

Glasgow Psychological Service Newsletter

Education Services



Glasgow Psychological Service
nurturing wellbeing and learning

TOWARDS THE NURTURING CITY
PROMOTING POSITIVE RELATIONSHIPS IN GLASGOW

Introduction

August 2015

Welcome to Glasgow Psychological Service's second newsletter of 2015. In our first edition we highlighted the work that we do in relation to supporting the psychological wellbeing of Glasgow's children and young people in this edition we will tell you about our work in Promoting Positive Relationships in schools and nurseries.

In 2012 the Scottish Advisory Group on Behaviour in Schools (SAGBIS) issued guidance on how improving relationships in schools in turn led to better behaviour and better learning. Their research reported that:

"Staff said that promotion of positive behaviour through whole school ethos and values is the most helpful approach to improving behaviour"

Around the same time in Glasgow we were developing a view that the principles that underpinned our Nurture Groups in schools were principles that applied to all learning contexts and that positive relationships were key to achieving good outcomes for children and young people. Education services in Glasgow were keen to ensure that every school and nursery embraced a whole establishment approach to improving ethos and relationships and so the Service developed a suite of training and

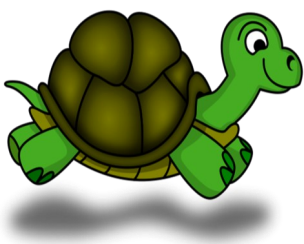
support opportunities, underpinned by our knowledge of implementation science to support this aim.



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Developing PATHS in Glasgow



Do the turtle!

Doing the Turtle is an example of one of the strategies PATHS teaches

PATHS stands for 'Promoting Alternative Thinking Strategies' and is a curriculum which aims to lay the foundations for lifelong social and emotional understanding. It is a well researched programme which has been shown to promote child mental health and social and emotional

competence. Children receiving PATHS teaching show better emotional knowledge, self-regulation and related skills compared to children who are not involved with PATHS. Teachers and parents describe children as better adjusted, exhibiting higher levels of social interaction, emotion regulation and social skills.

Currently 78 establishments across the city use PATHS materials. The schools and nurseries who are using the PATHS curriculum are very positive about the impact the programme has on their children as illustrated by these Comments:

"PATHS enhances language."

"Children need the language to show how they feel. It emphasises the respect and empathy we should have for each other"

"You notice children linking what they have learned throughout their play, discussing things with peers if they have made them sad or giving compliments to each other. This builds self esteem and the ability to handle difficult situations."

"We will continue to use this programme to ensure children have a voice and it is heard".

"Through evaluation we noted that many children had managed to self-regulate their feelings and manage their behaviour more appropriately"

Glasgow Psychological Service will continue to support more establishments across the city to use this programme with their pupils.

Video Interaction Guidance

A chapter about the use of Video Enhanced Reflective Practice (VERP) was part of the new book from Jessica Kingsley Publishers out in May 2015. GPS hosted a Book Launch at the City Chambers with guest speakers from our own Inclusion Support Staff who were part of a project using VERP and ABLE, a new framework for consultation

with teachers about inclusion of children with Additional Support Needs. Speakers from Dundee and North Lanarkshire talked about how VERP can support teachers to enhance literacy outcomes. More work with VERP and inclusion is planned for the year ahead.

GPS presented at a Round Table Event for Health

Visitor managers about the potential of the use of VIG by HVs and in the NHS. 'One Glasgow' support continued by facilitating another training course in VIG with Third Sector partners from Barnardo's, NE Glasgow and Homestart Glasgow North. GPS continues to prioritise the use of VIG within the Service with all Educational Psychologists being supported to deliver VIG interventions and new staff being trained in the next session.

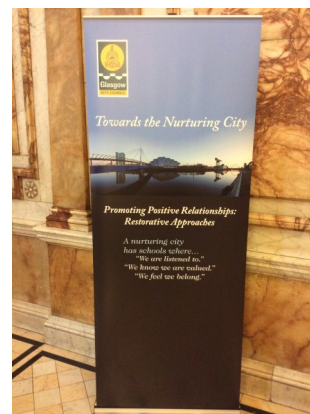


RESTORATIVE APPROACHES NATIONAL CONFERENCE, GLASGOW CITY CHAMBERS

Restorative Approaches encompasses a whole-community ethos, which works to promote and maintain positive relationships by providing a foundation for repairing conflict or 'emotional harm' between two or more individuals. It allows all parties to be listened to, reflect on all views expressed, and arrive at a collective and agreed solution to resolve the emotional harm and move on. Glasgow City

Council hosted a four-day Restorative Approaches National Conference in February 2015. We were delighted to welcome Marg Thorsborne, a leading expert from Australia in the area of Restorative Approaches. She was a key figure in delivering the Restorative message through Keynote and Workshop presentations to both education and wider community agencies. Each of the four days focused on a particular context in which Restorative Approaches can be put into practice within education establishments and

across the wider community. Following this event, the first City-Wide Restorative Approaches Network Group took place on Wednesday 20th May at Battlefield Primary, further Network Group Meetings will be held throughout the year.



