West Dunbartonshire COUNCIL

PSYCHOLOGICAL SERVICE

Self-Evaluation Report

2014 - 2015



getting it right for every child

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SECTION 1

Service self-evaluation summary

What key outcomes have we achieved?

- Delivered our Service Level Agreement plan to the 5 Secondary schools, 34 Primary schools and 20 Early Learning & Childcare Centres.
- Rolled out Reciprocal Teaching in all Primary Schools across West Dunbartonshire Council.
- Demonstrated impact in closing the attainment gap.
- Built capacity of Education Service staff to deliver the duties outlined in the Children and Young People's Act 2014 through training.
- Supported schools in developing the 4 capacities by training and supporting implementation of PATHs, Seasons for Growth, Nurture, Roots of Empathy, Cool Kids.
- Supported Integrated Children's Services in the delivery of the Parenting Strategy to ensure that our most vulnerable parents are provided with opportunities to give their children the best start in life.
- Provided assessment and support to schools, parents and young people affected by neurodevelopmental difficulties.

Overarching strengths

- Psychological Services is embedded within Educational Services and works collaboratively with Educational Services colleagues to deliver the department's key objectives particularly in raising attainment and implementing curriculum for excellence.
- We work closely with partner agencies to develop and support the delivery of outcomes through the GIRFEC Child's Planning process.
- We support the health and well-being of children, young people and their families in collaboration with schools and multi-agency partners.

Key Challenges

- Economic climate has resulted in reductions in core staffing which has impacted on the capacity of the Psychological Service team to meet the demands arising from all our stakeholders.
- Supporting consistency of practice across partners and across the different areas in the delivery of the duties of the Children & Young People's Act.
- Increasing impact of the economic situation on the lives of young people and their families in West Dunbartonshire Council which means that many more young people have additional support needs particularly, emotional and behavioural needs.
- Demonstrating impact on wellbeing of young people who receive a service from the Psychological Service.

Areas of strong practice

- Bringing psychological knowledge, skills and research perspective to the gathering of impact data in literacy and health and well-being.
- Strength of the partner relationships at strategic or management level which facilitates the development of joint work.

SECTION 2

Psychological Service Profile



The Psychological Service consists of 5.6 FTE Educational Psychologists and is managed by a Principal Educational Psychologist supported by one Depute Principal Educational Psychologist.

The service has some temporarily funded staff time to support suicide prevention, literacy and parenting initiatives across the authority and this enables the service to contribute substantially to improvements in these areas.

The Psychological Service provides a service to all the children and families in West Dunbartonshire Council predominantly by allocating time to the 5 secondary schools, 34 primary schools, 4 specialist establishments and the 21 Council managed Early Education & Child Care Centres. The service also supports the 8 private nurseries where children are identified as having additional support needs. The time allocation to educational establishments is guided by school roll, level of deprivation as measured by numbers of free school meals and the support needs arising in each school.

Requests for involvement of Psychological Service come not only from schools but also directly from parents and from our partner agencies in West Dunbartonshire Council. The Service sets aside time to contribute to the diagnosis and assessment of neuro-developmental disorders as part of a Locality Autism Assessment Process (LAAP) and contributes to the multi-agency assessment and support of children and young people with Attention Deficit & Hyperactivity Disorder (ADHD).

West Dunbartonshire Council Psychological Service continues to deliver the five core functions of a Psychological Service – consultation and advice, assessment, intervention, training and research to inform strategic development across the three levels of children and families, educational establishments and the wider authority.

SECTION 3

Our Approach to Self-Evaluation

The policy and practice of self -evaluation in the Psychological Service has changed to be more closely aligned to the performance monitoring of the Quality Improvement team. Individual Educational Psychologist's practice is governed by the standards of proficiency for practitioner psychologists as outlined by the Health and Care Professions Council (HCPC). The approach taken to self-evaluation has been refined and adapted in the light of the above and has moved away from an over-reliance on one-off feedback gathered through questionnaire surveys towards a system where implementation science informs and guides the practice and direction of the Service. Key to this is building in time for collegiate discussion and reflection on practice. Feedback continues to be sought from stakeholders with an emphasis on how our work has impacted on the key national priorities and in turn on the Educational Services objectives on improving health and well-being and closing the attainment gap. Thus feedback on impact is sought at the point of annual service delivery with schools often through a reflective

discussion with Head teachers, and the managers within Psychological Service timetable case evaluations with EPs termly with an emphasis on evidence of impact and the development of a reflective approach to case and systemic work. Annual reports are generated on the impact of parenting, nurture and literacy. Training is planned taking account of Council priorities with coaching, mentoring and staff support groups utilised as follow-up. The regular review and reporting on objectives contained within the Service improvement plan helps to ensure that a continuous process of self-evaluation is maintained.

SECTION 4

How well do we meet the needs of our stakeholders?

4.1 Delivery of our Core Functions of Consultation, Assessment and Intervention

- The Service has negotiated a service level agreement and regular visiting pattern with the 5 secondary schools, 34 primary schools and 21 early education and childcare establishments where new cases are accepted for assessment, consultation and/or intervention.

- The Service has supported developments in 3 special schools and 2 specialists units within West Dunbartonshire.

- The Service visited the 26 different schools outwith West Dunbartonshire which provide education for WDC pupils.

- Educational Psychologists managed the preparation and review of CSPs for children and young people in schools outwith West Dunbartonshire.

- Children and young people were assessed and application made for specialist provision through the Joint Review Panel or through the Social Work and Education Liaison Group.

- Multi-agency and single agency assessments following GIRFEC principles were undertaken by Psychologists with the Psychologist being a key contributor to the support planning meeting where a GIRFEC Child's plan is drawn up.

- Educational Psychologists have continued to contribute to the diagnostic assessment of children and young people with neuro-developmental disorders as part of multi agency teams and contributed to the support planning meeting which draws up a GIRFEC Child's plan.

4.2 Delivery of our Core Functions of Training, Evaluation and Research

Educational psychologists have:

- Provided training to education staff, health staff and social work staff across a variety of areas to develop skill and build capacity; (see appendix 1).

- Worked in partnership to deliver training on the duties as defined by the Children and Young Peoples Act 2014.

- Led the implementation of Reciprocal Teaching across 5 learning communities to improve higher order thinking and literacy skills.

- Gathered data to look at the impact of reciprocal teaching on closing the attainment gap.

- Gathered longitudinal data on outcomes for children supported in nurture groups, as well as seeking the views of staff in these schools.

