

Glasgow Psychological Service Newsletter

Education Services



FOCUS ON POSITIVE MENTAL HEALTH DEVELOPMENTS

March 2015

Video Interactive Guidance (VIG) in Glasgow



This has been another busy year for the Educational Psychologists from the Glasgow Psychological Service (GPS) developing the Video Interaction Guidance (VIG) method in Glasgow. Using VIG, EPs coach parents and teachers to tune in to their children's specific behaviour and allows both worker and client to look together at what is working and think of ideas to make things better.

Training in VIG takes 2 days and it is then used under supervision. Accredited EPs in Glasgow are now running a training course twice a year with

attendees this year from Children First, Borders Council, Action for Children in Aberdeen as well as our own EPs and Social Workers. Checking out the quality of this work with other users is vital and Glasgow hosts 3 accreditation events each year, this year accrediting visitors from as far afield as Paris, Denmark and Brazil!

VIG has made a big impact on the lives of several of the families in Glasgow. As it can be used in many different ways, here are a few examples: it has helped an asylum seeker family with many anxieties about their situation tune back into their little boy and focus on building this relationship. He was removed from the child protection list as a result

of the work carried out by EPs and Social Workers.

A new mother with a 5 year old girl placed with her for adoption was struggling to bond and felt shy to hug her. VIG helped her and the little girl see moments of closeness and at the end they talked about their enjoyment in watching the films and how they felt much closer. A foster carer with a little boy newly placed after being moved from four previous placements. The carer had a recent negative experience with another placed child and there was concern that the placement would breakdown.

Although the boy was young, his behaviour lacked trust and he could become violent. Working in partnership with an EP, looking at films of their interaction she was able to puzzle out what worked with this child.

Several months on she says that it was the best intervention she has ever done, would recommend it to other carers and is in the process of becoming the permanent carer for the child.



Glasgow EPs achieve Supervisor status

In addition to Fiona Williams, Advanced Supervisor, this year Heather McLean will be accredited as a VIG Supervisor. Clare Lancaster, Gail Nowek and Senga Jamieson are VIG Trainee Supervisors. Lyndsay Broadfoot and Crona Neill are fully accredited practitioners with Elaine Robertson and Imogen Wootton Stage 3 practitioners and they will become supervisors in the near future.

Inside this issue:

SUPPORTING LOSS AND BEREAVEMENT	2
SEASONS FOR GROWTH	2
VERP IN GLASGOW	2
STRENGTH BASED PSYCHOLOGY	3
WHAT IS A PESKY NGNAT?	3
OUR VISION	4
WELLBEING AND RESILIENCE	4

Glasgow Psychological Service Newsletter

Education Services

A Whole School Approach to Supporting Loss and Bereavement:



This online toolkit was devised by a multi-agency group in response to teachers' requests for further information and training on bereavement.

The toolkit provides information and advice for schools when working with pupils coping with loss through bereavement and family breakup. It also contains useful lesson plans for teachers with references to appropriate CfE experiences and outcomes. As an online resource it is easy to navigate and to keep updated.

A Whole School Approach to supporting Loss and Bereavement: CPD day for Teachers

This CPD day has been running for several years now and has consistently been positively reviewed by participants. It offers teachers who attend protected time to learn more about the issues young people face around bereavement and loss and to consider how they can support children young people in their establishment.

"A fantastic day of networking and information despite the difficult subject."

"Found all the programme very useful. Being able to chat to professionals to gain ideas was great."

"It was really good to have people from so many different backgrounds contributing to the training."

"BEREAVEMENT IS SOMETHING THAT ALMOST EVERYONE WILL EXPERIENCE AT SOME POINT".

Seasons for Growth continues to grow!

Seasons for Growth is a grief and loss education programme which aims to promote the social and emotional wellbeing of 6-18 year olds, who have experienced significant family change as a result of death, separation or other family change. Peer support is a key element of the programme, so there are five different levels of the

programme, each designed to increase participants understanding and build their resilience through age appropriate activities. One 15 year old who completed the 8 session programme commented *"I have learnt the skills to live with what I have been through"*. The programme has an international evidence base and is well-established

across Glasgow. Many education staff have completed the 2 day course which trains them to become 'companions', i.e. adult facilitators of the small groups sessions. One companion described *"I have seen the weight lifted off many young people's shoulders through doing this programme"*.



Video Enhanced Reflective Practice (VERP)

In schools, GPS has offered VERP courses to teachers, nursery staff and support assistants. Video Enhanced Reflective Practice calls for a person to be brave and film themselves in interaction with a child. The film is then edited for

successful moments and brought to a group of peers to confidentially discuss the workers strengths in order to share good practice, strengthen individual styles and pick up some new ideas. To date over 80 staff have been involved in this.

If you would like further information on VERP training please speak to one of the EPs on the VIG City Lead Group (Contact through your local Area Psychological Service Office).

GLASGOW PSYCHOLOGICAL SERVICE LOOKS AT STRENGTHS

During session 2014-2015 the Strength Based Psychology Lead Group is running a project which aims to increase Glasgow EPs awareness of positive psychology and highlight practical examples of how it can be embedded within schools.

We hope to promote the application of Strength Based Psychology via the VIA

(Values in Action) Character Strengths Project - this is being carried out across the service with staff who have opted-in. If evaluation of the impact of this project indicates that it has been successful, further dissemination within Glasgow schools will be considered.

