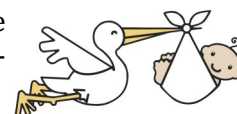


Educational Psychology Service Newsletter



There are a few staffing updates to share with you all. Firstly, Yvonne Coyle, who has been working with the service for 23 years has announced she is taking early retirement this year. Yvonne previously worked as an English teacher within East Renfrewshire before training as a psychologist. Yvonne has played a key role in the preschool assessment team, the fostering and adoption panel, supporting children who are looked after outwith the authority and supervising trainee psychologists. In addition to this, Gavin Stalker has been successful at interview for a Depute Educational Psychologist post in South Ayrshire. This is an exciting new venture for Gavin but we are very sad to see him moving on. Gavin has been a valued member of the Educational Psychology Service for 13 years. We wish both Yvonne and Gavin every success in this next chapter.

Vicky Flores and Gillian Thorburn both started maternity leave in April and Gillian has just announced the arrival of a baby boy, Leo! Gillian and Leo are both doing really well. Arrangements have been made to provide cover for schools for the summer term. We are also delighted to welcome back Christine McGovern in early August following the birth of a baby girl Aofie early October 2017!



This year we have welcomed two trainees, Ailsa Darling and Ruth McLeod, to the team. Ailsa is a year 2 trainee who is studying at Dundee University and is carrying out her thesis in Eastwood High School. Ailsa has already secured a job in Glasgow next year. Congratulations Ailsa! Ruth has started as a year 1 trainee and will be working with the team for the next two years. It's great to have trainees working in the service and carrying out research projects in our schools. In February Siobhan Wilson recently passed the Stage 2 qualification in Educational Psychology which means she has completed her probationary period.

Changes to our Service Delivery Model

Many of you will be aware that we completed a successful Validated Self Evaluation (VSE) with Education Scotland in February 2017. In response to this, as well as some of the challenges we are facing, we are working with a service reference group to ensure our service delivery continues to adapt to meet local and national priorities. In collaboration with our partners we are exploring a redesign of our model of service delivery with the key priorities:

1. Maintain our strong and effective partnerships with schools
2. Ensure our service delivery model is sustainable and effective in meeting the needs of our most vulnerable learners.

For further information on the views of our partners feel free to browse the data gathered during our Validated Self Evaluation activities in the 'VSE' folder on our service website: <https://blogs.glowscotland.org.uk/er/PsychologicalService/service-information/validated-self-evaluation-vse/setting-the-scene/>

Psychology of Parenting Project (PoPP)

Gillian Thorburn has continued to support the implementation of the Incredible Years parent programme, working collaboratively with other professionals and parents to encourage nurturing approaches and positive behaviour management techniques for children aged 3-6. Gillian Thorburn and Nick Smiley also contribute to the development of the PoPP programme in East Renfrewshire through involvement in the 'Experts in Action' forums, the children and young people's key change group and the PoPP governance group. The feedback received from the national POPP team was positive about the work in East Renfrewshire:

- 33% of families enrolled in PoPP groups were from the two highest deprivation categories;
- 70% of families who started a PoPP group completed the group (above the national average of 52%)
- 72% of the children who started in the high risk range on the SDQ, moved out of this range into the normal or borderline ranges at the end of the group. Moreover, 64% of these children moved into the normal range, compared to the national average of 44%.



"I got a lot from being amongst a group of parents being honest about their parenting. It's helped me to keep things in perspective. I can now pick myself up and keep working on my approach." - Parent

Bereavement and Loss Guidelines

'A Community Approach to Supporting Loss, Grief and Bereavement' was launched with staff from schools and early learning and childcare establishments and partner agencies from across the authority in May 2017. These guidelines were developed by the Bereavement and Loss Team in collaboration with The Prince and Princess of Wales Hospice for the purpose of increasing the knowledge and confidence of education staff when supporting children, young people and families affected by bereavement. The launch provided an opportunity for education staff to learn about the impact of bereavement and the important role of school staff in supporting a child's emotional wellbeing following a bereavement. Delegates also had the opportunity to meet and learn more about local organisations who offer a range of services to families before and after a death.