- Contributed to an evaluation of the multi-agency assessment and diagnosis of ASD and ADHD in young people.

- Provided additional training and support to secondary staff in dealing with pupils on the autistic spectrum.

4.3 Contribution of the Psychological Service at Authority Level

Educational Psychologists take a lead role in the following groups convened to manage Educational services statutory functions and to drive forward Educational Services and the Integrated Children's Services strategic objectives:

- The Co-ordinated Support Plan Review Group (Chaired by the Principal Psychologist);
- The Parenting Review and Improvement Group (Chaired by the Principal Psychologist);
- The Nurture Group business meetings (Chaired by the Depute Principal Psychologist);
- Paths business Meetings (Chaired by the Depute Principal Psychologist);
- The ASD training steering group (Chaired by the Principal Psychologist).

The service contributes to the work of a number of the multi-agency strategic and operational groups across the Council:

- The Delivery and Improvement Group;
- The Mental Health and Well-being Review and Improvement Group;
- The Children with Disabilities Review and Improvement Group;
- The GIRFEC Implementation Group;
- The LAAP core group;
- The ADHD steering group;
- The Seasons for Growth steering group.

The service contributes to a number of educational service meetings which support the strategic objectives of the educational services:

- The FAST steering group;
- The Literacy Strategy Group

The Psychological Service also contributes to/leads many of the authority panels and processes set up to allocate resources to children and young people with Additional Support Needs:

- Pre-school Community Assessment Team (PreSCAT);
- The Multi-agency Consultation Group (MAC);
- The Social Work/Education Liaison Group;
- The Joint Review Panel (JRP);
- The Transitions Resource Allocation Group (TRAG);
- Up to Us Steering Group;
- Action for Children Steering Group.

SECTION 5

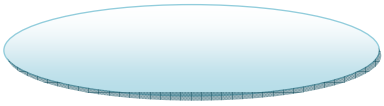
What has the Psychological Service achieved during 2014-2015 and how do we know?

Psychological Service's plan has been organised and developed so that our actions align directly with the Educational Services Strategic Objectives and the overarching Community Planning Partnership action plan:

Educational Services objective 1: Raising Attainment and Improving Learning

5.1 We contributed to the implementation of the Literacy Strategy

Implementation of Reciprocal Teaching



The Psychological Service is committed to supporting the Educational Services' key objective to raise attainment and improve learning. Over the last two school sessions the Psychological Service has had a key role in West Dunbartonshire working with Scottish Government as part of the literacy hub initiative. A West Dunbartonshire model of Reciprocal Teaching was developed and piloted. The evaluations over the two years of the project indicated a consistent improvement in pupil reading comprehension and in the development of higher order reading skills of analysis and evaluation of text.

Reciprocal Teaching



The continued support from West Dunbartonshire Council Educational Services has allowed the Psychological Service to lead a structured and systematic implementation of the Reciprocal Teaching methodology across all five learning communities. The aims of the implementation are

- to improve pupils' use of metacognitive strategies to develop reading comprehension and higher order literacy skills;
- to increase reading confidence in pupils and to provide a greater coherence in curriculum across transitions;
- to increase teacher knowledge and understanding of teaching reading comprehension;
- improve teacher confidence when teaching reading and,
- encourage the sharing of good practice through professional dialogue and collegiate working.

Over the course of 2014-15, 30 primary schools received training and resources from the Psychological Service. Adhering to the principles of implementation science, follow up coaching sessions have been delivered to 16 of the trained primary schools.

All secondary schools have been introduced to the Reciprocal Teaching approach and are at various stages of planning and implementation with a focus on English departments.

The Service has supported a working group of secondary teachers develop assessment materials for secondary pupils (S1-S3), similar to that devised for primary pupils, to allow teachers to track the impact of reciprocal teaching strategies on pupil's understanding of texts.

Data has been gathered from all primary schools who have implemented the Reciprocal Reading methodology in order to report on impact in terms of improvements in higher order thinking skills and reading attainment. A sample of results from the highest achieving pupils and the lowest achieving pupils have been analysed to consider the effect of Reciprocal teaching in closing the attainment gap. A further 12 children from Primary 4 from 2 schools completed a standardised reading comprehension

assessment. This 'drill down' approach allows an in depth case study with views of the teacher and child being collated.

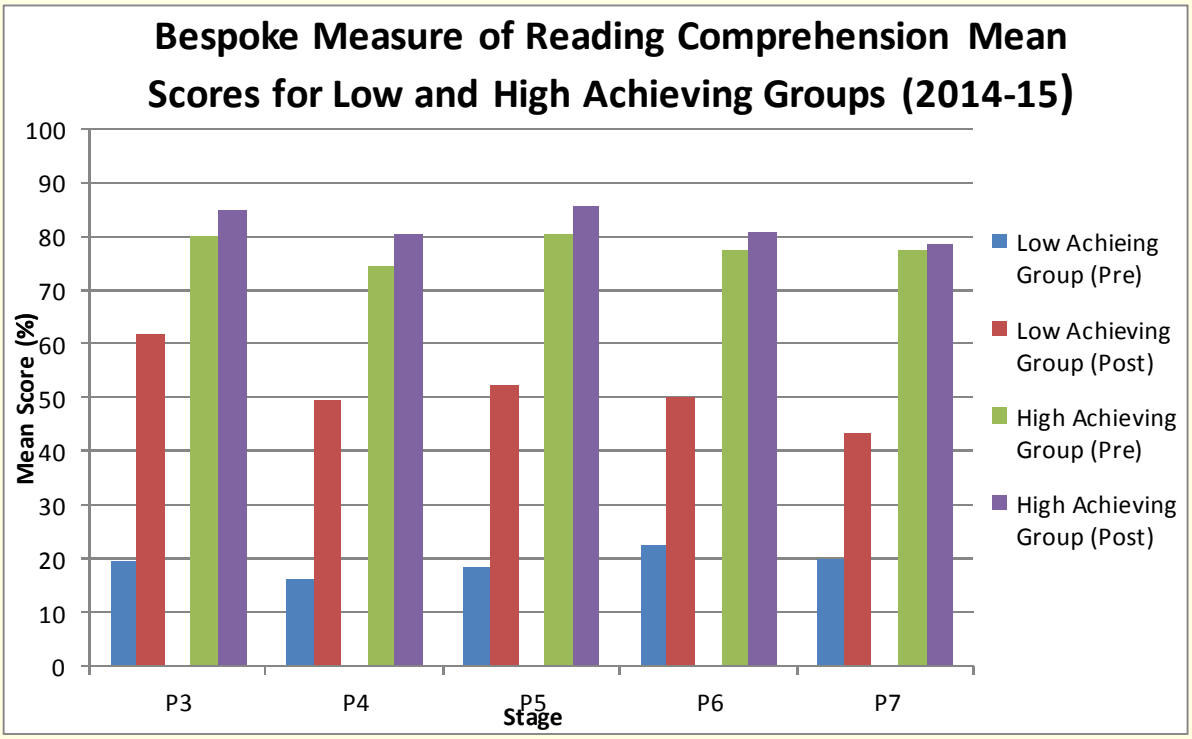
While the concentration of work during 2014-15 has been on introduction into primary schools, preliminary steps have been made in the Early Years. All Early Stages teachers have been trained on Reciprocal Teaching and collegiate time provided to promote discussion and professional dialogue regarding the adaptation of the approach for Early Years. A presentation has been made to all Early Years Heads. There are now an increasing number of early years establishments where Reciprocal Teaching is evident in their practice.

