



School Counselling Service
Glasgow Local Authority
End of Year Impact Report
June 2018

Contents

Summary of Key Findings	Page 2
Introduction & Demographics	Page 3 - 6
Data Source 1 – Pupils	Page 7 – 13
Primary School Child Outcome Rating Scale	
- Secondary School CORE-YP Scale	
- Secondary School Strengths & Difficulties Questionnaire	
- Evaluations	
Data Source 2 – Parents	Page 14 - 18
- Strengths & Difficulties Questionnaire	
- Evaluations	
Data Source 3 – Teachers	Page 19 - 24
- Strengths & Difficulties Questionnaire	
- Evaluations	
Moving Forward	Page 25

Summary of Key Findings

1. Over the course of the academic year a total of 333 pupils from 21 schools across Glasgow were referred to The Spark for counselling.
2. Of the pupils referred to The Spark, 53% across the Local Authority have been impacted by 1 or more Adverse Childhood Experience (ACE).
3. 61% of primary school pupils referred to The Spark were found to be in clinical distress prior to counselling intervention as evidenced through self-scored CORS forms. This reduced to 26% following engagement with The Spark evidencing a 35% reduction in clinical distress.
4. 73% of secondary school pupils referred to The Spark were found to be in clinical distress prior to counselling intervention as evidenced through self-scored CORE-YP forms. This reduced to 51% following engagement with The Spark evidencing a 22% reduction in clinical distress.
5. Secondary School pupils completing self-scored SDQs reported significant improvements across all measures including emotional problems, conduct problems, hyperactivity, peer problems, total difficulties and impact scores following engagement with The Spark.
6. Following engagement with The Spark, pupils provided positive qualitative feedback on the service commenting that “It’s helped me get things off my chest that I otherwise could not” and “I think it has been a great help and will help me throughout my life”
7. Parent/Carer SDQ responses demonstrate that the service is having a positive impact upon the prosocial scores of pupils with a significant reduction in the number of parents/carers reporting very high difficulties for all problem scales, total difficulties and impact scores following engagement with The Spark.
8. Following engagement with The Spark 89% of Parent/Carers reported that there had been lots/some positive change in their children coupled with reports of children feeling more settled at home, feeling happier attending school, feeling more positive about the future and supporting discussions between parents and children about their problems.
9. Parent/Carers commented on the positive impact of the service with one commenting that it has been “Absolutely priceless, and I feel it should be something that all kids have access to”
10. Teacher SDQ responses demonstrate a significant decrease in the number of pupils displaying Very High Difficulties for Emotional Problems Scale, Conduct Problems Scale, Hyperactivity Problems Scale, Total Difficulties Score and Impact Score.
11. Teachers also reported an improvement in pupils Prosocial Scores, with a slight decrease being seen in those reporting Very Low, Low and Slightly Lowered Prosocial Scores, with an increase in those reporting Average Prosocial Scores.
12. 98% of teachers believe having a Counsellor in school is important with teachers commenting on the positive impact of the service, stating that for some pupils it has helped them to cope when problems arise as well as helping to improve concentration and motivation levels.

Introduction

The Spark's specialist Children and Young People Team (CYP) deliver 1:1 counselling in schools to young people aged 5 – 18 years.

The Spark recognises that children often experience confusing or difficult experiences growing up, whether within their home, school or community, and that access to confidential support such as counselling can raise confidence and self-esteem as well as improving relationships with family, friends and the wider society.

Funded through the Pupil Equity Fund, (PEF) work undertaken by The Spark aims to close the poverty related attainment gap to education by supporting emotional, behavioural, mental and social health and wellbeing with change being monitored using CORS and SDQ's completed by pupils, parents and teachers.

Prior to engagement with The Spark, pre-service assessments are undertaken by Spark Counsellors where individual client needs are explored and identified. Consequently every intervention undertaken by The Spark is different and is individually tailored with counsellors using a combination of approaches including art therapy, therapeutic play and talking therapy to meet the needs of each child.

Demographics

Over the Academic Year of 2017 – 2018 The Spark provided targeted counselling within 17 Primary schools and 4 Secondary schools across Glasgow with a total of 333 pupils from these cohorts being referred for support.

Of the 333 pupils referred for counselling 32 Primary School pupils did not receive parental/carer consent to engage with support while 6 Secondary School pupils declined the offer of support. As such, a total of 295 pupils aged 5 – 17 subsequently engaged with support from The Spark.

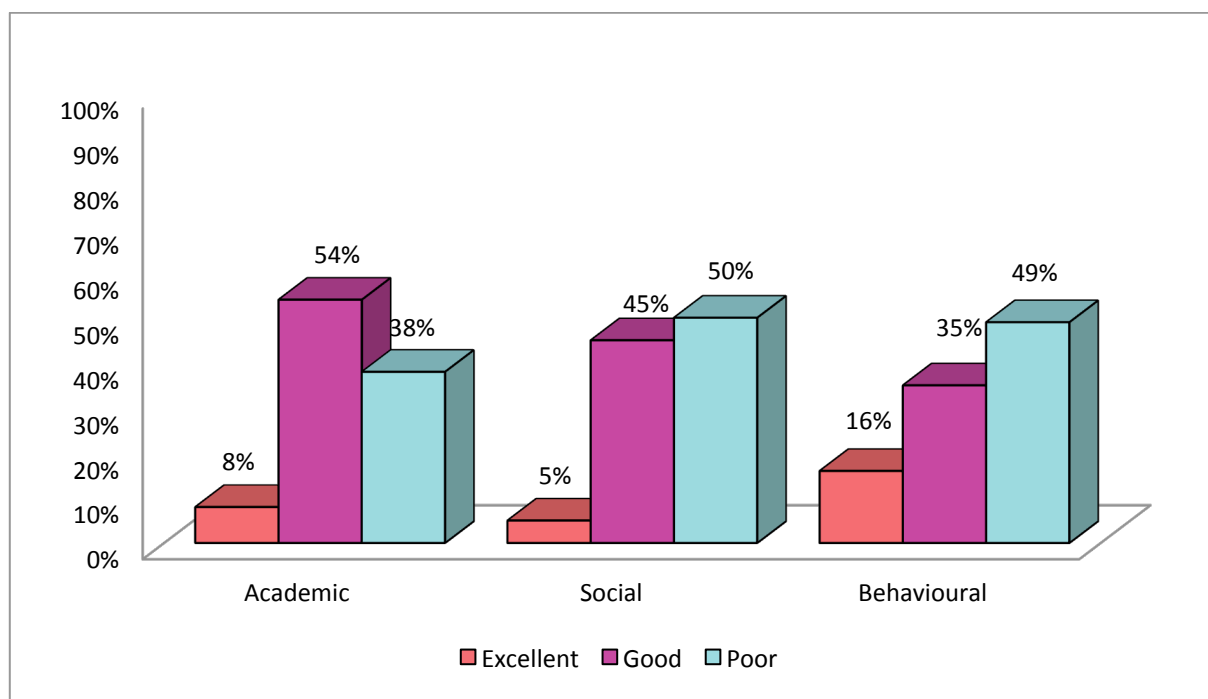
Over the course of the 2017 – 2018 Academic Year across Glasgow:

- A total of 3369 counselling sessions were offered
- A total of 2825 counselling sessions were attended
- Average attendance rate: 84%
- 293/323 parent sessions were attended
- 349/352 teacher sessions were attended

In order to understand the difficulties pupils were having at referral stage teachers were asked to comment on Academic, Social and Behavioural functioning for each pupil.

Fig. 1 below gives an indication of the varying nature of referrals and complexity of the work undertaken with almost half of pupils referred scoring poor for behavioural and social functioning with 38% scoring poor for academic functioning.

Fig. 1



At point of referral 82 child protection concerns were highlighted with 40 further child protection concerns being raised by pupils during engagement with The Spark. These concerns were all managed in line with both organisational and Local Authority child protection procedures.

The range of reasons for referral impacting upon pupil health and wellbeing is significant and complex. Figure 2 indicates that 53% of the pupils referred to The Spark have been impacted by 1 or more Adverse Childhood Experience (ACE) while Figure 3 outlines reasons for referral. It should be noted that all clients referred to the service were referred for multiple reasons predominantly relating to behavioural issues and emotional difficulties.

Fig. 2

Number of ACE's	Number of Pupils
1	85
2	42
3	20
4	13
5	2
6	0
7	1

Fig. 3

Reason for referral	Percentage	Reasons for referral	Percentage
Behavioural issues	55%	Self-harm	8%
Anxiety	51%	Parental drug misuse	7%
Anger / Aggression	50%	Suicide ideation	6%
Emotional regulation	46%	Additional support needs	5%
Low self-esteem	44%	Panic attacks	5%
Low Mood	37%	Parental imprisonment	5%
Parental separation / Divorce	37%	Parental alcohol misuse	4%
Peer-group difficulties	36%	Physical Abuse	4%
Interpersonal skills	36%	Parental mental health	2%
Attachment	29%	Cyber-bullying	2%
Stress	27%	Violent behaviour	2%
Trust / Confusion	24%	Sexual abuse	2%
Bullying	18%	Trauma	2%
Domestic Violence	16%	Young carer	1%
Bereavement	14%	Eating disorder	1%
Loneliness	14%	Sexual and Gender identity	1%
Emotional Abuse	12%	Young Person drug/alcohol misuse	1%
Neglect	11%	Exam stress	1%
Kinship / Foster care	9%		

Data source 1 – Pupils

Primary School Data - CORS

Over the course of the Academic Year a total of 250 Primary School pupils engaged with The Spark school-based counselling service from 17 primary schools within Glasgow.

