Workshop Summaries

Workshop session 1:

Let’s Get It Right for students with autism in the City of Edinburgh

Hatty Chick, Educational Psychologist and Lorna Johnston, visiting teacher working in the City of Edinburgh.

This workshop will explain work in Edinburgh which is entering its third year. The project aims to support the professional development of teachers with regard to successfully promoting positive outcomes of students with autism in mainstream schools. This piece of work has been an evolving story and has become a small piece of action research. It has involved joint working between a teacher and an educational psychologist as well as discussion and consultation with teachers, pupil support assistants and Health Service personnel. Central to the work has been the consultation and involvement of the students themselves and their parents and carers. The workshop will explain the processes used by Hatty and Lorna in order to do this and how it fits into the framework of Getting it Right. We will share some of our findings from extensive focus groups and interviews as well as visits to see the good practice evident in other parts of Scotland. We will explain how we are feeding our research findings into the ongoing development of a training programme in the City. We will discuss how we are fitting this work into the City’s Getting it Right framework. We will explore both the progress that we have made and the difficulties that we have encountered in doing this. We will present some information on a scheme which we have piloted for supporting students social skills with autism in mainstream high schools and other supports for their parents. We will consider some of the mechanisms by which Lorna and I have developed a close working relationship across our two disciplines in particular but also between ourselves and speech and language and occupational therapy.


Self-Regulation in Action: Helping adults to develop children’s “Air Traffic Control” systems using an adult learning model.

Jonathan Godson, Kirsty Blyth and Gillian Horribine, Perth and Kinross Council

This interactive workshop will outline an action research project supported by three EPs over one academic session. The project had two aims: Firstly to enhance the participants understanding of children’s executive function skills and self regulation behaviours; Secondly to promote the participants ability to support children’s self regulation in three provisions (mainstream primary school, nurture classroom and offsite provision).

The project was run across a full academic session with six practitioners attending eight sessions across two distinct phases. Practitioners were supported by EPs to set and respond to three ‘driving questions’ in Phase 1 which helped inform planning for Phase 2. Phase 2 followed one research cycle where practitioners focussed on addressing one main ‘driving question’. Participants collected evaluation data on their learning throughout.
This workshop will outline the rationale for using this model to support professional development, the process undertaken across the two phases and include examples of evaluation data. The workshop will highlight areas of practice that were key to successful implementation and any barriers.

There will be opportunity to explore your own skills and understanding so please be prepared to contribute!

Developing nurturing principles into Children’s Houses

NHS Ayrshire & Arran CAMHS Team, East Ayrshire Psychological Service and South Ayrshire Psychological Service

After the introduction of nurturing approaches in Early Childhood Centres in East Ayrshire and the positive evaluation of established Primary School nurture classes the six nurture principles have been adapted to support key worker practice in Children’s Houses. Initially training was developed around nurture, attachment and neuroscience as well as relationships and behaviour management.

A programme of supported change was developed and implemented through a partnership approach with the NHS Ayrshire & Arran CAMHS team and the East Ayrshire Psychological Service through a co-development and a co-delivery model. This incorporated key workers attending a three day training programme with sustained support through mentoring and modelling in the field. This has been complimented by a social pedagogical approach from Social Services. Feedback and evaluation from key workers has been very positive and there has been a noticeable change in language, understanding and practice regarding how professionals interact with, support and ‘nurture’ young people who are Looked After.

Currently the partnership is developing a second wave of training for staff in Children’s Houses as the appetite for new approaches and learning increases and the direction of travel is very much about looking after children in East Ayrshire. Recently the training has been co-delivered with the South Ayrshire Psychological Service in a cross-authority working group with a view to further development and joint approaches. The workshop will share and summarise the journey so far...

Flexible Approaches to Improving Learning Experiences

Elayne Steel, Aberdeenshire Educational Psychology Service

This workshop will describe how Aberdeenshire Educational Psychology Service has developed its approach to supporting learning and teaching across the authority, how this work is being evaluated and what we have learned so far about supporting SPD in a variety of forms.

The core objective of the EPS is to work with others to enable children and young people to develop their educational, social and emotional potential. The goal is not only to make a difference to the lives of children and young people but also to increase the capacity of
families, establishment staff, the authority and partner agencies to meet the needs of children and young people. This workshop will describe our journey from single presentations or workshops to a blended learning approach supporting the needs of different stakeholders. The key approaches will be described along with the challenges, not least, the difficulties around measuring impact.

Right from the Start - Supporting Professional Development

Dr Rachel Hayton, Educational Psychologist, Dumfries and Galloway Psychological Service and John Thin, Education Officer and Probation Manager

In Dumfries and Galloway we understand that we are not just preparing probationer teachers during their first year in school to meet the Standard for Registration. We recognise that some of each cohort of probationer teachers will go on to become Education Service movers and shakers of the future either in Dumfries and Galloway or further afield.

Dumfries and Galloway Psychological Service plays a considerable role in the year-long programme for probationer teachers from the pre-term induction day to the end of probation year conference. Inputs include self management, building personal resilience, having difficult conversations, solution orientated approaches to problem solving, meeting learners' needs and how to conduct research.