Head Teachers are moderating the fidelity of the approach through the use of observations by the senior management team within the school and have been provided with observation schedules to guide what should be demonstrated within each lesson. The assistant psychologist has been observing lessons in schools following the observation schedule. Some of the good practice highlighted from observations, has been filmed and shall be shared through the 'Our Cloud' literacy page on the intranet to promote the sharing of practice. Filming of Reciprocal Teaching took place in Early Years settings, various stages of primary and in cross-curricular secondary settings.

Improvement in Literacy, what has been the Impact?

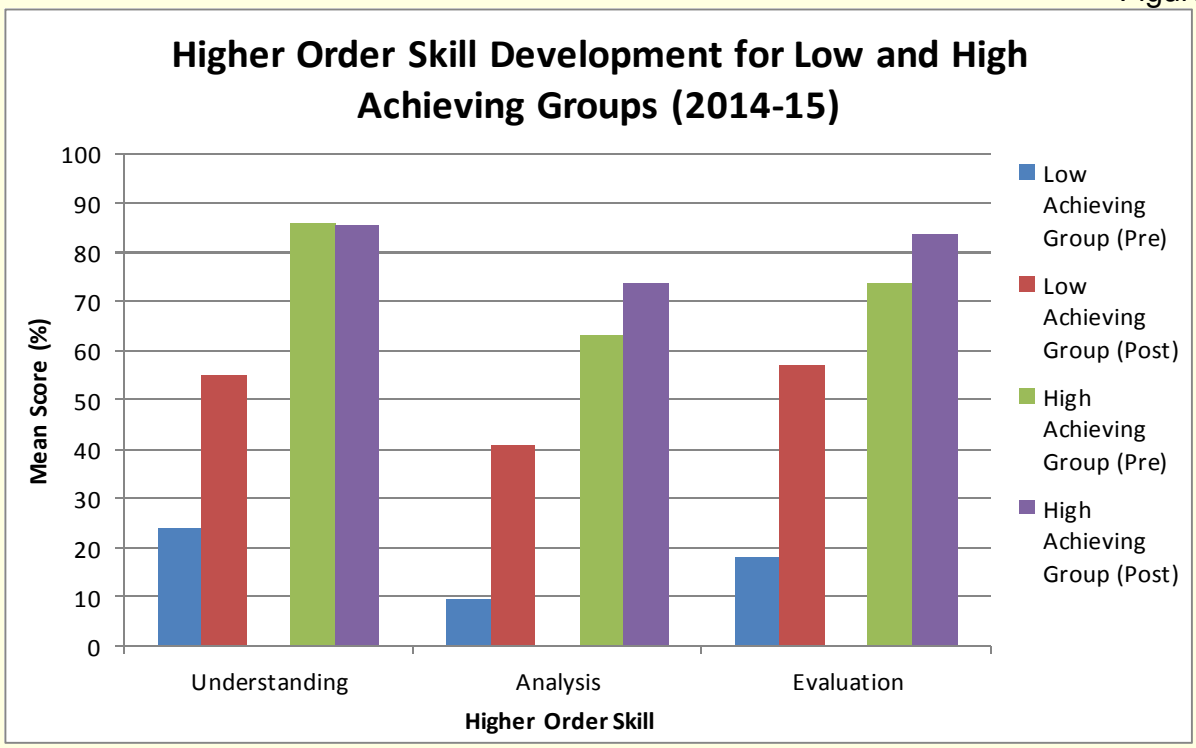
There were increases in comprehension score for the lower achieving group from P3 to P7 with the greatest difference in P3 (Figure 1). The higher achieving group also demonstrated increased comprehension scores. The scope for change in the higher achieving group is much less compared to the low achieving group. At the follow up assessment, a number of children in the high achieving group scored the maximum at each stage therefore, there is a ceiling effect. Nevertheless, the mean difference at the baseline assessment between the low and high achieving groups was 57.5% and this reduced to 30.8% at follow up.

Figure 1



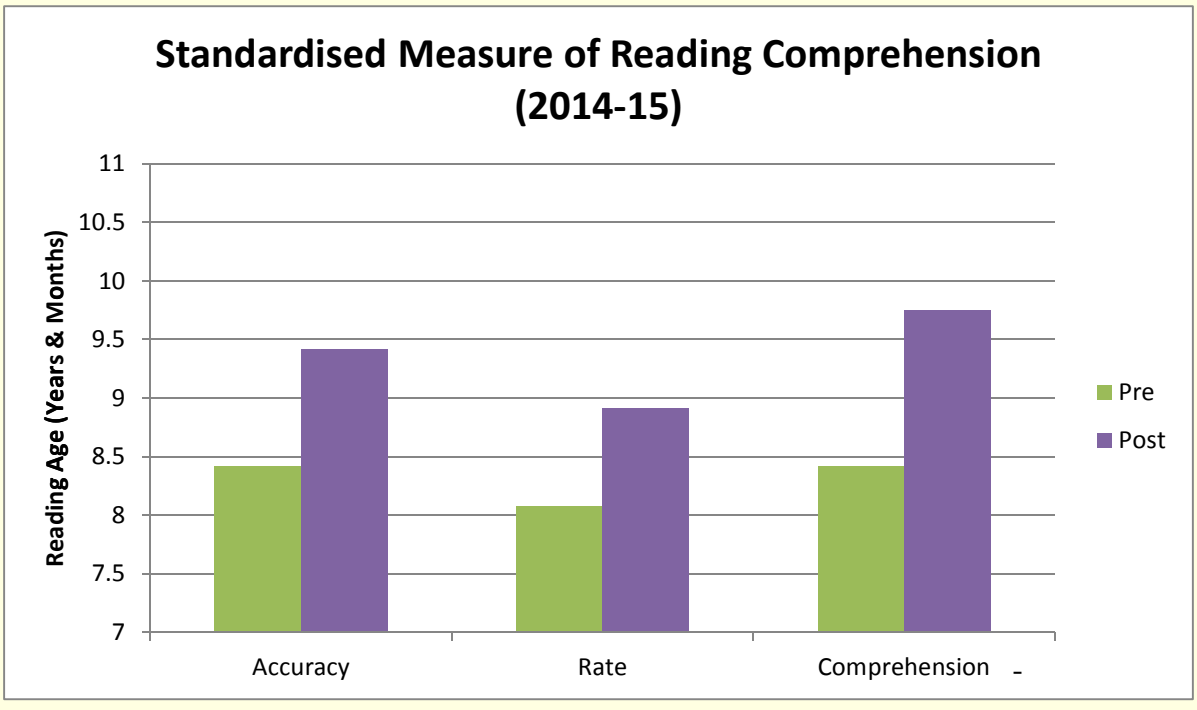
The lower achieving group demonstrated increases in each of the skills with the greatest difference in pupil ability to analyse and evaluate text indicating that Reciprocal Teaching is linked to the improvement of higher order skills (Figure 2). The higher achieving group shows no change in the mean score for understanding however, the score remains above 85%. The greatest changes for the higher achieving group follows a similar pattern to the lower achieving group with greatest development in the skills of analysis and evaluation.