During engagement with The Spark pupils aged 5 – 11 are supported to complete the Child Outcome Rating Scale (CORS) which is a simple 4 item session by session measure designed to assess areas of life functioning known to change as a result of therapeutic intervention. CORS forms are used with children at the beginning, middle and end of counselling but can be used at every session if the child has scored particularly low or the Counsellor has risk concerns.

The CORS form asks pupils to rate how things are for them in four categories:

- Self
- Family
- School
- Everything

CORS is an important indicator of how each child is feeling about their life and importantly their happiness and wellbeing as well as highlighting any distress they may be experiencing. Clinical Distress, as described in the DSM-IV, refers to a symptom or experience which causes an impairment in social, occupational or other important area of functioning and is indicated when CORS scores are below 31/40.

Of the 250 pupils referred to The Spark, 231 completed initial and post service CORS forms allowing for comparisons to be drawn. 32 Pupils either didn't complete any CORS forms, or didn't complete the Final CORS forms preventing analysis of these cases being undertaken.

As is evident from Fig. 4 below at the outset of engagement with The Spark 61% of primary school pupils scored themselves between 0-31 on the CORS form indicating that they were in clinical distress.

Fig. 4

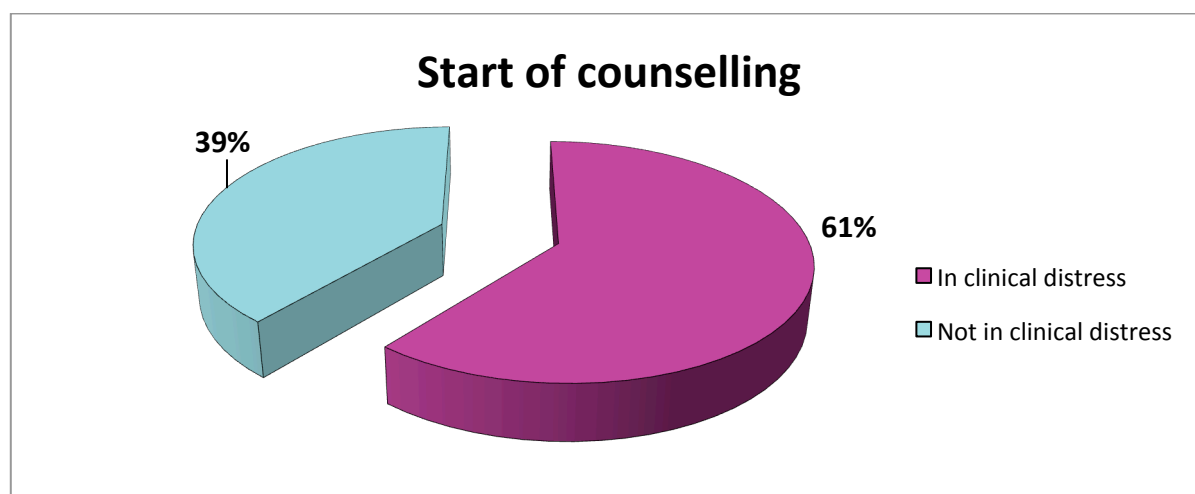
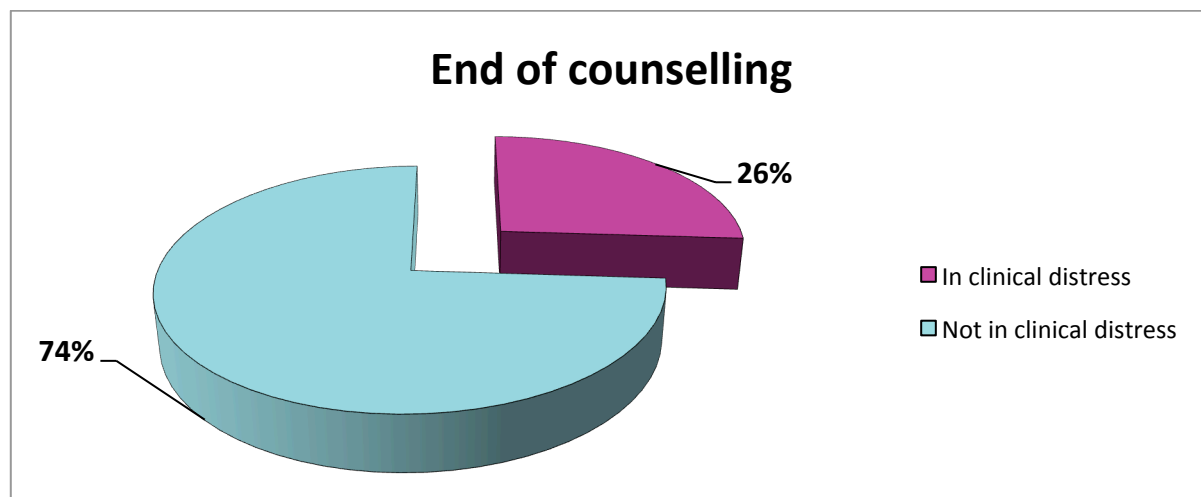


Fig. 5 below demonstrates the positive shift in clinical distress that occurred following engagement with The Spark with 74% of pupils reporting scores above the distress threshold representing a 35% reduction in clinical distress.

Fig. 5



Secondary School Data

Over the course of the academic year 45 Secondary School pupils engaged with counselling with The Spark.

Whilst Primary School pupils complete CORS forms to monitor progress, Secondary School pupils are supported to complete CORE-YP forms.

The CORE-YP form is a 10 item session by session monitoring tool designed for use with 11-17 year olds measuring items including anxiety, depression, trauma, physical problems, functioning and risk to self. CORE-YP forms are used with young people at the beginning, middle and end of counselling, but can be used at every session if the young person has scored particularly low or the Counsellor has risk concerns.

The CORE-YP form asks pupils to rate how things are for them in four dimensions:

- Subject Wellbeing
- Problems/Symptoms
- Life functioning
- Risk/harm

Core-YP is an important indicator of how each young person is feeling about their life and importantly their happiness and wellbeing as well as highlighting any experiences of distress. Clinical Distress, as described above, is indicated when CORE-YP scores are 10 or above with scores above 25 being classified as severe distress.

In total 45 pupils completed comparable CORE-YP forms with the information shown below.

As is evident from Fig. 6 below, 73% of pupils scored themselves 10 or above on the CORE-YP form at the outset of engagement with The Spark indicating that they were in clinical distress.

Fig. 6

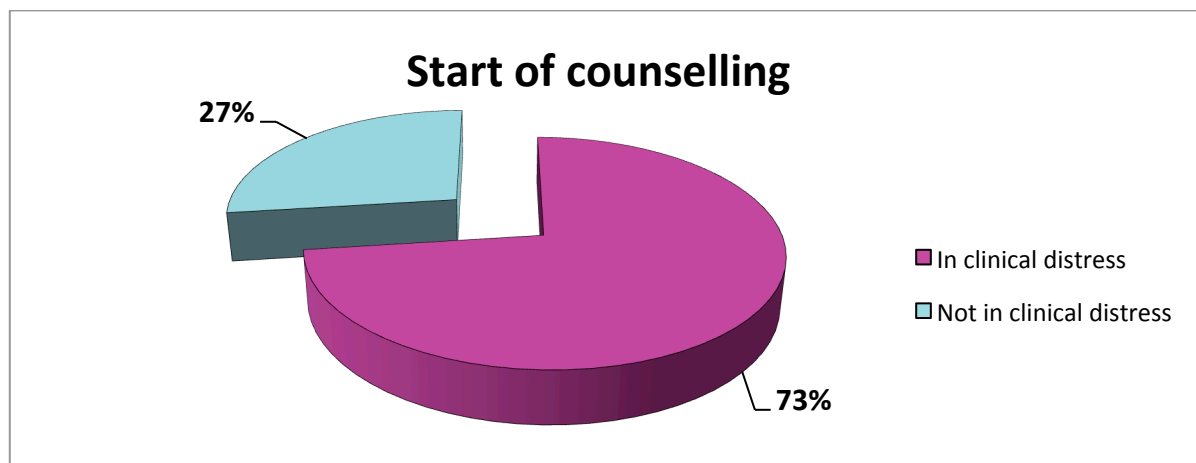
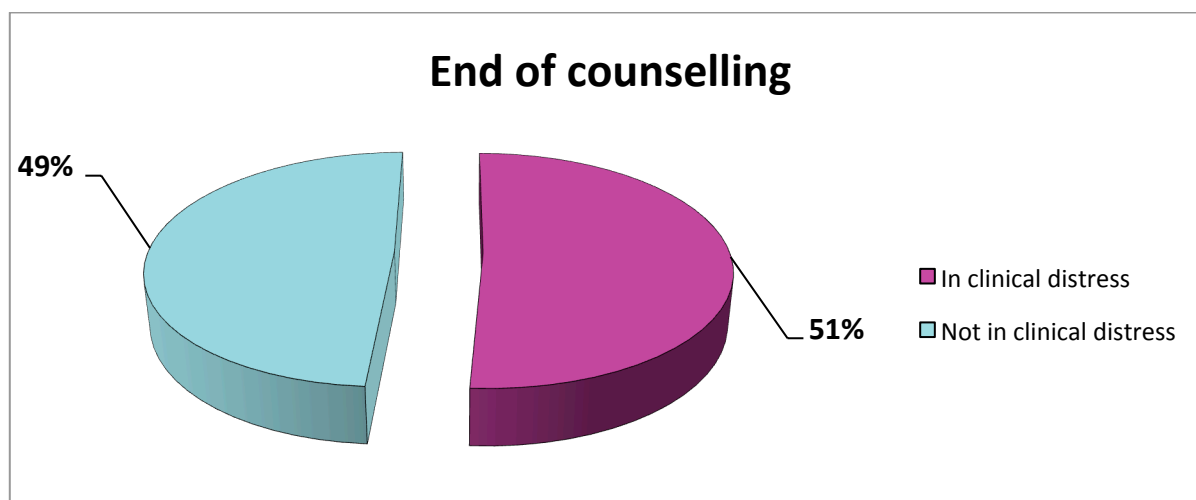