The Loss and Bereavement Team will be developing a series of CLPL opportunities around the wider theme of Loss. The next one is titled: *When a Suicide*



Mellow Ability

The first Mellow Ability Parents' Group has taken place at Isobel Mair School. This is an exciting new development for 'Mellow Parenting', an organisation which seeks to enhance parent child relationships through group support. The Educational Psychology Service and staff from Isobel Mair School and Isobel Mair Family Centre have worked closely with Mellow to develop a programme aimed at supporting parents of children with additional support needs who are attending, or are soon to start, Isobel Mair School. East Renfrewshire is one of 3 pilot sites for the 14 week programme which brings parents together to develop their skills and confidence and also involves their children in joint activities. Parents who attended this first group spoke very positively about the benefits of attending the both for themselves and

A Visit from the Chief Executive!

Our Chief Executive, Lorraine McMillian, came to visit the service in early March 2018. The purpose of this visit was to meet the team and learn more about the work of the service.

During the visit Lorraine was able to visit a School Improvement Partnership project in action at Crookfur Primary School. Lorraine also spent time speaking with members of the team about their responsibilities and different projects within the team. It was a pleasure to show Lorraine some of the work undertaken by the service!

Happens: Supporting Young People, Families and Staff

This took place at Eastwood House on the 2nd May at 9am.

The Guidelines can be accessed on Glow: Staff Section

– East Renfrewshire Documentation – Policy and Procedures. Here you will also find leaflets for parents, carers, children and young people; a poster for displaying in your establishment and case studies for generating discussion amongst your staff team. We would encourage you to discuss as a team how you are supporting children and young people to develop resilience and how you will respond to children and their families when they are experience bereavement and loss. <https://blogs.glowscotland.org.uk/er/PsychologicalService/school-staff/support-with-bereavement-and-loss/>



their children. Further evaluation will be conducted to inform future developments and for the first time a group for dads will take place with dads attending from East Renfrewshire, Glasgow and Falkirk. We hope to run a 2nd group for mums in Autumn 2018.



The Educational Psychology Service was delighted to support the official launch of Mellow Ability at The Lighthouse, Glasgow in November and was well attended by a variety of national organisations, representatives from Government and local authorities.

Dyslexia Research

Education Scotland published an independent review looking into experiences of children and young people with dyslexia. The report 'Making Sense: Education for Children and Young People with Dyslexia in Scotland' recommended improvements to the quality and use of data regarding the number of children and young people identified as having dyslexia. Nick Smiley, Jennifer Norval and Kristina Azubalyte undertook a research project to investigate the current recorded levels of dyslexia across our schools and the practice of record keeping in relation to dyslexia identification. The information collected will be used to consider recording systems and will inform updated dyslexia guidelines.

'Let's Play' Project

The 'Let's Play' project, led by Gillian Thorburn and June Walls, is now successfully operating across five family centres in East Renfrewshire. These include: Madras, Carlibar, Arthurlie, Cartmill and Glenwood Family Centres. Thank you to Lissa Duffy and Ainsley McGoldrick for their support in the direct delivery of the programme in Carlibar and Cartmill Family Centres. This programme supports parents to develop their knowledge around play and child development and helps them to refine their approaches when playing with their children in order to encourage positive relationships and learning.

The Let's Play project will be introduced to a further four family centres this summer: Isobel Mair, Hazeldene, Glen and McCready Family Centres.



Network Meetings take place throughout the year to allow sharing of expertise and to ensure that the Let's Play programme becomes fully embedded within East Renfrewshire's Family Centres, continuing to run on an annual basis during the summer holiday period.



Family First

In response to the research findings from the Collaborative Discovery Team (October 2013 – January 2014),

in which Eddie McGee represented the Educational Psychology Service, it was decided that a different way of working was to be tested out within the Early Years system, a preventive model. Family First originally established this approach in the community of Auchenback with two workers, with the criteria of families with children aged 0-8 years old 'needing a little bit of help'. Rigorous data was collected and as a result, the work was spread across the whole of Barrhead. This work practice has now been made permanent, December 17 and there are currently 5 workers, equivalent to 4 full time, who support families across Busby/Clarkston/Eaglesham, Giffnock/Thornliebank, Newton Mearns and Barrhead/Neilston. Their main role is:

- Build sustained, positive relationships with families
- Support families to build capacity and achieve their aspirations
- Navigate to, access, and test new ways of working with services
- Link to services, communities, and the third sector
- Model and mentoring to support parents and carers
- Flexibly solve problems with families
- Participate on ongoing reflective practice
- Collate data to support the development of family and community measures
- Prevent families reaching crisis point or requiring targeted support with services

The key aim of this service is to create a preventative response aimed at supporting 'just coping' families who are either not involved with formal services or are no longer being seen within formal services (e.g. post-social work). The hope is to see: a decreased number of families involved with formal assessments or referrals to social work; an increased number of families reporting that they have achieved their own outcomes and aspirations; an increased number of children meeting developmental milestones; an increased number of parents confident and able to support their families; a decreased number of missed appointments and an increase in participation in community based supports and services.