Figure 2



Further assessment of a small group of primary four children using a standardised measure of reading assessment found a gain in 16 months of reading age over a six month period (full details of the research finding can be found in our report July 2015).

Figure 3



5.2 We led a review of the policy and procedures for assessing, identifying and meeting the needs of children and young people with dyslexia

Psychological Service staff have worked with colleagues in the Central Support Service and in schools to review and update the 'Dyslexia guidelines' in line with the Literacy Strategy and the Children and young Peoples Act 2014. While the focus of the policy is on dyslexia, it sits within a wider understanding of how literacy develops. It is the intention of the revised policy not to replace but to augment the national Dyslexia Toolkit which was launched by the Scottish Government as an online resource in June 2010.

The Policy Guidelines identify the processes and procedures to be used in West Dunbartonshire Council establishments to assess, identify and support children and young people who have dyslexia, while also providing good sources of information for teachers and support workers to help them understand children and young people who have difficulties acquiring good literacy skills. The policy has been circulated to all schools along with an audit of training needs so that head teachers can indicate what additional training they may need to implement the policy and procedures in full.

Psychological Service staff have joined a collegiate discussion with our colleagues in the Central Support Resource to support the training programme planned for next session.

What has been the Impact?

We intend to collate the audit of training needs and then evaluate the impact of the policy on the practice in schools once we are clear the new procedures are embedded in practice.

5.3 We investigated the impact of the move to alternative specialist day placements on vulnerable young people

Educational Psychologists provide assessments and recommendations to the local authority on the appropriate placements for vulnerable young people who are struggling to cope in their local mainstream school. These young people are often at risk of failing to achieve within their local school. Some of these young people move out of their local school and Educational Psychologists working with a number of our specialist day placement providers investigated the views of young people and their parents following their transition to an alternative day placement.

Feedback from Parents and Young People

Parents and young people were asked if their or their child's alternative education placement had led to any changes. 100% of parents and young people agreed that they or their child had more settled behaviour at school and were more confident and happy.

Possible changes	No. of young people that agreed	No. of parents that agreed
Improved attendance	13 (92.8%)	7 (77.7%)
Better progress in learning	13 (92.8%)	9 (100%)
More settled behaviour at home	13 (92.8%)	7 (77.7%)
More settled behaviour at school	14 (100%)	9 (100%)
More confident and happy	14 (100%)	9 (100%)

Parents and young people were also asked on a rating scale from unsatisfactory to excellent, how they would describe their placement or their son/daughter's placement.

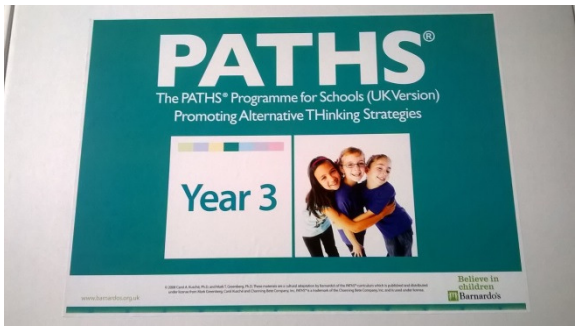
Rating of Placement	No. of young people	No. of parents
Unsatisfactory	0	0
Satisfactory	0	0
Good	1 (7.7%)	0
Very good	3 (23.1%)	3 (33.3%)
Excellent	9 (69.2%)	6 (66.7%)

Parents and young people also commented on their experience of alternative education placements and a theme which emerged was the positive change in the young person's attendance at school. Parents noticed that '*his attendance and his happiness have changed for the better*' and commented on their child being '*a lot more engaged with school work and enjoying attending school now.*' Young people also commented on the change in their attendance saying '*my attendance* [changed] *and I enjoy coming to school and my skills have got better.*' Other young people also felt that they felt '*a lot more happier and confident'* and '*I'm not nervous to talk in front of people,'* and *'I'm getting more socially involved.'* Finally, young people and their parents also commented on their behaviour saying '*my behaviour is better than before*,' and '*he has turned into a really nice young man, he has settled down in the house more and he is a lot happier.'*

Educational Services Objective 2: Implement Curriculum for Excellence (CfE), the duties outlined in the Children and Young People Act 2014 and the Early Years Collaborative

5.4 We supported schools and early years establishments in developing the four capacities of the Curriculum for Excellence through the health and well-being curriculum by supporting the Paths Curriculum.

The Psychological Service has continued to support the implementation of PATHS across pre-school and primary schools within WDC. This year a further 7 primary schools and one ASN school have been provided with initial in-service training in which the rationale of the curriculum and guidance on implementation has been given. A DVD of a class lesson in the early stages has been made and will be incorporated in training going forward.



A major focus of the work on PATHS this session has been in encouraging and supporting schools to evaluate and track progress within their own schools. Several schools have undertaken their own audit and developed indicators against which the success of implementation can be judged. The implementation of PATHS is being tracked via business meetings held twice yearly for staff in primary and early years sectors. An evaluation tool was piloted this session with plans for each PATHS establishment to track and monitor a small cohort of pupils over the coming school year. The plan is to combine the data across establishments thus providing an overview of the impact of PATHS across the authority.