Fig. 7 below demonstrates the positive shift in clinical distress that occurred during engagement with The Spark with only 23 pupils continuing to record scores indicative of clinical distress following engagement with support.

Fig. 7



Secondary School Self Completed SDQs

In addition to completing CORE-YP forms, prior to engaging with The Spark, Secondary School pupils were given the opportunity to meet with their counsellor to discuss the service and how it might help their wellbeing. During this meeting consent to engage with counselling was sought and if provided pupils were asked to complete a Strengths and Difficulties Questionnaire (SDQ) which assesses for emotional problems, conduct problems, peer problems, hyperactivity and total difficulties. Following completion of counselling pupils were asked to complete a further SDQ to allow for comparisons to be drawn.

Of the 45 Secondary School cases completed, 33 pupils completed both the initial and post intervention SDQ allowing for a number of comparisons to be drawn.

Figs. 8 and 9 below show the results of each SDQ from a self-perspective which highlights a decrease in the reporting of very high difficulties across all measures post-counselling.

Fig 8. Self-Completed SDQ Scores Pre-Counselling

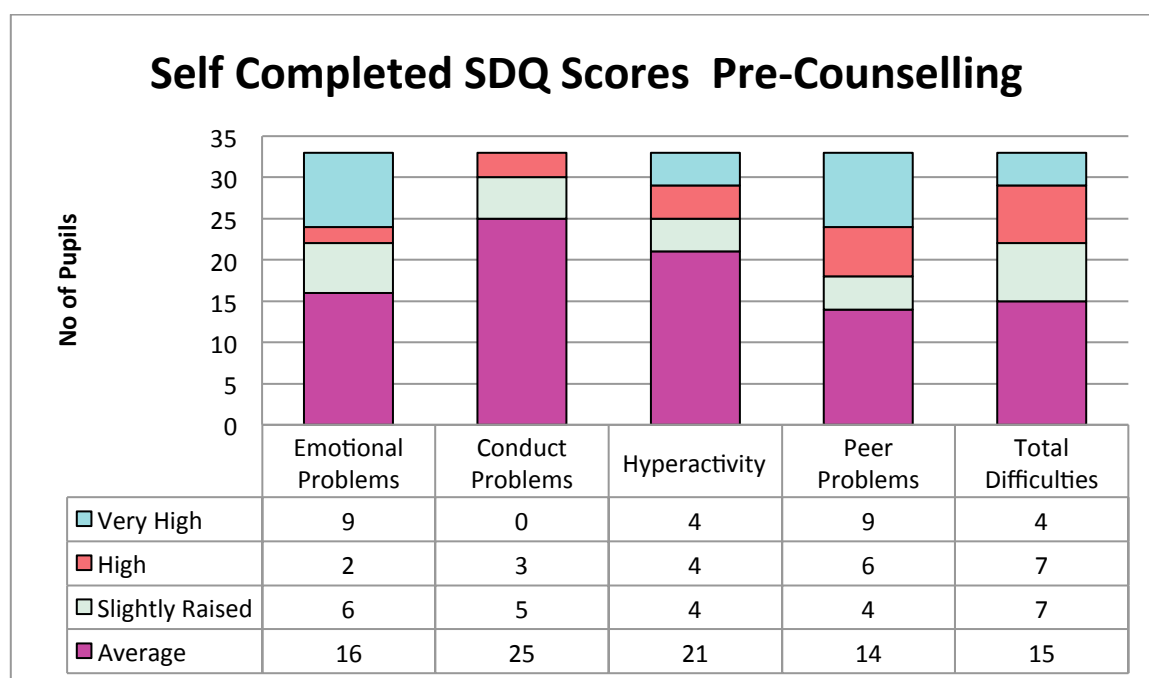
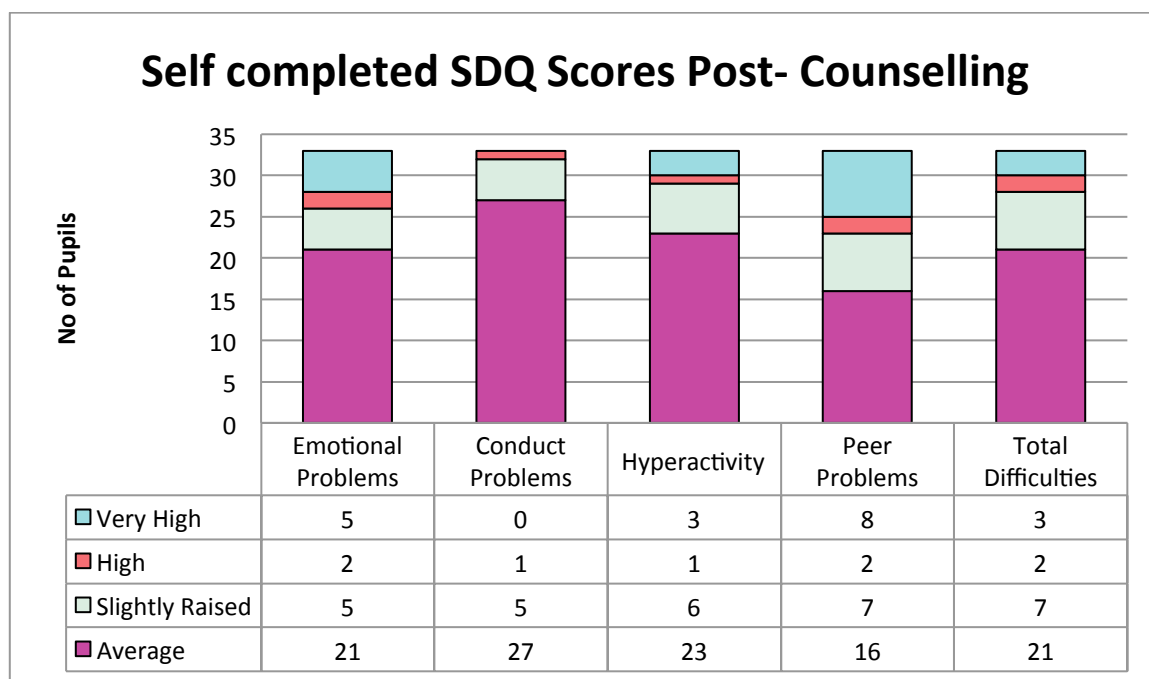


Fig 9. Self-Completed SDQ Scores Post-Counselling



As seen in Fig 9 above there was a significant reduction in the number of pupils self-reporting emotional problems following engagement with The Spark with the number of individuals reporting ‘Very High’ difficulties reducing by 12% and the number presenting as ‘Average’ increasing by 16%

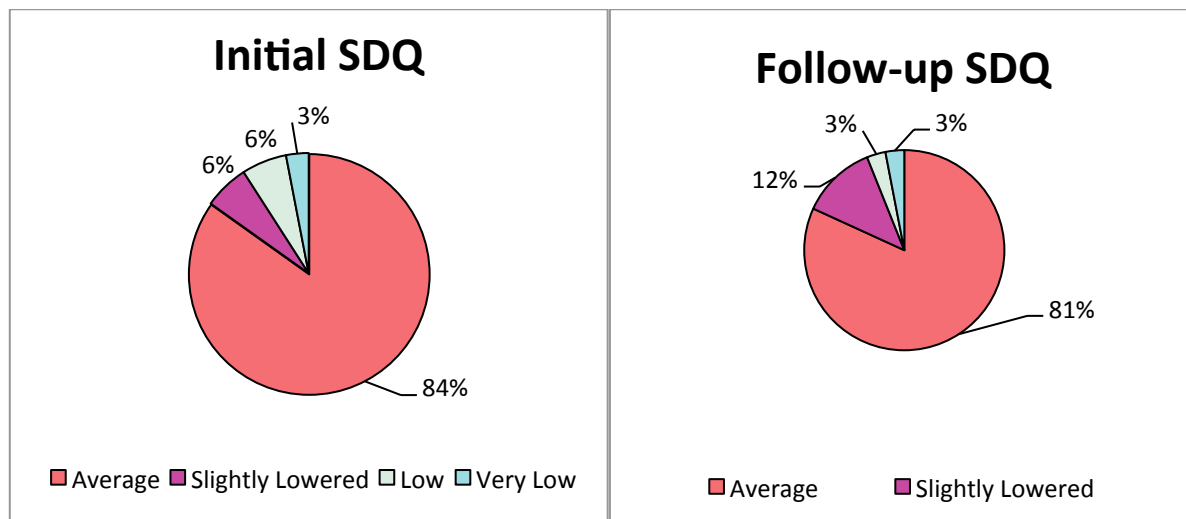
There was also a positive shift in the number of pupils self-reporting hyperactivity problems following engagement with The Spark with the number of pupil’s reporting ‘High’ and ‘Very High’ difficulties reducing from 12% to 3% and from 12% to 9% respectively.