This workshop will look at the psychological approaches used with probationers and explore how Psychological Service might work with probationer supporters to enhance their experiences. Participants in this workshop will be invited to reflect on their own experiences of participating in SPD and how and why they might choose to broaden that input.

Supporting children with ADHD: A joint approach to building capacity in education

South Ayrshire

TBC

Growth and development of a solution oriented approach to multi-agency partnership working in a learning community joint support team.

Vicky Tindal, Educational Psychologist (Glasgow Psychological Service), Leisa McCracken, Depute Head Teacher (Whitehill Secondary, Glasgow), Shelagh Delahunt, Head Teacher (Haghill Park Primary, Glasgow)

The aim of this workshop is to share current practice in a learning community in Glasgow that chose to develop a Solution Oriented Approach (SOA) to their Joint Support Team (JST).
The JST in this learning community operates as a cross sector, multi-disciplinary consultation forum which is embedded within a staged intervention model.

A comment from the JST minute taker “should we start at the end of the list of pupils so that the pupils at the bottom of the list get a chance to be discussed?” clarified the need for change within the JST and suggested a fundamental change in approach from the agencies around the table in how we formulate outcomes for the young people. The desire to ensure that JST time was used most effectively and equitably to discuss issues, explore strengths and agree goals and pathways based on these was at the core of the decision to move the JST towards a SOA. This approach is recommended by the Scottish Government and is one of the Promoting Positive Relationships strands adopted by Education Services in Glasgow. Additionally there was already an established knowledge base of this approach in the learning community.

This workshop will outline how this approach was developed for use in the JST and its wider applications in the learning community as a whole. Glasgow Psychological Service in line with Education Services are now proposing a training and implementation plan to roll this approach out across all Learning Communities so that all LC JSTs operate a shared framework. The proposed implementation plan recognises that changing processes will take time and that along with a change in process adopting a SO approach also requires a change in mindset away from a deficits based within-child view of presenting problems to a socio-ecological view which identifies and builds strengths and exceptions and uses these to co-construct alternative ways of viewing situations and building towards solutions. Such a shift in mindset will require ongoing coaching and support as multi agency teams build their skills around this new model. Involvement of Psychological Services will support this shift and help to build capacity through supporting professional development.
5 journeys - taking a whole-systems approach and using research to improve systems and achieve better outcomes for children and young people

Fiona Brown, Midlothian Council Educational psychology Service & Keith Millar, Pathways to Success, Midlothian Council

This workshop aims to show how the EPS collaborated with the council's Business Transformation Team to undertake analysis of the journeys of five primary aged children who were placed in residential schools outside the authority.

The journeys of the children were analysed and common themes behind their experiences identified. The findings, presented as pathways and thematic networks, were shared with a range of professionals including heads of services, children and families staff, head teachers, support for learning teachers and NQTs. These presentations promoted reflective dialogue about how well the authority systems support vulnerable children and their families and how the available support could be targeted differently in the future in order to achieve more positive outcomes which has led to a change in policy and practice.

The work is being used to transform systems and processes to focus on desired outcomes for Looked After and Accommodated Children and to develop staff confidence and understanding of the impact of the decisions which they make. This research approach has also been used by other services to inform service improvement and delivery.

Video Enhanced Reflective Practice as a means of promoting achievement and inclusion in schools

Heather McLean and Gail Nowek, Glasgow Psychological Service

The above workshop will relate to both key themes of Supporting Professional Development and using the research function within an Educational Psychology Service.

Video Interaction Guidance as a means of increasing attunement between individuals has a strong evidence base in the literature. As attunement is at the heart of effective teaching and learning, VIG has been drawn on in many creative ways in educational contexts to successfully enhance the learning experience for young people. A development of this process, Video Enhanced Reflective Practice, has been used to support the continuing professional development of teachers and other staff working with young people. In such VERP courses, staff are encouraged to reflect on films of their own practice which they bring to a group situation. Discussion within the group, facilitated by a VIG practitioner, focuses on the attunement principles highlighted in VIG.
Both VIG and VERP have been embedded as key tools for Glasgow Psychological Service to support educational establishments throughout the city. VERP in particular has been developed as a principal approach to supporting positive outcomes for children and young people and for capacity building in schools. As such, it is a key means of promoting the local authorities’ initiatives within schools including the nurturing city; promoting positive behaviour and raising attainment and achievement through Curriculum for Excellence. A variety of creative approaches are being used to support this.

The workshop will focus on examples of how VIG and VERP are being used to promote reflective practice to bring about positive outcomes for young people. In this workshop specific examples of the use of VERP within Glasgow will be illustrated, e.g., to promote language friendly establishments, to enhance the development of Precision Teaching and to promote the inclusion of young people through reflective staff sessions (both teachers and Child Development Officers). Educational Psychologists and Inclusion Support staff have also participated in VERP courses to help them to take forward their own practice by focusing on challenging conversations. This will be an interactive workshop that looks at a selection of films and considers the impact on young people and staff within the school context.