The focus for PATHS in the year ahead will be on measuring impact and self-evaluation with particular emphasis on getting feedback from pupils and parents.

Feedback on PATHS training

Was very helpful to get an overview of what PATHS is, its goals and being made aware of how it can help the children.

The information provided was very useful in enabling me to use the PATHS resources. I feel prepared to 'have a go.'

Getting to hear the background behind PATHS and having some ideas from other schools. Monitoring and tracking info useful as I feel that is something we were lacking in.



5.5 We supported schools and early years establishments in developing the four capacities of the Curriculum for Excellence by supporting schools develop Nurture

STRENGTH

The nurture group network
helping children and young people to succeed

In West Dunbartonshire, nurture has been systematically provided in eight primary schools. Each nurture class usually consists of between 6 and 10 children offering a short term, focused intervention strategy. The children remain part of their class group and typically return full time within two to four school terms. Between 2011 and 2014, three cohorts of children attending nurture groups, alongside a control group, were tracked through the use of Strength and Difficulty Questionnaires (SDQs) which were completed by both teachers and parents at the beginning and end of each academic year (ref nurture group evaluation 2013 report).

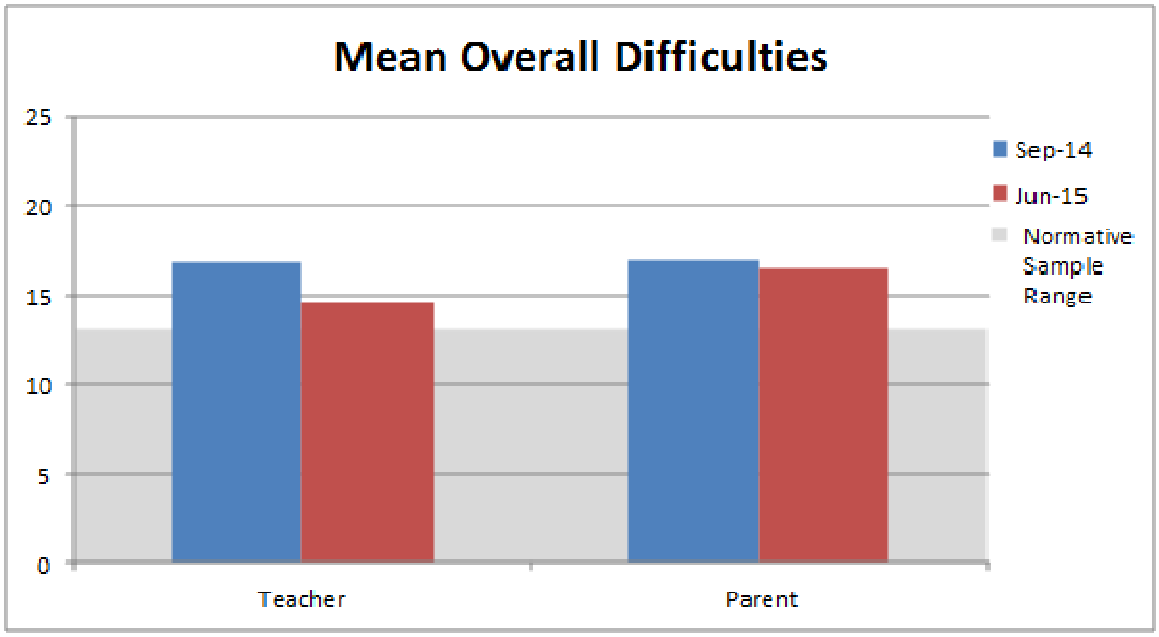
Over the 2014 to 2015 session, due to changes in nurture groups staffing allocation, a new cohort of pupils were tracked to monitor the impact of nurture provision on the children's emotional, social, behavioural and attention difficulties. 54 children were tracked through teachers returning SDQs and of those children, 33 parents returned SDQs. This was an apt time to focus on one cohort of children because there is an increasingly high level of need within West Dunbartonshire with many children presenting a variety of difficulties linked to attachment issues.

Using each of the scales included within the Strength and Difficulty Questionnaire, the mean teacher and parent ratings have been collated focusing on pupil stress, behavioural, attention and social difficulties, emotional distress and helping behaviour. Table 1 below shows the overall ratings across the eight schools on the SDQ scales. Of note is the progress seen in overall difficulty particularly by teachers and the increasing score (positive) in pro-social behaviour. It is of interest that the teacher ratings show more progress than the parent ratings highlighting the challenge going forward of working closer with parents and seeking to provide more specific support to parents of children attending nurture groups.

Table 1. Mean Teacher and Parent Ratings across session and Standard Deviation (SD).

Scale	Mean Teacher Rating		Mean Parent Rating	
	Sept '14	June '15	Sept '14	June '15
Overall difficulty	16.8 (5.9)	14.5 (6.4)	16.9 (6.9)	16.5 (7.9)
Pro-social behaviour	5.4 (2.6)	6.0 (2.8)	7.3 (1.7)	7.4 (1.8)
Impact of difficulty	2.2 (1.4)	1.6 (1.5)	2.9 (2.7)	2.6 (3.1)
Emotional difficulty	3.5 (2.7)	3.5 (2.8)	3.6 (2.4)	3.8 (2.7)
Behavioural difficulty	2.3 (2.3)	2.0 (2.2)	3.3 (2.6)	3.2 (2.6)
Peer difficulty	3.5 (2.5)	2.3 (2.0)	3.0 (2.3)	2.9 (2.3)
Hyperactivity/Attention Difficulty	7.4 (2.4)	6.5 (3.0)	6.8 (2.5)	6.4 (3.0)

Figure 1 shows the mean overall distress and difficulty ratings from both teachers and parents of the cohort of pupils. Both the teacher and parent ratings demonstrate a decrease in the overall difficulties of the pupils in nurture. Both ratings still remain increased however, and outwith the typical range.