Despite an increase in ‘slightly raised’ peer problems post intervention Fig 9 highlights a 12% reduction in those reporting ‘High’ peer problems and a 6% increase in those reporting ‘Average’ scores accounting for a positive shift in experiences.

Overall there was a significant reduction in pupil’s self-reporting total difficulties across all measures with 64% returning ‘Average’ results following engagement with The Spark accounting for a 19% shift on initial SDQ measures.

Fig. 10 below shows the Prosocial results for each SDQ. This relates to how considerate pupils are of others, how they share, how helpful and kind they are to others.

Fig. 10 Prosocial Problems Scale

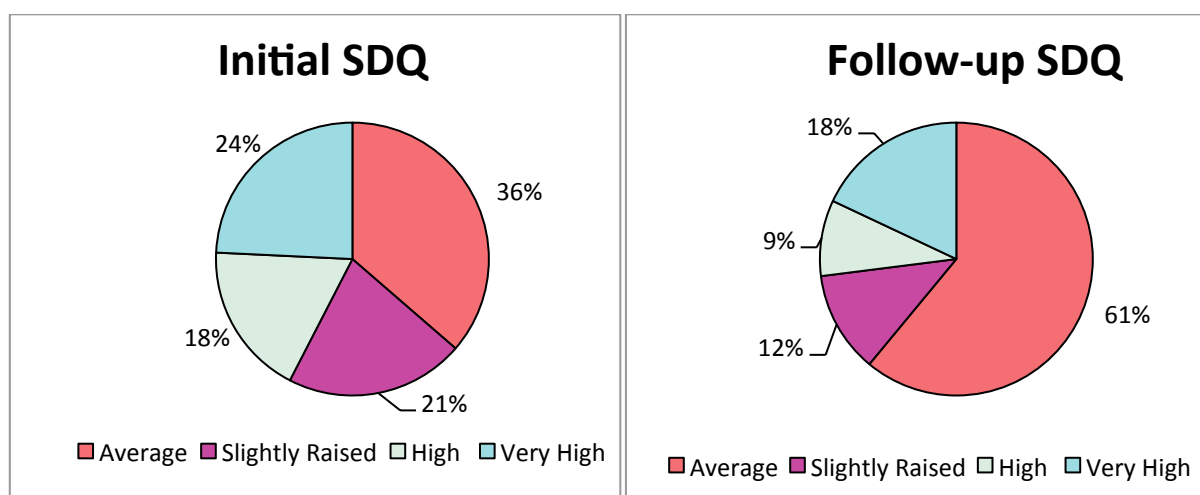


The Impact Scores in Fig. 11 below are calculated from responses to the following questions:

- Difficulties that upset or distress a child, and
- Interfere with HOME LIFE
- Interfere with FRIENDSHIPS
- Interfere with CLASSROOM LEARNING
- Interfere with LEISURE ACTIVITIES

Fig. 11 below shows a decrease in those reporting Very High Impact Scores between their Initial and Follow-up SDQ with a 25% shift in those reporting 'Average' scores.

Fig. 11 Impact Scores



Following engagement with The Spark all pupils were asked to complete end of therapy evaluations giving their feedback on the service:

How do you think the Counselling sessions have helped you?

- I think counselling has helped me greatly – I have noticed a change with my anxiety and I am feeling a lot more confident.
- It has made me think I can look at things differently
- I think it has been helpful because I have learned some strategies on how to block out any arguing in the house
- Much better – helped me be a better person.
- It's helped me with my relationships with people. Made me understand things I never understood before.
- They tell me how to stop getting angry. I had a place to talk about my thoughts and feelings.
- Talking about stuff I wouldn't tell anybody else, more confident, don't get as angry as I used to.
- It's helped me get things off my chest that I otherwise could not.
- They've helped to make more friendships and to talk about my feelings. They made me think that I don't have to keep everything to myself.

What were the things you liked?

- The fact that it was so helpful. It actually changed things in some ways.
- Having someone to talk to about my problems.
- I liked it. It was fun seeing the counsellor. It made me feel good when we played games and made things.
- It was nice to go somewhere weekly and just talk to someone.
- I liked that I was never pressured into talking about certain things and that I was basically allowed to talk about anything.

What would you change?

- To be honest nothing it has been very helpful
- I would have liked to bring a friend

Anything else you would like to add?

- It's really fun!
- I think it has been a great help and will help me throughout my life.

Data Source 2 – Parents of Primary School Pupils

Prior to engaging with counselling the parents of all Primary School children referred to The Spark were given the opportunity to meet with their child’s Counsellor. At this meeting, counsellors explained the service and how it might help the wellbeing of their child. Additionally, parents were asked to complete the Strengths and Difficulties Questionnaire at this initial meeting and again once counselling sessions had been completed in order for comparisons to be drawn.

Of the 250 Primary School Pupils who engaged with The Spark only 125 Parent/Carers completed both the Initial and Follow-up SDQ’s allowing for comparisons for only 50% of the pupils engaging with support. Much of the work undertaken by The Spark involves hard to reach children and families and this could account for the low return of SDQ data. The absence of this data also prevents us from testing the hypothesis that the most significant changes in difficulties will occur within this cohort of individuals.

Fig. 12 and 13 below shows the results of each SDQ from a parents/carers perspective which highlights a significant reduction in pupils scoring ‘Very High’ across all 5 SDQ measures.

Fig.12 Parent/Carer SDQ Scores Pre-Counselling

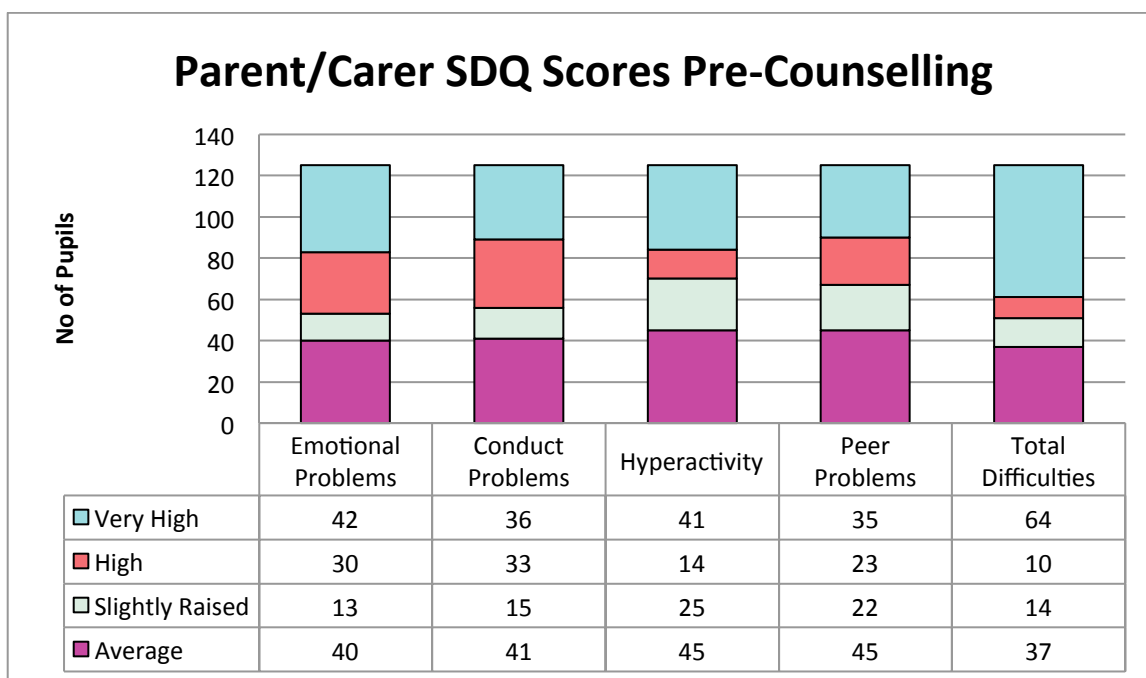
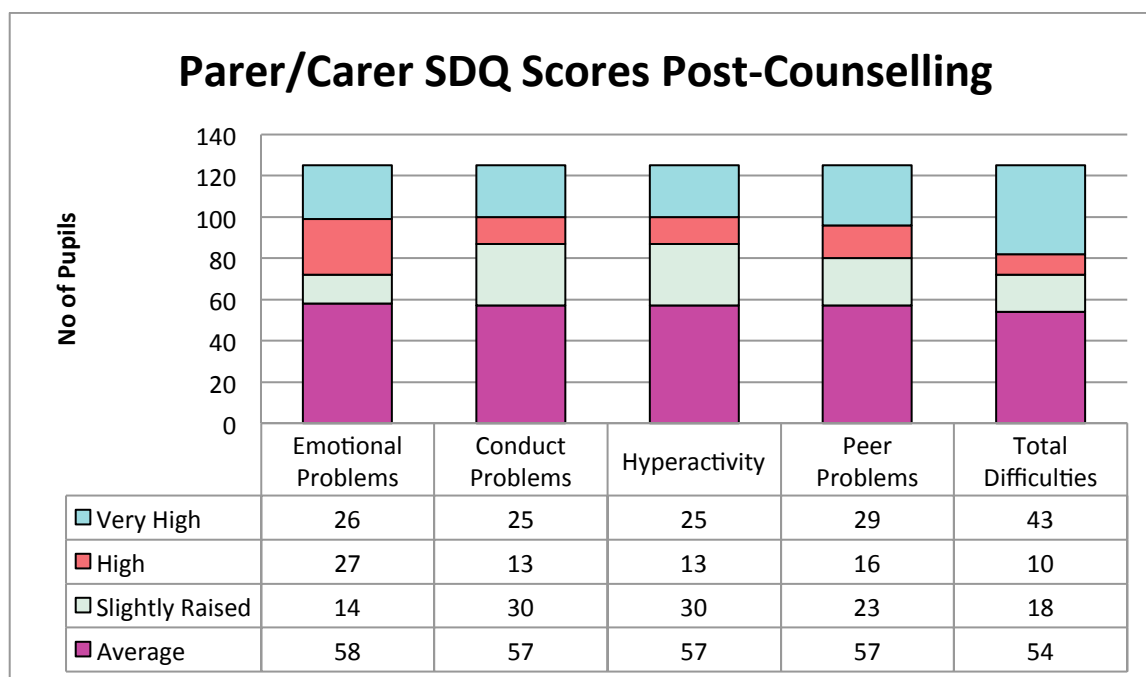