The specifics of the GPS Strength Based Psychology

project involve:

Highlighting the main features of Positive Psychology to Glasgow EPs: increasing their awareness of this strand of psychology and helping them to reflect upon how it fits with our existing frameworks for practice.

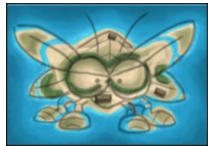
Implementing 3 intervention sessions involving:

-the promotion of individual EP strengths utilising the VIA Strength Questionnaire

-EPs will reflect upon their individual strengths with colleagues (peer mentoring)

-solution-focused, goal-scaling sessions – to facilitate EPs to use their strengths more frequently and creatively within the workplace

-reflection upon the shared set of character strengths exhibited by Glasgow EPs – what are our unique strengths as a workforce?

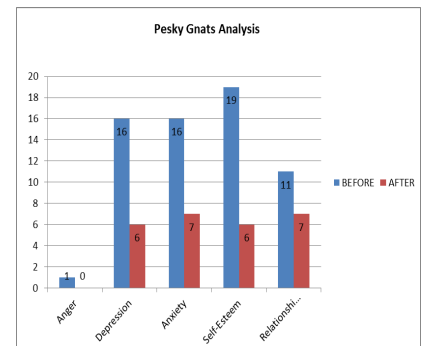


What is a Pesky gNAT?

Pesky gNATS is an in-session evidence based computer game that delivers a CBT intervention for children aged nine and older who suffer from clinically significant anxiety and or low mood. The game is played in session with the guidance of the Psychologist and takes children through a virtual journey where they meet and learn to swat 'gNATS' (negative automatic thoughts).

The programme was developed by Dr Gary O'Reilly, a Clinical Psychologist and Senior Lecturer/Director at University College Dublin and Glasgow has been fortunate enough to welcome Dr O'Reilly on two occasions to carry out training with Educational Psychologists; on the last occasion to share this

training alongside three colleagues from the South CAMHS team. GPS now has 24 EPs trained and using the programme with Glasgow children. Evaluations carried out last year were extremely positive as shown on the graph.



On Edge: What's the Harm– Self Harm and Awareness and Skills Training



The On Edge training was developed by the Choose Life team in Renfrewshire and arose from direct work with clients who were self-harming. The training now consists of a T4T course and a one day Self-Harm Awareness and Skill Training course. This links with the On Edge Education Pack which has been made available to schools for use in classrooms. It recognises self-harm as a response to distress and

sees it in the context of being a coping strategy, quite distinct from suicide or attempted suicide. The course endorses the view that self-harm is about trying to feel better while suicide is about ending all feeling. This training is being rolled out to a wide range of agencies, both statutory and third sector. Elaine Robertson has been trained as a trainer and has delivered 3 of these one day courses since November last year.

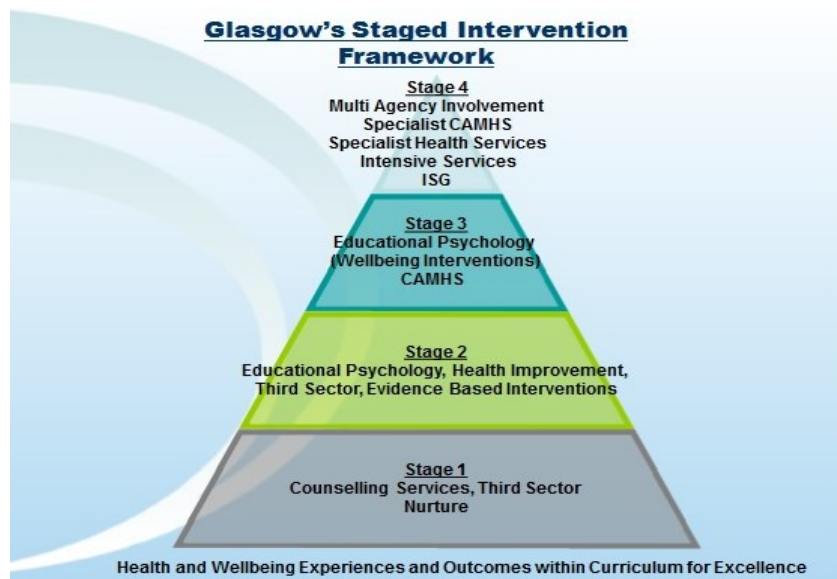
GPS is currently considering how this training can be offered to school staff in order to increase our capacity to respond appropriately to young people affected by these issues.

Putting Psychology into Practice

OUR VISION

Area Principal Psychologists
Room 3:07
City Chambers Complex East
40 John Street
Glasgow G1 1JL

Our vision is to provide a Psychological Service which is grounded in child psychology. By putting psychology into practice we aim to enhance the social and emotional well-being and learning potential of children and young people in Glasgow. Through research, training and collaborative working we will contribute to a wider understanding of the behaviour and learning of children and young people.



The importance of wellbeing and resilience

The diagram above highlights the importance of promoting resilience and wellbeing for all learners. Through effective early intervention the aim is to prevent children and young people developing severe mental health difficulties. Schools offer a wide range of supports and interventions to promote resilience and achieve better outcomes for learners. These are often supported by or delivered by educational psychologists. Glasgow Psychological Service also plays a key role in evalu-

ating the impact and effectiveness of interventions and organisational development.

In assessing and accessing levels of support, the aim should be to access additional levels when this is the only way in which the support can be effectively delivered. Intervention must be designed to offer solutions at the most universal level and in the least intrusive manner. The staged intervention model is designed to address not only pupil needs but also staff needs, CPD