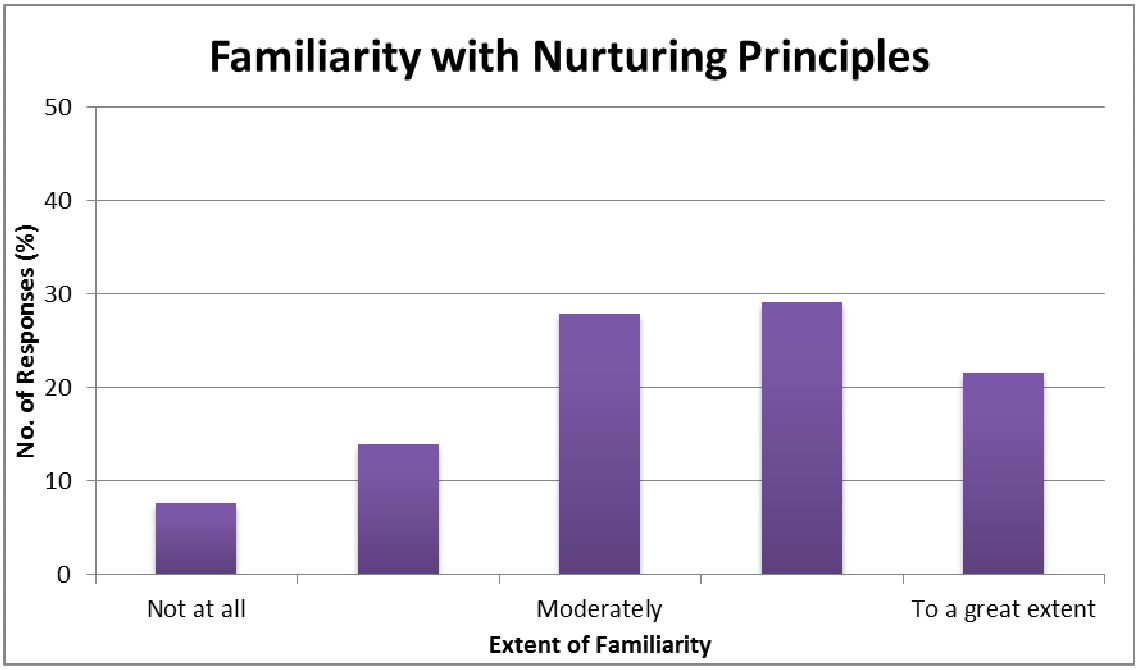
In addition to the tracking of individual pupils, in March 2015 a survey was undertaken of all staff in schools where there is a nurture group. The impetus for the survey arose from the nurture twilight sessions at which self-evaluation and using data more effectively to plan next steps, was a theme. In collaboration with nurture group practitioners, a questionnaire survey was devised and responsibility for its completion taken by nurture practitioners in each of the 8 schools. This led to a high response rate from both teaching a non-teaching staff (see table 2). Of those surveyed, 10 teachers (13%) had taught in the nurture group. The average length of time that teaching and support staff have worked in their school was 8 years and the average length of time that non class based staff have worked in their school was 10 years

Table 2. No. of questionnaire responses and type of contract.

Type of contract	Teachers and support staff	Non class based staff
Permanent	64 (52%)	36 (30%)
Non-permanent	15 (12%)	7 (6%)

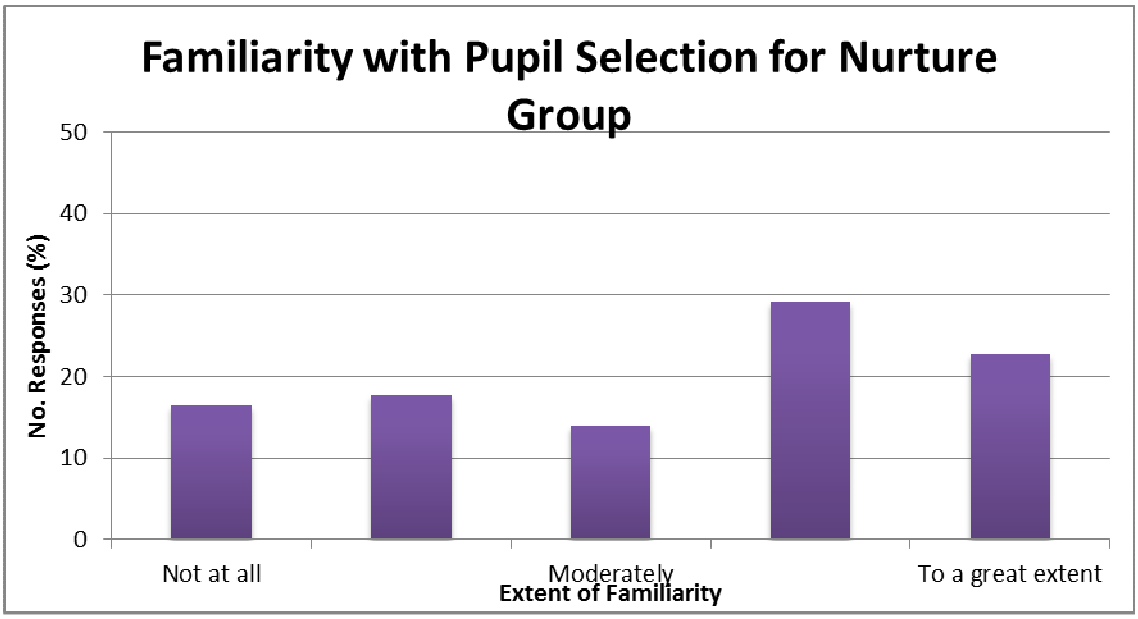
Feedback from Teaching and Support Staff

1. **On a scale of 1 to 5, how familiar are you with nurturing principles and practices in your school?**