Fig 13. Parent/Carer SDQ Scores Post-Counselling



As seen in Fig 13 parents/carers reported a reduction in pupils displaying ‘Very High’ emotional problems, reducing from 34% pre-intervention to 21% post intervention, with a significant number of parents/carers (46%) describing their children scoring ‘Average’ following engagement with The Spark.

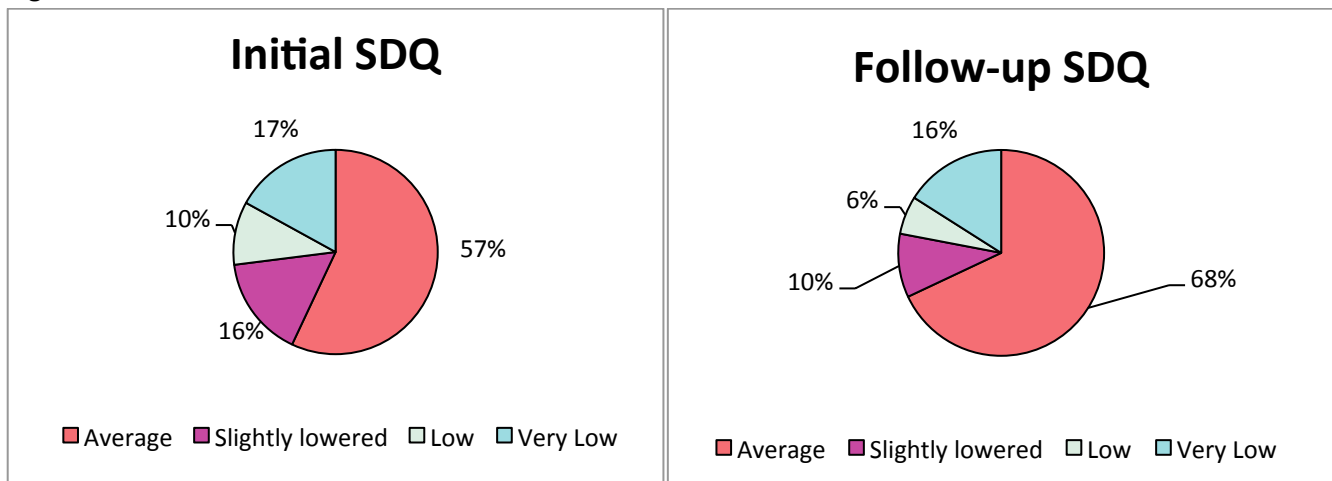
A reduction in both conduct and hyperactivity scores amongst pupils engaging with The Spark was also reported with 46% of parents/carers describing their children as ‘Average’ on both measures following engagement with The Spark. These figures were similarly echoed by teachers who reported ‘Average’ scores of 43% for conduct problems and 44% for hyperactivity scores suggesting that changes were being seen across both home and school environments.

Following engagement with The Spark there was a significant reduction in parents/carers reporting ‘Very High’ total difficulties for their children with this reducing by 17% post-intervention. This is coupled with a 13% increase in those reporting ‘Average’ scores post intervention.

Fig. 14 below shows the Prosocial results for each SDQ. This relates to how considerate children are of others, how they share, how helpful and kind they are to others. Scoring of Prosocial factors is in reverse to the scales above, therefore an increase in score is a positive result.

Fig. 14 shows a decrease in those reporting Very Low, Low and Slightly Lowered Prosocial Scores leading to a slight increase in those reporting Average Prosocial Scores. These figures were similarly echoed in Teacher’s assessments of pro-social scores again highlighting change across both environments.

Fig. 14 Prosocial Score

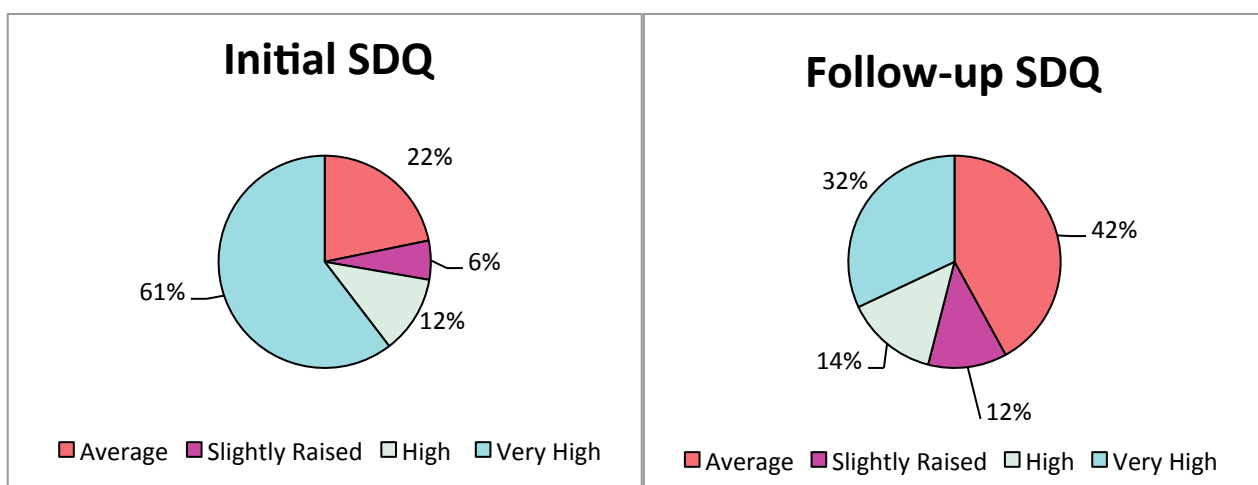


The Impact Scores in Fig. 15 below are calculated from responses to the following questions:

- Difficulties that upset or distress a child, and
- Interfere with HOME LIFE
- Interfere with FRIENDSHIPS
- Interfere with CLASSROOM LEARNING
- Interfere with LEISURE ACTIVITIES

Fig. 15 below shows a 29% reduction in parents reporting ‘Very High’ impact scores following engagement with The Spark