Solution Oriented Approaches

A focus on future possibilities and solutions enhance change.

A pre-occupation with difficulties and problems can often leave us feeling overwhelmed and defeated. The solution oriented approach aims to help us to break out of vicious problem cycles and focus on developing constructive solutions. It has as its underlying principles the assumption that people have the necessary resources to make changes, there are always exceptions to the problem and focusing on future possibilities and solutions enhances change.

Solution oriented approaches are widely and successfully used across our schools to support individuals and whole classes. These approaches also lend themselves to use within a wide range of meetings where collaboration can support change. One such meeting where these principles can

effect positive change are Joint Support Teams (JSTs).

A recent review of the Learning Community JSTs went as far to make the following recommendation: *All LC-JSTs should operate using a shared framework; it is recommended that all LC-JST core members undergo training in Solution Oriented Approaches and that each LC-JST uses this approach.*

The solution oriented city lead group facilitated and supported city wide training in December 2014 to all LC-JST core group staff on this approach and its application to JSTs. This training was well received by all agencies that attended and follow up evaluation data is being

collected as to how JSTs are embedding this approach following training.

There is a growing interest across the city in a solution oriented classroom based approach to improving behaviour and relationships known as W.O.W.W. (Working on What Works). Initial feedback suggests improvement in relationships within classes and further evaluation information will be collected on the use of this approach.

As a result of the WOWW project the class teacher is now much more attuned to using children's views/feelings to influence her planning for the children'

Head Teacher

'WOWW has had a positive effect on my confidence within the classroom'

Class teacher

MOTIVATING GLASGOW'S LEARNERS

Based on *self-determination theory* **Motivating Glasgow's Learners** is an innovative approach which helps build good relationships in the classroom and helps children think about how they learn and grow. It asserts that our energy for action, our energy for growth and change is based upon our sense of ability, belonging, and autonomy. Ways in which to influence these three energies is a core component of the approach. Glasgow Psychological Service has developed a 50 item questionnaire called the **Glasgow Motivation and Wellbeing Profile (GMWP)** which explores a child's motivation and sense of wellbeing in the learning context. It gives children and young people the opportunity to reflect on their feelings and current experiences and it encourages them to consider how they can increase their own motivation and sense of wellbeing. As well as providing a baseline measure the tool also helps to inform next steps / targets for the young person.



"I have found the GMWP to be a powerful tool to engage and support pupils.."

Primary PT



The Healing Effects of Eye Movement (EMDR)

Everyone has traumatic experiences during their lives: most recover fairly quickly but some do not. Sometimes the effects of trauma can stay with us and affect our thoughts, feelings and behaviour for a very long time.

When children and young people demonstrate emotional, physical or behavioural difficulties, these can sometimes be related to either one or a number of traumatic experiences such as an accident, a fire, physical abuse, bullying or some other damaging experience.

Such negative experiences can dramatically change the way a child or young person feels and therefore behaves: what happened can keep

playing over and over again in their head like a film, or it may make them feel like not doing anything, or it may stop them sleeping, they may get angry quickly or be unable to concentrate.

EMDR (Eye Movement Desensitisation and Reprocessing) is a therapy for children, teenagers and adults who have been through one or more disturbing experiences which have caused them to suffer psychological problems. The approach is recommended by the UK's health advisory body 'The National Institute of Clinical Excellence', and has been found to be extremely effective.

In Glasgow, some Educational Psychologists have been

trained in this approach and

"He is a completely different boy: last year I just didn't know what to do....now I've got my wee boy back. He's happy and I'm happy and he's back to who he was". Mother of G aged 7 who had been experiencing great difficulties in school because of angry, distressed and confrontational behaviour for the past year following some harrowing experiences of domestic violence.

"I don't really know how it worked, but it made me feel different...well not different, just better inside....calmer...happier. I look forward to things now".

K age 14 who was so anxious he could not take part in classes at school, nor interact with his classmates. After six sessions of EMDR he was attending all classes and extracurricular activities.



Cognitive Behaviour Therapy (CBT)- Measuring positive outcomes

Measuring the outcomes from direct therapeutic work with children and young people is essential in evaluating the effectiveness of interventions. GPS uses a range of pre and post intervention measures to evidence positive outcomes. This is linked with a structured supervision framework that EPs follow.

This diagram shows the impact following CBT intervention.

GPS is continually reviewing the way in which outcomes from direct work are measured.

