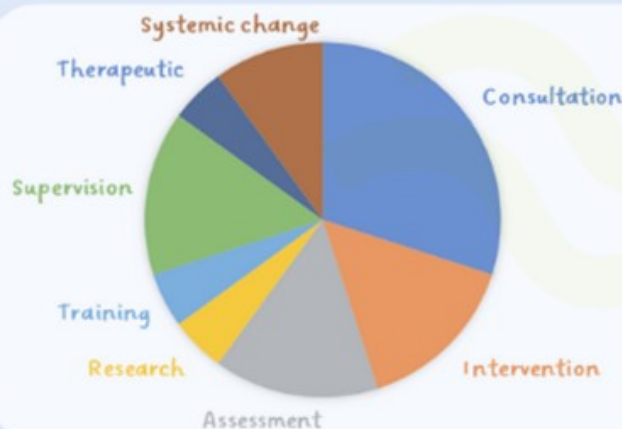


# EDUCATIONAL PSYCHOLOGY SERVICE

## ONE PAGE PROFILE



### PARTS OF OUR ROLE



### OUR VALUES

flexible  
empathic needs led curious  
non-judgemental compassionate  
providers of containment supportive  
empowering person centred reflective  
trainer relationship builders approachable  
promoters of hopeful futures  
creative facilitators of positive change  
collaborative solution focused researcher  
inclusive psychological holistic  
consultant evidence based resourceful  
co-constructors  
child advocate

### EXAMPLES OF EP WORK

- Providing individual and group supervision opportunities for Headteachers and school staff
- Critical incident support
- ESBA training programme
- Training and support for children displaced by war and conflict
- The embedding of trauma informed approaches
- Intensive interaction
- Direct therapeutic sessions with CYP
- Training Emotional Literacy Support Assistants (ELSAs)

### OUR TOOLKIT

- Active listening
- Forming relationships and making connections
- Reflection
- Application of Psychological Knowledge
- Consultation
- Collaboration

### WHAT WE ARE CURRENTLY DEVELOPING

- The use of dynamic assessment
- Therapeutic approaches
- Supporting the implementation and review of interventions



### INTENSIVE INTERACTION

Intensive Interaction is an **intervention** designed to help children and adults at the early stages of communication development. Graduate Psychologists trained in Intensive Interaction approaches by specialist staff at the Child Development Centre, have supported nursery settings by working closely with children with autism who show special educational needs in communication, and their keyworkers.

### PCP

Personal Construct Psychology (PCP) purports that everyone holds a unique mental framework from which they see the world. PCP techniques help to elicit belief systems and explore whether they are helpful or unhelpful to the individual. Understanding our belief systems and where they come from can help with positive change and with truly understanding another person's perspective. This model is particularly helpful for eliciting **child voice**.

### DDP

Dyadic Developmental Practice (DDP) is based on and brings together attachment theory, what we understand about developmental trauma, the neurobiology of trauma, attachment and caregiving and child development. DDP is an intervention model for children and young people who have experienced trauma in past relationships. Safety and security is increased through offering emotional connection in a variety of ways, helped by the attitude of PACE (playfulness, acceptance, curiosity and empathy). The model gives children the opportunity to experience the relationships necessary for healthy development, emotional regulation and resilience.

### DYNAMIC ASSESSMENT

Dynamic assessment (DA) is an assessment method that measures an individual's performance with the assistance of an experienced peer or adult. DA provides the examiner with information regarding the individual's learning process (Lidz, 2003). During DA, the assessor manipulates the interaction (e.g., contextual and/or linguistic prompts and cues) for the specific purpose of optimising the child's performance. As such, DA provides information regarding the child's ability to benefit from these contextual and linguistic manipulations, including the level and type of support that is needed to facilitate performance (Peña, 1996).

### CONSULTATION

Consultation is a collaborative process where a concern is shared and the expertise of all involved are considered. It results in agreed actions to bring about positive change.

The process empowers all involved and increases capacity to meet the needs of schools, parents, children or young people.

### RESEARCH EXAMPLES

A thematic analysis was conducted on data obtained from a questionnaire completed at the first Shropshire Inclusion Day (10.02.2023). The questionnaire included seven questions on the theme of 'neurodiversity' (ND). The responses were analysed, and super-ordinate and sub-ordinate themes were identified for each question. The findings from this thematic analysis informed the future actions of the ND Training Steering Group.

Focus groups have been completed to obtain information regarding the development of the ND pathway. A number of small focus groups with young people aged 16+ were conducted to capture young people's views of neurodiversity including where they can access support.

### CIRCLE OF FRIENDS

Circle of friends is an **intervention** which aims to develop and promote friendships and social networks. Circle of Friends is inclusive in that it aims to allow a child who is experiencing difficulties to feel part of the class and accepted by their peers. It promotes social awareness and empathy through a whole class session and more intensely through small group work. Circle of Friends is used to engage a focus child who is experiencing social difficulties within school. The aim is that they feel more involved in the class and have friends on which to rely

### SOLUTION-FOCUSED

Solution-focused **therapy** is a goal-directed collaborative approach to psychotherapeutic change that is conducted through direct observation of clients' responses to a series of precisely constructed questions. It incorporates positive psychology principles that help clients construct solutions, rather than focussing on problems.

Further information regarding the following aspects of EP practice can be found in the [EPS brochure](#)

- Therapeutic approaches
- Supervision
- Organisational change
- Critical incident support
- Interventions
- Trauma informed schools training programme