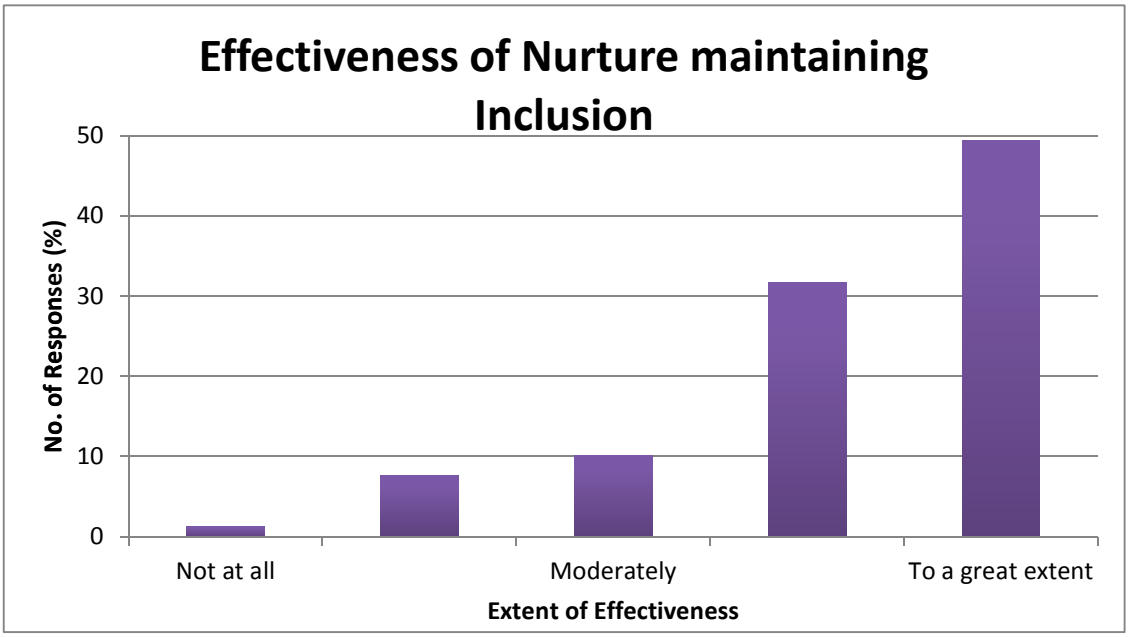
Staff had a mixed response when asked about their familiarity with the nurture principles and many requested more information would help them to move up a point on the scale either by discussing this with the nurture teacher or by attending a training session. Staff from one school reported that the nurture teacher had ran a twilight session for staff and explained nurturing principles and the aims of the nurture group and this proved helpful for their understanding.

2. **On a scale of 1 to 5, how familiar are you with the mechanism by which pupils are selected for inclusion within the nurture group?**



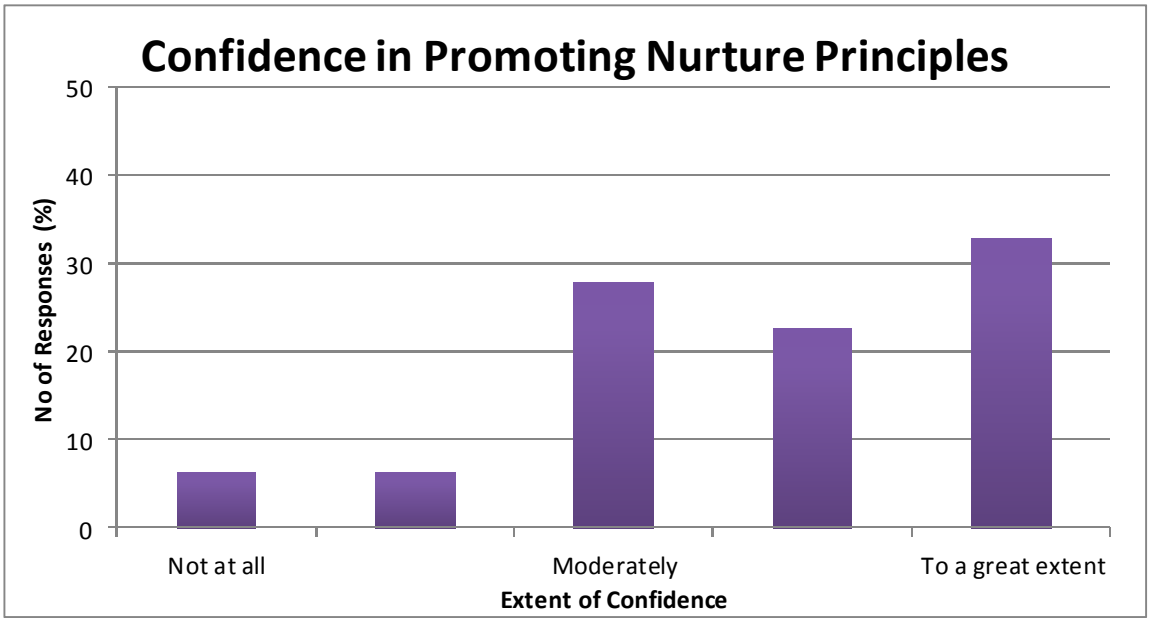
Staff had a varied knowledge of how children are selected for the nurture group. Many had experience of working alongside the nurture teacher to complete assessments and discuss if children would benefit from being part of the nurture group. Other staff were not aware of the process but would like to understand why some children are included and others are not.

3. **On a scale of 1 to 5, how effective do you think the nurture group is in supporting children with their social and emotional difficulties to be successfully included in their mainstream school?**



Many staff (over 80%) reported that the nurture group was effective at maintaining inclusion and commented that nurture was an important factor in ensuring certain children were able to remain in their mainstream school. Staff also commented that they hoped their current provision for nurture was able to continue and if possible to be extended to allow more children to benefit.

4. **On a scale of 1 to 5, how confident are you about promoting the nurture principles within your class?**



Many staff felt that training or discussion with the nurture teacher would make the principles clear to them as there was some uncertainty about what the principles are but felt through aspects of their teaching created a nurturing environment for all pupils in their class.

5. **Please list any examples of things you are doing currently to promote nurture principles within your class?**

Staff Response	No. of Responses
Teacher-learner interactions	31
PATHS	30
Circle Time	17
Positive behaviour strategies	14
Cooperative learning	11
Right's Respecting School	10
School ethos	9
Target setting	8
Ready to Learn Programme	6
Enhanced transition	5
Teacher-parent interactions	5
Celebrating achievement	5
Implementing GIRFEC	4
Seasons for Growth	3
Roots of Empathy	2
Staged Intervention	2
Buddy system	2
Global Citizenship	2

6. **What would you like to happen next with regard to the development of nurture practices within your school?**
   Staff commonly requested further training or information either through a twilight session which would include all staff or through discussion with the nurture teacher. Many staff reported they would like to observe a nurture lesson and given time possibly team teach with the nurture teacher.
   Every school had staff that highlighted the continuing provision of nurture as vitally important and asked for this to be extended if possible. Many staff also commented on a nurture provision for first and second level pupils as well as early level.

The data from the staff questionnaire has also been broken down and analysed by school with each school provided with the overall WDC report and that of their own school report. Schools are now tasked with using the information provided to plan the training needs of their own staff which will be further discussed and followed up via the nurture twilight sessions throughout school session 2015-16.

On-going evaluation plans for the session ahead include the introduction of a control group and analysis of the data being gathered as part of the literacy baseline and evaluation of reciprocal teaching for schools with nurture groups. Early analysis of this data highlights the possible value of nurture groups in helping to close the attainment gap in literacy.