Eddie McGee supports Family First through recruitment, consultation, evaluation and training. EPs have consulted

on the use of data to inform practice and direction of the service. They have also provided support in the use of evaluation tools such as *Parent Hassle Scale* and the *Family Well-Being Scale*. Training carried out has included Motivational Interviewing and Solution Focused Approaches.

"I now help give support to others at a local parent and toddler group; it's been great for my confidence."

"I attended a group with no support, that is life changing, before Family First support I would have had a panic attack and left, no doubt in that."

"They don't point the finger at you then tell you what they think you should be doing, they genuinely want to find out about me and what is the most stressful in my life help me sort that out."

"There is no doubt that Family First has prevented things getting much worse!"

Places to Play

Eddie McGee in partnership with June Walls, Early Years Education, and Mark Hynds, Data Analyst from Community Planning participated in the IMPROVE-MENT SCIENCE in ACTION - PLUS (ISIA plus) PROGRAMME run by the Scottish Government over the last year.

They developed *Places to Play*, which is a component of East Renfrewshire's Early Year's Strategy and is linked to other authority initiatives such as *Let's Play*. It supports our wider aim that all parents/carers are aware of the benefits of outdoor play and how this promotes the development of children's physical, mental, social and emotional health and wellbeing. The project is an early intervention and prevention programme that will improve children's confidence, resilience and social skills and potentially reduce demand on Health Services and time in school responding to behaviour issues. It will also encourage parents/carers to use and regard their local community as a safe place for children to play, which is another strand of the strategy.

Places to Play focused on Pupils in P3/4 in St Mark's Primary school with the aim of encouraging children to engage in unstructured play



more often outdoors, out with education. A third sector charity, Impact Arts, was contracted to deliver a bespoke intervention: Creative Play Rangers, to promote imaginative play outdoors. A core strategy, which underpinned the project, was the use of *Improvement Science* methodology to collect data and measure impact. A key finding was the importance of involving parents, and a partnership with the Charity, PEEK, is being explored to provide training for parents to develop Play Champions and build capacity to promote outdoor play in the local community. *Places to Play* was shortlisted for a Quality Improvement Award: Co-Production with Families and our Services Award at the national QI Awards 2017.

National Action Enquiry

The National Action Enquiry programme was launched by Education Scotland to promote research by Educational Psychology Services across Scotland to raise attainment and close the poverty related attainment gap.

"I think that because we've got our mentor sometimes it's easier to talk to them instead of talking to an adult. Sometimes you get nervous speaking in front of an adult but they were there for you and you can just open up and speak to them." - mentee.

We reported in our last newsletter that our team were involved with the National Action Enquiry programme through setting up a Peer Mentoring project in St Luke's High School. The project involved 14 pairs of S1 and S6 pupils having weekly mentor-mentee meetings. Mentors also received weekly supervision meetings with the EP to support them with any issues or questions.

Focus groups were carried out with the mentee and mentor groups to gather their views on the project. The responses were encouraging clearly recognising the value in peer mentoring. S6 pupils reported that

they enjoyed the opportunity to work and help younger pupils, while simultaneously improving their own interpersonal skills. S1 pupils indicated that they felt supported by their mentors and felt comfortable speaking to them about things they experience in school. Both groups indicated that they felt that the project should be continued the following year and offered to continue participating and recommending it to other pupils.

A further project carried out by Eddie McGee resulted in the development of a scale to measure wellbeing in families. The Family Wellbeing scale was initially piloted with educational psychologists across Scotland and with other education professionals. It is currently being piloted with families who are supported by the Family First Service and those participating in Mearns Primary Family Engagement Project. A summary of the project has been posted on the National Improvement Hub and can be accessed at:

<https://education.gov.scot/improvement/documents/sac72-east-renfrewshire-hwb.pdf>

"It was nice to see them become more confident. [...] it was nice to see her talk to me more and tell me different things and see our relationship form." - mentor.

