North Yorkshire Educational Psychology Service

Catalogue of interventions and training
Educational Psychologists often run interventions and training for children and young people or staff. The following are examples of the interventions and training that can be offered to settings, schools and colleges. All of our services and training can be booked anytime at www.northyorks.gov.uk/smartsolutions.

<table>
<thead>
<tr>
<th>Title</th>
<th>Intended outcomes</th>
<th>Audience</th>
<th>Description/duration of training</th>
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| Access Arrangements Key Stage 4     | • To assess the young person with regards to access arrangements in line with published guidelines | KS 4 pupils and examination officer. | This is an individual assessment and may take between 1-6 hours.  
Check out: whole day session (6 hours) to be negotiated per pupil  
SC                                                                                       |
| Adult wellbeing in schools          | • To explore and develop teacher wellbeing in the context of school                | All adults in school.           | One session of 3 hours or a shorter twilight session.  
Check out: half day session (3 hours) or twilight (2 hours)  
SC                                                                                       |
| **An introduction to narrative approaches to supporting young people** | • A basic understanding of the key principles of a Narrative Approach  
• An awareness of the philosophy and evidence base  
• An understanding of a range of tools which can be practically applied in school to effect positive change in children’s lives | All staff in school. The training considers different Narrative approaches at full school, group and individual level. | This training provides practical tools for staff for use with all children or children experiencing difficulties with self-esteem and/or behaviour. It complements growth mind set approaches and is helpful for children experiencing loss or trauma. **Focus:** Narrative approaches draw from a philosophy offering a different way of looking at problems in school, which open up new possibilities for action and change. It considers the power of language in shaping how we see ourselves, understand problems and the effects that these have in children’s lives. The training can be adapted to meet your needs but usually takes 2-3 hours. A follow up session of an hour is recommended to consider how implementation is developing and embedding practice.  
Check out: half day session (3 hours)  
MD |
Attachment and early development trauma

- Develops participants’ understanding of early developmental trauma
- Considers how attachment difficulties begin and how they can present in children and young people
- Highlights how such difficulties impact learning, educational, social and emotional development
- Identifies how to support children and young people with these difficulties

This session provides an overview of the psychological theory of Attachment, highlighting why all educational professionals need to have an understanding of this influential topic. There is a particular focus on the neuroscience of attachment and the concept of early developmental trauma, along with the implications for the social, emotional, cognitive and physical development of children and young people.

Participants will have the opportunity to consider different strategies that may be used to support pupils, as well as guidance for how to become an attachment aware school.

Delivered as a 3 hour session or two twilight sessions of 1½ hours.

Check out: half day session (3 hours)

CS

Circle of Adults

- To build a team around the child/young person in order to promote understanding of the concerns held and to support relationships where there is behaviour that challenges
- To support group work and to provide mutual support among teachers (and other workers)

Groups of staff (including Leaders, Teachers and Teaching Assistants) in all educational settings who work with an identified young person, as well as other professionals involved.

Time requirement: ½ day (90 minutes for initial meeting and 90 minutes for review session).

The group meets and is supported by a facilitator (the EP) to explore emotions, personal feelings and reactions, as well as to gain greater understanding about a young person and their needs. Ways forward are identified and are reviewed in a follow up session.

Check out: half day session (3 hours)

