Consultation and training to key staff in school.	Discuss with EP

Bespoke Training



Attachment Theory for Schools and Settings

This training provides staff with an comprehensive understanding of attachment theory and its application within the home, school and community



Resilience

We all face adversity in our lives. No one escapes unscathed. Sadly, this is true for children as it is for adults. Drawing on key theory and research, in this course you will learn what makes people resilient and how to promote resilience with the people you support.



Critical Incident and Bereavement

How prepared is your organization in terms of its ability to respond effectively to a CI or bereavement? How can you support colleagues, pupils and the community? This course will support settings to develop systems and practices to effectively support and respond when faced with challenging and difficult events..



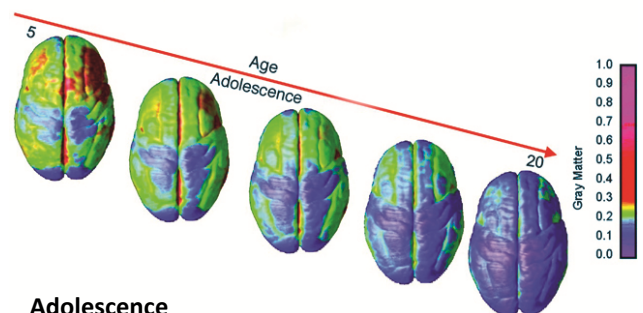
Emotion Coaching

This course provides theoretical and practical training for staff to help them to support children and young people with emotional regulation.



Child Development

Developed with nursery and primary school colleagues in mind, this course provides an overview of psychological theories and studies of learning and social and emotional development which will be of relevance to classroom practice.



Adolescence

Drawing on current research and theory in psychology and neuro-psychology, this course will help participants to get a better understanding of what makes an adolescent 'tick'.



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