Fig. 15 Impact Scores

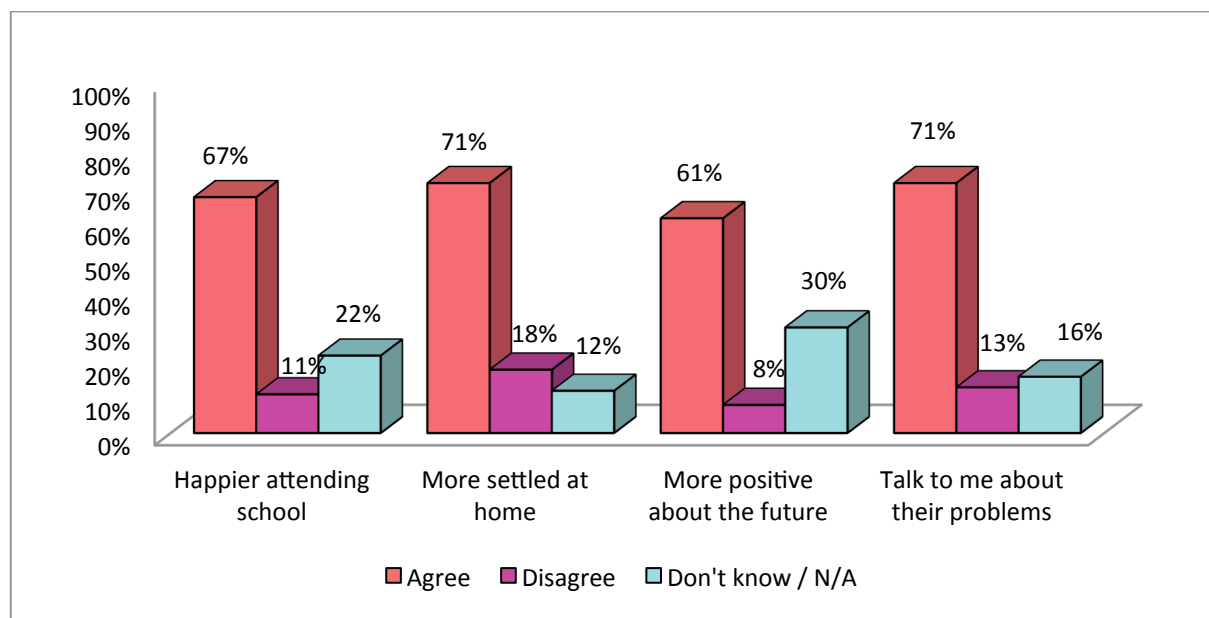


Parent Evaluations

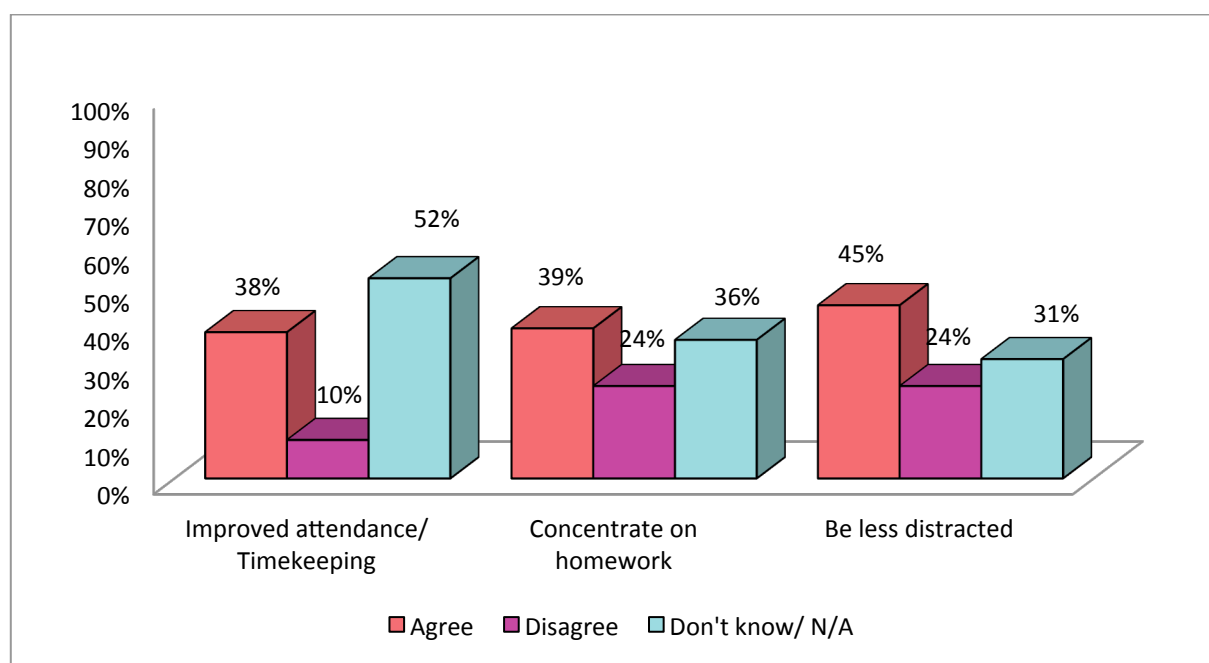
Following engagement with The Spark parents/carers were asked to give their feedback on the service. 119 Parent evaluations were returned and are contained within this report.

1. 34% of Parents said there has been lots of positive change in their child since attending counselling whilst 55% have said there has been some positive change in their child.

2-4. Following engagement with counselling parents described their children being/able to/having;



Q 2 – 4 Continued



5. Most Parents said they were not aware of any other specialist counselling services available to their children however some did note alternative support could have been received through CAMHS, Social Services, Women's Aid Children's Worker, Seasons for Growth, GP, Barnardo's, Children 1st or the Moira Anderson Foundation if support from The Spark had not been available within their child's school.
6. Parents were asked how valuable they believed the counselling service to be:
 - It has been really good as before he wouldn't talk about anything now he is better at talking to me.
 - I am pleased that these services have eventually been made available on a regular basis within comfortable environments (i.e schools) for children with such similar trouble as my child has been seen for.
 - Absolutely priceless, and I feel it should be something that all kids have access to.
 - Very as I've seen a total 180 turn around with my son so have others. He can still have his wee off days but he can cope with them faster and get over them now.
 - 100% recommend this to other parents as it's made a big difference to my son. It's improved his confidence to speak about things, very withdrawn before.
 - I think it's a great service, it's so important that children know it's ok to talk. Having this service in schools is invaluable, it makes it the 'norm' for kids that it's not something they are getting taken away to attend.
7. When asked for any further comments they would like to make about the service, they added:
 - Positive services, creates positive mental health when required. Both together will hopefully transform so many young kinds' lives into confident positive attitude moving forward in life.
 - Genuinely been a very good thing for my son. Has helped my child think of others.
 - Follow up is important for this little person & knowing that [Counsellor] will still be around & 'cares' is much appreciated.
 - This is a great service, really helped to calm my son down. [Counsellor] is so easy to talk to, really listens to child and parent.
 - I think it's been good for her, counselling but in a different way – more play/art therapy, it made her more relaxed to talk about things I think.
 - I think the service is very supportive and helps kids let out how they feel, it also helps kids realise they can talk in confidence.
 - [Counsellor] connected with [client] brilliantly and because of this, she felt 'allowed' to show her emotions without worrying about how it would affect [Counsellor]. She gave [the client] 'permission' to be angry, annoyed, sad and happy. She gave her vocabulary for her emotions. Thank you.
 - This service is a must for schools. It helps so many children and families.
 - My child has become so much more settled over the past few weeks. He's happier and less stressed on a daily basis. Thank you for all your help.

Data Source 3 – Teachers

Following referral to The Spark class Teachers of primary school pupils were asked to complete the Strengths and Difficulties Questionnaire prior to their pupils commencing counselling and again once counselling had been completed, in order for comparisons to be drawn.

Of the 250 Primary School Pupils referred to The Spark 206 Teachers completed an initial and follow up SDQ allowing for comparisons in these cases to be drawn.

Fig. 16 - 17 below shows the results of each SDQ from a teacher’s perspective which highlights a significant reduction in pupils scoring ‘Very High’ across all 5 SDQ measures mirroring results seen by parents/carers.