CS
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<tr>
<th>Developing ‘grit’ – how developing a Growth Mind Set can help to support achievement and emotional wellbeing</th>
<th>All staff in school / a session can also be made available for parents on request.</th>
<th>The training will consider the links with approaches to learning, emotional well-being and achievement and how developing ‘grit’ helps students to develop resilience in the face of adversity. The training will make links with Executive Functioning / Cognitive Competencies and how to develop meta-cognition. Length of training: 3 hours. Follow up session/s can be arranged to support implementation and enhance development. Check out: half day session (3 hours) CS</th>
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| • A basic understanding of the research and evidence base  
• An understanding of key themes, values and practical approaches linked with other Psychological approaches and the development of self-regulation  
• An awareness of ideas to use in practice including consideration of local experiences including how your EP can help support development  
• How to introduce GMS with parents | | |
| ELSA Emotional Literacy Support Assistants (new materials) | Teaching Assistants working with primary and secondary age pupils. | The 6 day course focuses upon supporting the emotional health and wellbeing of pupils in school by giving them the support and intervention that they require. It is an evidence-based training course, focusing on understanding the psychology of emotions and behaviour and applying this in an educational setting. The course is accredited by Certa. Day 1: Emotional Literacy in Schools  Day 2: Building Resilience and Self-Esteem part 1  Day 3: Building Resilience and Self-Esteem part 2  Day 4: Managing Emotions; Social and Friendship Skills  Day 5: Supporting Children through Loss and Bereavement; The Use of Story in ELSA work  Day 6: Active Listening and Reflective Conversations; Working with Puppets |
| • Delegates will have a deeper knowledge and understanding of the psychology of emotions in children/young people and know how this presents as behaviour  
• They will be able to plan, do and review an intervention for a known child or children  
• Upon passing the portfolio, the delegates will have a certificate of accreditation from Certa | | Book places on the termly course on SmartSolutions Online. |
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<tr>
<th>Emotion coaching</th>
<th>Have a deeper knowledge and understanding of one approach to supporting pupils to manage their SEMH needs</th>
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<tr>
<td></td>
<td>Understand the importance of Emotional Intelligence</td>
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<td>Learn how to recognize, respond to, and validate what a child is feeling</td>
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<td>Learn how to be an effective Emotion Coach using the Five Steps of Emotion Coaching with pupils of any age</td>
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<td>Discover ways to express understanding and empathy</td>
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<td>Learn how to set limits and problem solve with children</td>
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<td></td>
<td>Continuing professional development session for educational professionals delivered by Educational Psychologists.</td>
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<td></td>
<td>This three-hour session provides an overview of Emotion Coaching, highlighting why it is helpful for educational professionals to have an understanding of this approach. There is a particular focus on increasing emotional awareness and communication skills, this program improves your emotional responsiveness and, in turn, creates emotionally intelligent children. This means helping children understand their emotions by recognizing what they are feeling and why. To do this, adults need to teach children to address feelings in constructive ways so they can eventually regulate their own behavior. As children mature, the ability to manage emotions helps them navigate social relationships, maximize intellectual success, and develop confidence. Participants will have the opportunity to consider different strategies that may be used to support pupils, as well as guidance for how to become an Emotion Coach.</td>
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<td></td>
<td>Check out: half day session (3 hours) GH</td>
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<th>Executive Functioning skills</th>
<th>What is Executive Functioning?</th>
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<td>How do we improve Executive Functioning in CYP?</td>
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<td>Staff in schools and Early Years Provisions.</td>
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<td></td>
<td>Half a day session. Check out: half day session (3 hours) TK</td>
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| **Extended non-attendance (emotional based school refusal)** | • Have a deeper understanding of Extended Non-Attendance  
• Understand that there is unlikely to be a single reason behind the non-attendance  
• Understand the importance of the situation around the pupil and consider how they affect the communication within the system  
• Learn how to recognise the voice of the pupil  
• Examine the factors which affect a pupil’s resilience, independence, belonging, mastery and a sense of purpose  
• Acknowledge potential barriers to progress for the pupil, family and school / system  
• Identify where the situation is currently and create next steps | **Continuing professional development session for educational professionals.**  
This three hour session provides an overview of Extended Non-Attendance highlighting why all educational professionals need to have an understanding of this approach.  
There is a particular focus on an ecological model looking at the systems around the pupil, the child, the family, the school and the communication within the system. For change to happen we need to be aware of the model, shift perceptions and focus on something we can do something about. There will be a focus on collecting the pupil’s views and supporting the pupil to attain a higher level of self-actualisation (independence, belonging, mastery, sense of purpose). There will be the opportunity to consider and acknowledge the barriers to progress, identify where they are and what the next steps might be.  
Check out: half day session (3 hours)  
GH |}