Nurturing Approaches in a Secondary Context

Ailsa Darling is a Trainee Educational Psychologist on placement with East Renfrewshire Psychological Service this year. She is currently completing research for her thesis as part of her MSc in Educational Psychology. She has been working with staff in Eastwood High School to support and train staff to further develop nurturing approaches within their practice and in their interactions with pupils in their class. A wealth of research evidence supports the positive impact nurture can have on pupils' attainment, achievement, behaviour as well as their social and emotional wellbeing. Therefore, the project aims to build on research within schools which provides evidence for the value of nurture as a whole school approach within a secondary context.

Ailsa has been filming examples of nurturing practice within the nurture room in Eastwood High school and using these video clips as a training tool to support mainstream staff to embed nurturing and attuned in-

teractions with pupils in their everyday practice. We will report on the findings from this project in our next newsletter.



The nurture base at Eastwood High School

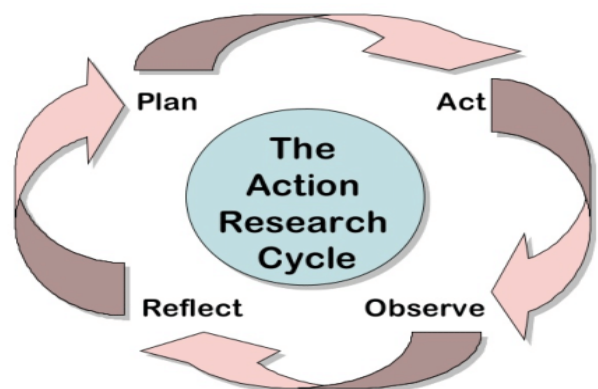
School Improvement Partnerships

The service continues to support the School Improvement Partnership Programme, which operates across the primary and early years sectors. The School Improvement Partnership Programme is a solution-focused approach to Scotland's attainment issues with a focus on innovating to tackle educational inequality. Staff involved participate in collaborative action research to develop their knowledge of different approaches and apply this to practice. Teachers collaboratively develop skills in enquiry and evaluation to ensure sustained improvement.

Fourteen partnerships have been formed across the authority, including three partnerships, which involve establishments from outside East Renfrewshire. The programme promotes Practitioner Enquiry, and is underpinned by the principles of collaboration and implementation science. In addition, Eddie McGee has applied the Model for Improvement to support the partnership involving Crookfur, Netherlee and Neilston Primary Schools. This partnership is exploring the use of technology to raise attainment in literacy using VCR Headsets and the App: Teach Your Monster to Read. The Chief Executive, Lorraine McMillan, visited Crookfur Primary School in March 2018 to see the VCR Headsets in action.

The learning from the application of improvement science to this partnership may be used to inform and develop the School Improvement Partnership Programme for the next academic year.

We are hoping that the partnership programme will continue to allow for practice and experience sharing. The partnerships have been following a research timeline and are now in the final stage, Phase Five: Evaluation and Reflection. It is expected that most projects will be completed before the end of the current session.



ASD Advisors & Meeting Learners Needs



There is a new website for ASD advisors which is accessible from Glow:

<https://glowscotland.sharepoint.com/sites/EastRenfrewshireCouncil/SitePages/Glow%20Groups.aspx>

You will need to log in to access the page. Here you will find current information and resources for supporting children and young people with Autism.

A *Meeting Learners Needs* website is also going to be launched in the near future. This will give access to information and resources for a wide range of needs. If anyone has any ideas or resources to be put on this website please contact Chris Atherton or Catherine Dillon Ruddy.

ASIST Workshops

Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. To enquire about the training please contact our service. Details are below.

Mindfulness Approaches



In previous newsletters we reported on a number of research projects exploring the impact of mindfulness on children and young people's mental health and well being. As a team we are continuing to develop our understanding and practice of mindfulness approaches as outlined in our improvement plan. We have been working alongside Fiona Inglis (Barrhead High) to look at a training model to offer authentic mindfulness training across the authority.

Siobhan Wilson has also been working alongside the Glasgow Mindfulness Centre to develop mindfulness practice and training and we are hoping to work in partnership with the Centre to develop a mindfulness programme for preschool, primary and secondary.



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