Fig 16. Teacher SDQ Scores Pre-Counselling

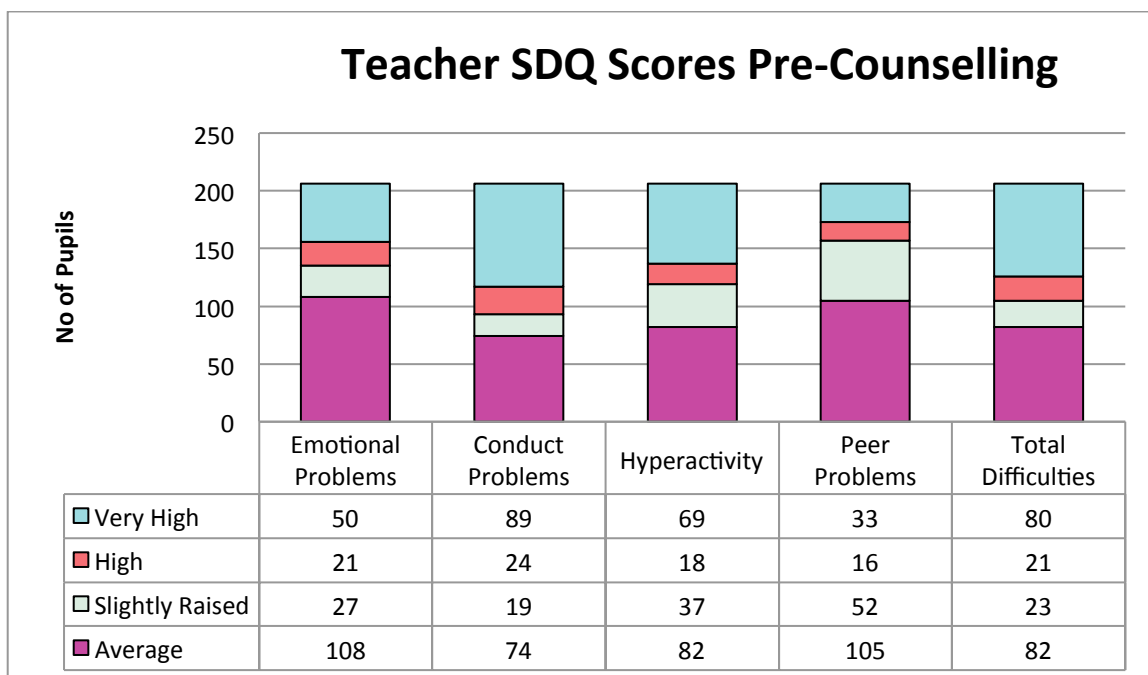


Fig 17. Teacher SDQ Scores Post-Counselling

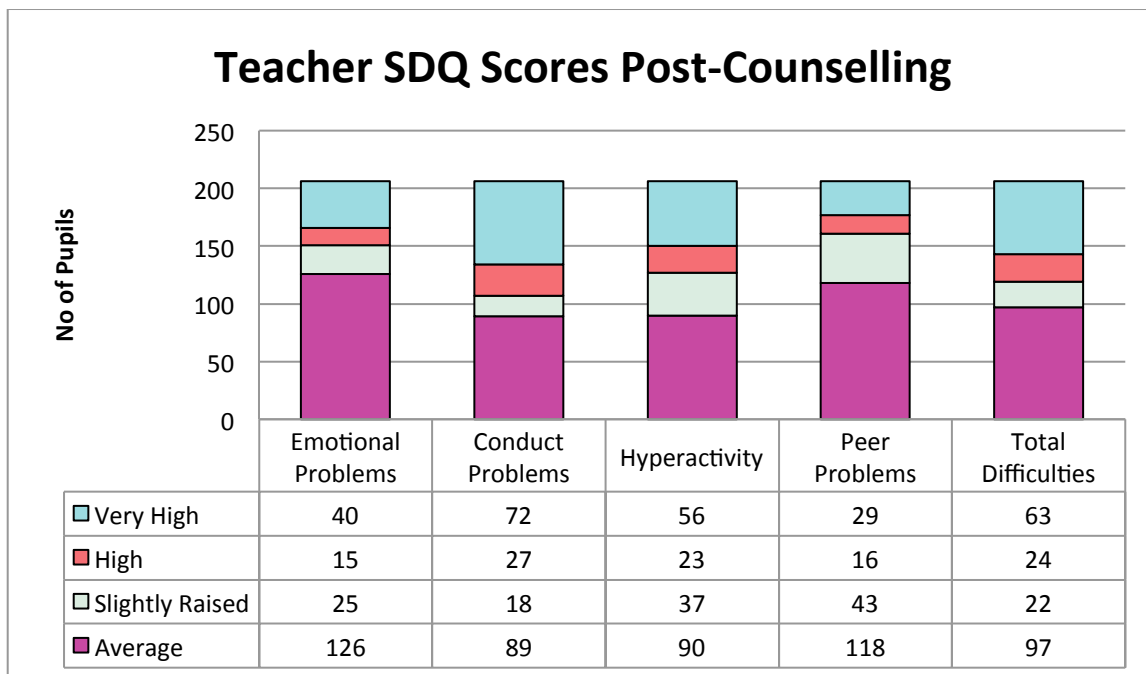


Figure 17 highlights a 4% reduction in teacher’s reporting ‘Very High’ emotional problems for pupils following engagement with The Spark. This contrasts significantly with parents/carers who reported a 13% reduction in pupil’s displaying ‘Vey High’ emotional problems post intervention suggesting that greater differences in emotional difficulties are being displayed at home in comparison to school.

Slight improvements in both conduct and hyperactivity were noted from a teacher’s perspective following engagement with The Spark with an 8% reduction in ‘Very High’ conduct problems and a 6% reduction in ‘Very High’ hyperactivity problems. Post intervention teacher’s returned ‘Average’ scores of 43% and 44% respectively which closely mirrors parents/carers post intervention ‘Average’ scores of 46% for both measures.

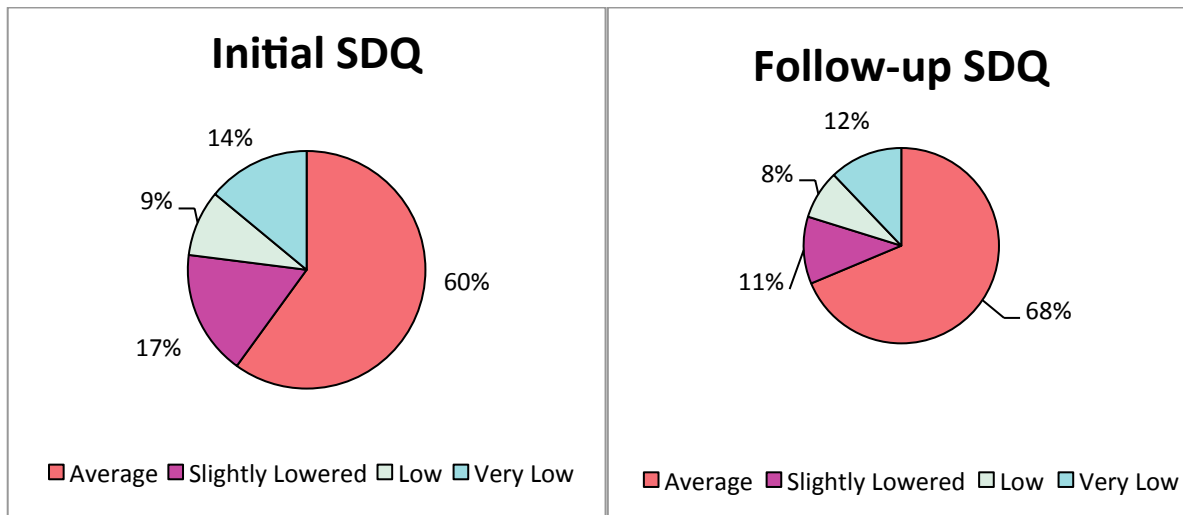
57% of teachers reported ‘Average’ peer problems following engagement with The Spark in comparison to only 46% of parents suggesting that greater differences in peer problems were evident in school where increased peer contact occurs.

Overall positive reductions in ‘High’ and ‘Very High’ Total Difficulties were reported by Teachers with a 7% increase in ‘Average’ scores from a teacher’s perspective following pupils engagement with The Spark.

Fig. 18 below shows the Prosocial results for each SDQ. This relates to how considerate children are of others, how they share, how helpful and kind they are to others.

As seen in Figure 18 there was a decrease in those reporting Very Low, Low and Slightly Lowered Prosocial Scores with a slight increase in those reporting Average Prosocial Scores. This demonstrates an improvement for some of the clients engaging with the service and exactly matches the percentage of parents returning 'Average' prosocial scores post intervention.

Fig. 18 Prosocial Scores

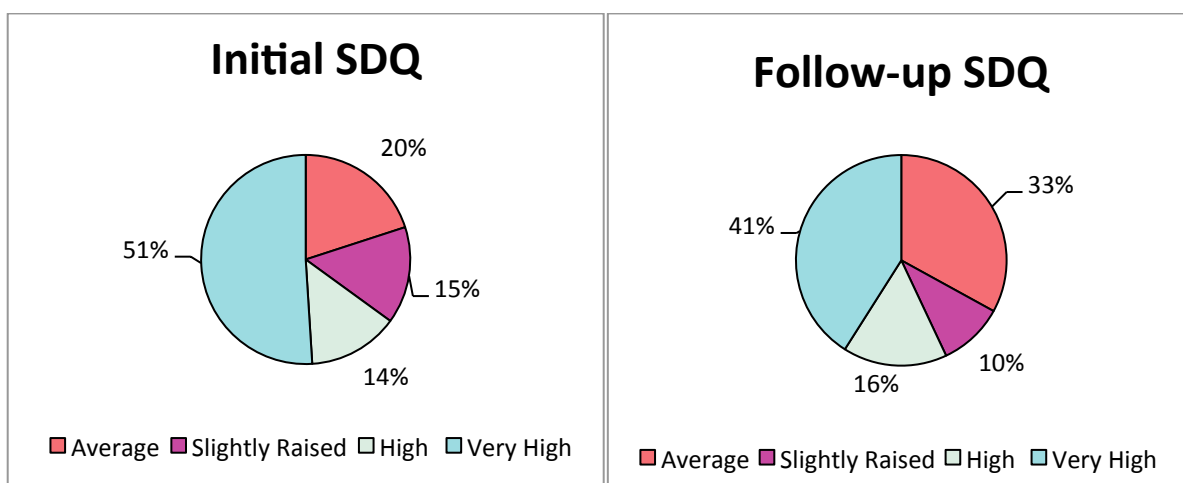


The Impact Scores in Fig. 19 below are calculated from responses to the following questions:

- Difficulties that upset or distress a child, and
- Interfere with PEER RELATIONS
- Interfere with CLASSROOM LEARNING

Fig. 19 below shows a significant decrease in those reporting Very High Difficult for the Pupil Impact Score between their Initial and Follow-up SDQ coupled with a 13% increase in those reporting 'Average' scores.