| **FRIENDS** | Delegates will understand how to:  
• Normalise Emotional Feelings.  
• Develop Strategies for managing difficult emotions. | **Pupils 0-16**  
One session of training the trainers and follow up sessions for pupils in schools.  
This is a CBT based intervention.  
Check out: half day session (3 hours)  
GH |
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<tr>
<th>Group approaches to anti bullying</th>
<th>• To develop restorative approaches to support vulnerable children.</th>
<th>This intervention is intended to support vulnerable children.</th>
<th>This intervention is flexible and can be delivered as introduction of the process-1 session (3hrs)/EP support 3x1hr/EP and staff member 1 session (3hrs) Check out: half day session (3 hours) MS</th>
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<tr>
<td>Loss and bereavement</td>
<td>• To develop understanding around the process of grief and how school staff can support children and young people through whole school policy and individual intervention.</td>
<td>Groups of staff (including Leaders, Teachers and Teaching Assistants) or whole school training in all educational settings.</td>
<td>2 hour twilight or half a day. Check out: half day session (3 hours) or twilight session (2 hours) LH</td>
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| Mindfulness                      | • To gain a basic understanding of the principles of mindfulness  
• To be aware of the evidence base for mindfulness  
• To practice some simple mindfulness activities  
• To consider how you might use this in your work  
• To know where to get further information | Staff in schools and early year’s provision. | Mindfulness is a structured meditation programme and a process of breaking unconscious, automated habits. It makes you more aware of your responses & less likely to over react to certain situations. Someone practising mindfulness will be training their mind: practising keeping the mind in one place, choosing a focus such as the breath, or sounds or parts of the body. It is about being, not doing. Responding rather than reacting. Check out: twilight session (2 hours) AH |
### PATH/MAPS
- Planning tools that can be used to promote person-centred planning. The processes use graphic facilitation to communicate ideas.
- These approaches can be used to help groups of adults to support a young person to plan towards a specific goal or dream for their future.
- PATH is also a useful planning tool for organisations and groups.

Groups of adults (including Leaders, Teachers and Teaching Assistants) in all educational settings who work with an identified young person, as well as parents/carers and other professionals/agencies that are identified as relevant for the young person’s future. Alternatively, groups of staff within any organisation looking to support their planning at a systemic level.

Time requirement: ½ day
A group of people (chosen by the young person) meet and are guided through the PATH/MAPS process by the facilitating EP, to develop achievable and realistic goals for the young person’s future. It has a very clear structure and commits people to tasks in a given timescale.

Check out: half day session (3 hours)

### Peer mediation
- Improves children’s low level conflict resolution skills
- Increases children’s understanding of other perspectives, listening skills and problem solving
- Research shows mediator training skills are retained for some time after training
- Decrease in number of pupil to pupil conflicts reported by staff
- Increased in reports of increased self-esteem and self-control following training in mediation

Primary School e.g. Y4/5 target group of mediators

1 x 1 hour whole school staff session into to PM, research & pre-requisites, requirements. 6-8 sessions target group / responsible staff and EP. Duration approximately 2 hrs.