The above initiatives are also being evaluated by Glasgow Psychological Service and Glasgow City Council through its use of VERP is also contributing to the evidence base for VERP through its contribution to the Jessica Kingsley book on this subject.

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**Does maths make our children anxious? An exploratory study**

**Sharon L. Brown & Jennifer Pritchett, North Lanarkshire Council Psychological Service**

A review of the literature identifies numeracy as one of the “big three” pillars for learning alongside literacy and health and well-being (Donaldson, 2011, Scottish Government, 2004). The *Scottish Survey of Literacy and Numeracy* (2013) identifies a need for early intervention to raise attainment in numeracy with considerable gaps noted in children’s numeracy attainment by S2. North Lanarkshire Council, as a Numeracy Hub, continues to identify numeracy as an area of need for lifelong learning.

Maths anxiety is described as “feelings of tension and anxiety that interfere with the manipulation of numbers and the solving of mathematical problems in a wide variety of ordinary life and academic situations” (Richardson & Suinn, 1972, p. 551). While maths anxiety is purported to affect a large proportion of the school age population, some studies indicate maths anxiety negatively affects girls’ performance more than boys’ (Baloglu & Kocak, 2006; Else-Quest, Lindberg, Hyde, Petersen & Linn, 2010). However, a few studies report no gender differences (Chinn, 2009; Tapia & Marsh, 2004). Lack of consistent gender effects may be in part due to inconsistent definitions and measurements of maths anxiety across studies. Interestingly, maths anxiety might be a contributing factor in Scotland’s children’s deteriorating maths attainment levels.

The aim of this workshop is to share the findings of a pilot study in North Lanarkshire that examines the relationship between maths anxiety and maths attainment, with age and gender as independent variables of interest. Better outcomes for children will be explored
with school staff to implement small tests of change and the implications for psychological service priorities are discussed. The workshop is designed to enlist views about maths anxiety and its impact on maths performance.

Evaluation by Fife Psychological Service on the impact of a literacy intervention on the most “at risk 20%” of pupils.

Fife Psychological Service

Workshop for Literacy (WfL) has been developed as an evidence-based approach to improving children’s literacy skills. It is now in place in almost all of Fife’s primary schools. The aim of this recent evaluation is to identify:

- The 20% of pupil who are “literacy-vulnerable” and the longitudinal impact of WfL on their learning
- The impact of WfL on pupils’ motivation
- Factors associated with the success of WfL that contribute to breaking the cycle of disadvantage.

Results and recommendations from the evaluation have been shared with Education Service Management and are influencing the design of teacher and manager engagement across the Authority.

Enhancing the research function of the EPS

Pauline Lynch, North Lanarkshire Psychological Service

Over the last three years North Lanarkshire Psychological Service has had a research team focused on enhancing the research function of the Service. The team includes educational psychologists and researchers. This workshop will explore the journey taken by the team to develop this research function.

Developments which will be described will include:

- our exploration of the Researcher Development Framework\(^1\) as a tool to support the professional development of the researchers in the Service
- using feedback from commissioners of research to improve our research service
- the piloting of the coach consult model\(^2\) in North Lanarkshire with the aim of developing the professional knowledge, understanding and skills of school staff to carry out school improvement

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\(^1\) [www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework](www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework)

Reciprocal Teaching: Improving Attainment through the Development of Higher Order Skills

Gary McIlree, Shona Crawford & Joanna Grieve, West Dunbartonshire Psychology Service

This workshop introduces an evidence based intervention targeting the development of higher order reading skills through the adoption of West Dunbartonshire Council’s take on a reciprocal teaching approach. Following implementation science, this model has demonstrated positive outcomes by developing pupils’ reading comprehension and metacognitive skills as well as improving teacher confidence and their knowledge and understanding of teaching reading.

The workshop will describe how the sharing of positive practice and robust evidence base was implemented across three neighbouring authorities as part of the Scottish Government’s literacy hub initiative. Impact was monitored over a two year period with findings influencing the development of further research and teacher training. Psychological Service coordinated the monitoring and evaluation of this project and shall outline the research measures used, the data collected demonstrating impact and the next steps for disseminating the approach.

Visible Learning

Craig Parkinson, OSIRIS

John Hattie has considered much of the international research data regarding student achievement and looked at the areas we could focus on to support learning. Through the creation of 6 domains (curriculum, student, home, teacher, school and pedagogy) we know that the research points to the power of developing “Visible Learners”. This is the responsibility of the teacher. As such, we need to know what dispositions our learners need to have and how do our teachers explicitly develop them. The purpose of today’s workshop is to create discussion around what visible learning means and what Educational Psychologists and schools can do to create visible learners. Questions explored during the workshop will include: What are the qualities of good learners and how are these used and understood by learners, teachers and families? How do we develop learners who can answer our three key questions: Where am I going? How am I doing? Where to next? What are the key teaching strategies that have been proven to accelerate learners?