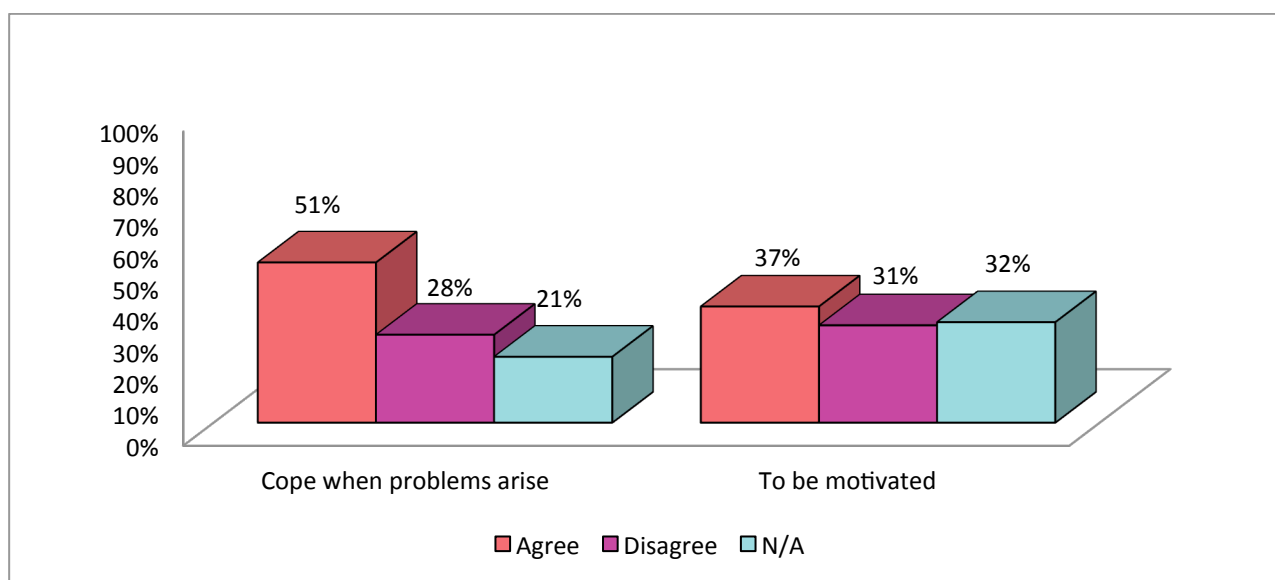
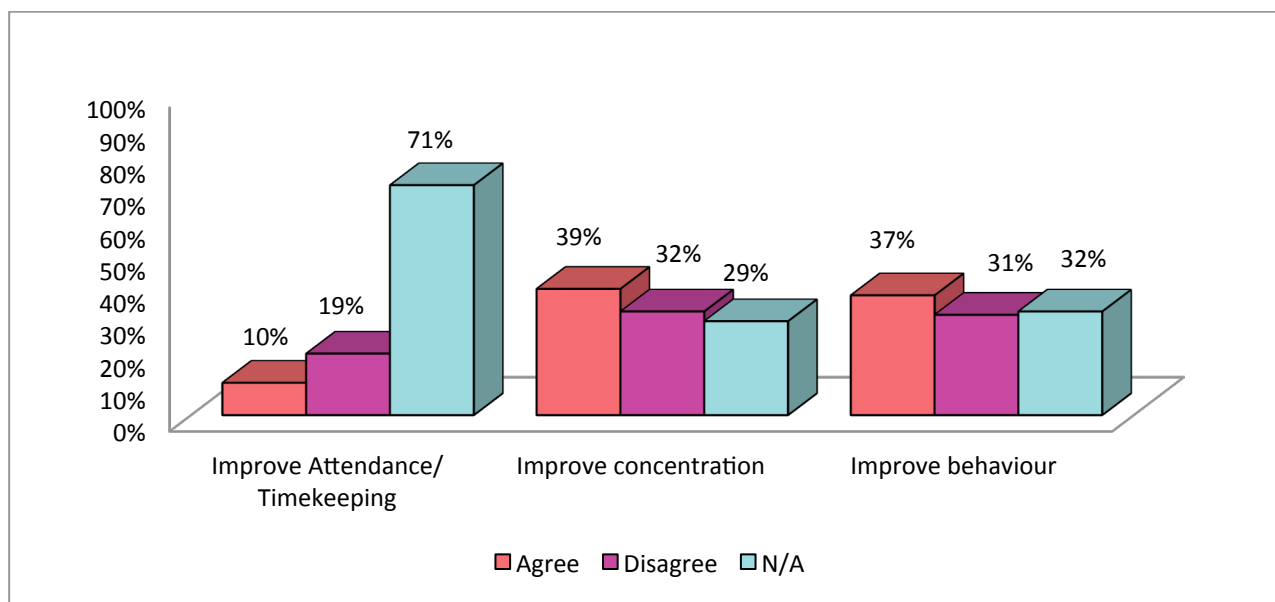
Fig. 19 Impact Scores



Teacher Evaluations

Following engagement with The Spark, Teachers were asked to give their feedback on the service. In total 195 Teacher evaluations were returned and are contained within this report.

1. 98% of Teachers agreed that having a counsellor in school is important to ensure pupils have access to specialist health and wellbeing support
2. 82% of Teachers agreed that the referral process was efficient
3. 73% of Teachers felt discussing pupil referrals with the Counsellor was helpful
4. Teachers reported that counselling has helped this pupil to...



5. Teachers stated these aspects of the service worked particularly well for pupils:

- By giving one to one support/attention, client self-esteem has been raised/is greater when he returns from counselling.
- It gave child an opportunity to be more vocal in a quiet and supportive environment. He is often nervous around new adults and he seemed eager to attend counselling.
- Opportunity to talk about her worries/what's on her mind in a safe, trusted environment whilst participating in fun activities.
- Helped him to discuss/understand his problems; he is able to build some confidence to enjoy life again.
- Pupil enjoyed the nurturing aspect and has grown in confidence in her own capabilities.
- Having the opportunity to share and explore her feelings in a safe, one to one environment. She loved the 'messy' activities.
- The service allowed the pupil to have someone to talk to and feel special.
- I feel the play therapy worked well for him. He is a nervous and anxious child. Therefore I feel that the play and talking helped improve his confidence.
- Dealing with her emotions which has helped her come into school with a positive attitude again.

6. Teachers suggested future improvements could be:

- A longer block to make a better impact.
- More communication between counsellor and (class) teacher.
- I know it is meant to be confidential but I think it would be really beneficial to find out some more about the actual sessions.
- I feel more communication between counsellor and teacher would allow for a shared understanding of how to help a child consistently.
- More coping strategies suggested.

7. Teachers were asked how the counselling service had helped them to better understand pupils' wellbeing:

- Nurtured – I have no worried phone calls from home since counselling has commenced. Included – We have been able to see [client] become less isolated not spending as much time in quiet areas.
- Nurtured – pupil able to open up about her feelings and emotions. Healthy – realised the benefits of talking and sharing problems.
- Nurtured – child feels safe, nurtured and supported, evidenced by her recent openness about sharing her feelings and anecdotes about her home life. Included – child takes part more freely in class discussions, with enthusiasm.
- Achieving – now he is not overwhelmed as often in class he is able to focus on his lessons and try tasks independently.
- [Client] has been given the opportunity to talk about her feelings in a safe place. She has built up a relationship where she feels confident to express herself. She has been cared and nurtured for by the counsellor.

8. Teachers stated that if counselling hadn't been available in school, specialist support for pupils would have been received through a selection of other outside agencies.

9. Teachers were asked for any other comments they would like to make about the service or impact for children:
 - I feel that child is more positive and thinking with a more 'can-do' attitude towards school work.
 - Child is far more settled and a happy boy, enjoying good relationships with peers and his teacher. He can take constructive criticism much better now and can control his emotions much better.
 - Child has made good progress; it is evident in the classroom. I do feel that child would have benefitted more if he had attended longer.
 - In the classroom I have seen an improvement in confidence and a reduction in movement breaks or calm room/sensory room trips. He is coping well and is able to self-regulate.
 - Very positive experience for the child involved. She returned to class happy and keen to share her activities with others.
 - Counselling has greatly impacted pupil and I have been extremely happy to witness the change in his behaviour. He seems to be much more settled and willing to learn.

Moving Forward

Following the delivery of school based counselling within a variety of Primary and Secondary schools across Glasgow over the last academic year a review of this service has been undertaken. Based on the feedback provided by clients, parents and teachers the following alterations have been made to The Spark service moving forward:

- Introduction of new assessment tools providing a more robust and rounded analysis of the needs of pupils from the perspective of self, parents and teachers. This approach improves therapeutic relationships, supports growth and promotes social, emotional and mental wellbeing across a range of environments.
- ACE information will be gathered to provide additional information on childhood experiences further informing counselling interventions and approaches.
- Introduction of a short term model of counselling in line with evidence based research highlighting the benefits of this approach with children and young people. This approach allows for children to safely explore their experiences within a structured framework with total clarity and transparency in relation to the duration of the intervention. As part of this new model children are given the opportunity to re-engage with counselling, should further support be required, following a break in support allowing for a period of self-reflection and implementation of identified tools and techniques thus minimising dependency on the counsellor for problem solving and enhancing resilience.
- Introduction of new evaluation tools allowing pupils to track change throughout their counselling journey as well as supporting the tailoring of interventions targeted to specific needs.
- Introduction of individualised reports outlining the work undertaken by pupils in counselling. This will highlight techniques and tools undertaken during counselling which can be shared with parents and teachers to increase collaborative working and further support positive change for children.
- Enhanced clinical support and in-house clinical supervision for all Spark counsellors enriching counsellor development and boosting service delivery.