Check out: two day session (12 hours)
| Problem solving solution focused therapy approaches | • To develop problem solving skills for pastoral staff in secondary schools | Support staff and pastoral staff in secondary schools. | This training models the process for key staff in two sessions (6 hrs). Check out: whole day session (6 hours) SLM |
| Reading | • To develop knowledge and understanding of reading skills to support pupils with SEND | Primary Teaching Assistants | One three hour session. Check out: half day session (3 hours) JW |
| Resilience building | • To develop resilience skills in adults and CYP | From small groups to whole school including adults | This training takes ½ a day and can be followed by a PATH. Check out: half day session (3 hours) JW |
| Social Story writing | • For delegates to learn how to write social stories to help young people understand specific social situations | Groups of staff (Teachers/Teaching Assistants/Learning Mentors/Key Workers) working with an identified young person, including those with Autism, Communication and Interaction difficulties or SEMH. | Check out: half day session (3 hours) LH |
| Solution Circles | • To provide mutual support within a team in the context of staff meetings, supervision or multiagency working | Groups of staff in a range of organisations, including those working with identified individuals and their families | A collaborative solution-focused approach to finding solutions to challenging problems. Check out: twilight session (2 hours) LH |
| **Staff sharing scheme** | - Staff have a shared language for discussing issues relating to behaviour for learning  
- The school/setting has a regular forum for discussion and planning relating to behaviour issues  
- The Staff Sharing Scheme is integrated into school systems  
- There is a ‘non-blaming’ approach in discussions between parents/caregivers and school staff  
- Increased job satisfaction  
- School staff see the effects of their own increased skills on pupil learning | Groups of staff (including Leaders, Teachers and Teaching Assistants) in all educational settings; including year/pastoral teams in Secondary settings, whole staff groups in smaller schools/alternative provisions. | Time requirement:  
Contact time = 2 ½ days  
Preparation = ½ day  
**Phase 1**: A needs analysis with the Educational Psychologist (approximately 3 hours)  
**Phase 2**: Skill Training – the Educational Psychologist delivers five skill development sessions of approximately an hour’s length.  
**Phase 3**: Setting up of the Staff Sharing group, according to the operational model. The Educational Psychologist will provide initial support to establish and to facilitate a Staff Sharing problem-solving group (for two twilight sessions).  
Check out: three day session (18 hours)  
CS |
| **Supervision/peer support for adults in school** | - To explore the importance of support for staff in schools | Staff in school. | One two hour session.  
Check out: twilight session (2 hours)  
SC |
| **Supporting vulnerable learners** | To develop the capacity of staff to support pupils with SEND in the areas of:  
- Psychology of Learning  
- Measuring Progress  
- Reading  
- Digital support  
- SEND update | Primary and Secondary Teaching Assistants | This is a 3 day course.  
Book places on the termly course advertised on SmartSolutions Online  
SC |
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<tr>
<th><strong>The Golden Book</strong></th>
<th>A narrative therapy approach to improving SEMH. Can be implemented as a targeted intervention for an individual, or as part of a behaviour policy for a whole class</th>
<th>Groups of staff (including Leaders, Teachers and Teaching Assistants) in all educational settings who work with an identified CYP</th>
<th>Check out: twilight session (2 hours) LH</th>
</tr>
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</table>
| **Therapeutic Story writing** | For delegates to learn how to write Therapeutic Stories to support children and young people through challenging experiences | Groups of staff (Teachers/Teaching Assistants/ Learning Mentors/ Key Workers) working directly with an identified child. Not recommended below KS1. | Half day session (3 hours).  
Check out: half day session (3 hours) LH |
| **Understanding and responding to your child’s behaviour** | A series of workshops to learn solution focused and mindful techniques to manage challenging behaviour and improve their interactions with their child | Groups of parents (including those with children in a specialist setting). | 3 x 2 hour workshops.  
Check out: whole day session (6 hours) LH |
| **Utilising IT to support pupils with SEND** | To develop staff skills in supporting SEND pupils through the use of digital literacy | Primary Teaching Assistants | 1 session (3hrs)  
Check out: half day session (3 hours) SLM |
| **Working memory** | This training provides:  
- An introduction to working memory  
- Strategies to support the child with working memory difficulties | This training is appropriate for primary and secondary aged staff | Half a day or two twilight sessions.  
Check out: half day session (3 hours) MS |
| **Working with children and young people from refugee and asylum seeking families** | To begin to understand the social, emotional and mental health needs of asylum seeking and refugee children and young people  
To consider how these SEMH needs may be supported in the school context | Staff from schools who are new to working with children from refugee and asylum seeking families | Time requirement: 2 hours.  
Check out: twilight session (2 hours) AMcC |
Contact us

All of our services and training can and training can be booked online anytime at www.northyorks.gov.uk/smartsolutions

For more information or a quote, please contact your SmartSolutions Relationship Manager on email or their mobile.

You can also speak to our team of office based specialist advisors on 01609 533222 or email smartsolutions@northyorks.gov.uk