5.6 We supported schools in developing the four capacities of the Curriculum for Excellence by supporting teachers use their learning from the Incredible Years Teacher Classroom management programme

In 2014-15 Psychological Services supported teachers, who had attended Incredible Years Teacher Classroom Management training in 2013/14, in their endeavour to bring this training into their classroom and peer support practices.

What has been the Impact?

Psychological Services organised three re-connector meetings for IY TCM participants within the 2014-15 session. Whilst the meetings were chaired by an Educational Psychologist the pedagogy used was that of mutual sharing of ideas and resources with the view to facilitate collaborative learning. Participants offered accounts of their IY TCM practices within the classroom, along with evaluation of the effectiveness of these practices. Ideas and advice were shared. The following practices were shared:

- Use of behaviour functional analysis;
- development of IY behaviour support plans based upon an understanding of function;
- relationship building practices;
- proactive strategies;
- rewards;
- time-out and
- natural or logical consequences;
- sharing practices with wider school staff;
- mentoring colleagues on IY principles and practices; use of incentives;
- social and emotional coaching and
- non-verbal and verbal reinforcement of class rules.

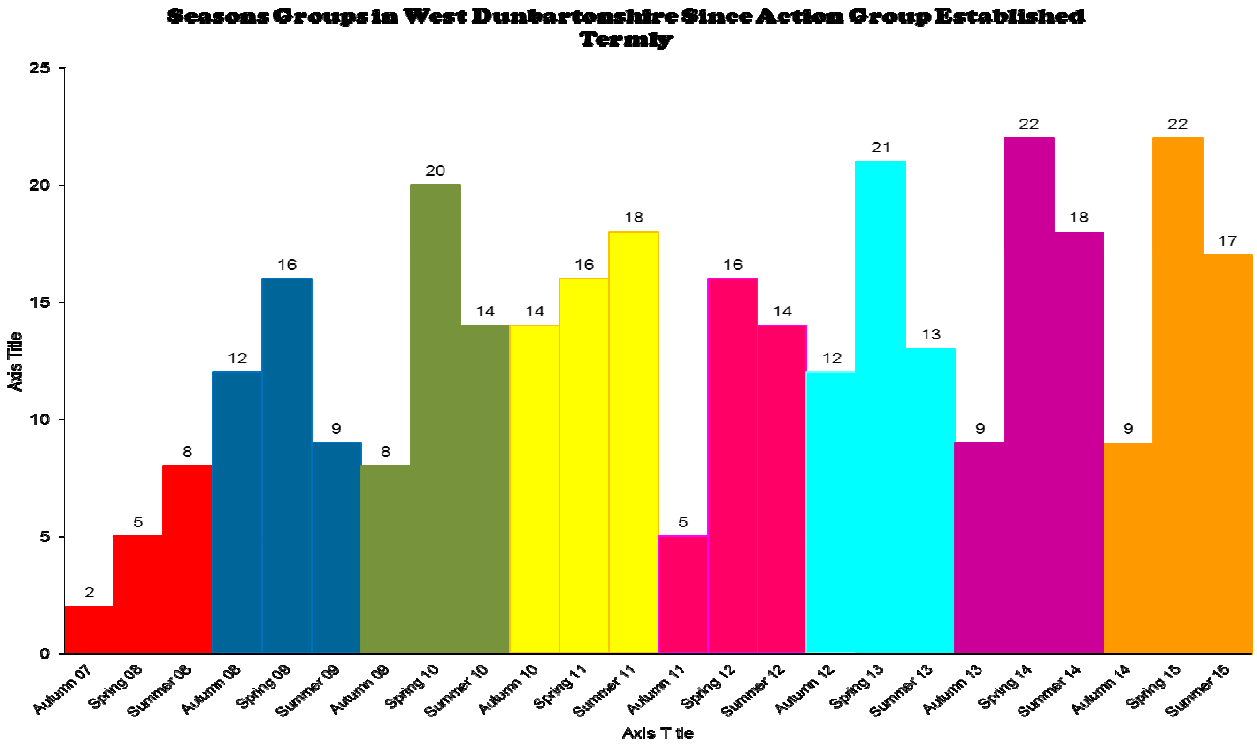


Participants noted that the IY approach enhanced PATHs and nurture group practices already existent within their schools.

5.7 We contributed to improving the health and wellbeing of young people by supporting staff deliver Seasons for Growth

Delivery of Seasons for Growth groups across the Authority has remained stable in 2014 – 15, despite the pressures placed on schools by cuts and the improvement agenda, demonstrating that staffs recognise the positive impact of the programme on mental health and well-being. A pattern has emerged over the last three years showing consistent delivery of groups across the Autumn, Spring and Summer terms. Demand for training for new Companions continues, with 15 trained in October 2014. The majority of Companions trained now go on to run groups, meaning that the training has high applicability.

What has been the Impact?



The outcomes for Seasons map directly onto the outcomes of the Curriculum for Excellence, and as a large number of pupils access the programme every year (48 groups in 2014 - 15, making approximately 288 participants), Seasons is making a significant contribution to the well-being of some of our most vulnerable children and young people. A subgroup of the Seasons Steering Group has been trying to bring Seasons directly to young people in Children's Units and the Alternatives To Care establishment. This group continues to be difficult to reach due to the level of need and turnover, but we are increasing our multi-agency efforts to offer groups.

Delivery of the programme continues to be facilitated by funding from Choose Life, which primarily pays for the journals required to run the groups, and a small amount of funding for a Senior Educational Psychologist to contribute to the training, evaluations, maintenance and development of the programme.

Over recent years, we have been trying to make the programme available to adults, but though parents whose children complete the programme often say 'I wish there was something like this for us', when we have offered groups for parents and carers, there have rarely been enough volunteers to make a peer education programme viable. However, Seasons was delivered this year to a group of parents of pupils at Kilpatrick School, whose feedback included:

'I had the opportunity to learn to put names to feelings, and the courage not to let those feelings define who I am.'

'I learned to live in the present with acceptance and to build for the future with strength and hope, to let go of what's gone.'

'It has been a time for reflection, helping deal with difficult experiences in a positive way.'

Given the impact of the group, we will continue to offer it to parents in 2015-16. A new Seasons programme will shortly become available from Australia, designed for parents/carers to help them to support their children at times of loss and change. The Senior Educational Psychologist will train to deliver this in October 2015, and this should offer new scope for loss and bereavement work in West Dunbartonshire.

5.8 We contributed to the Implementation of GIRFEC by supporting the roll out of the Solihull Approach to Parenting

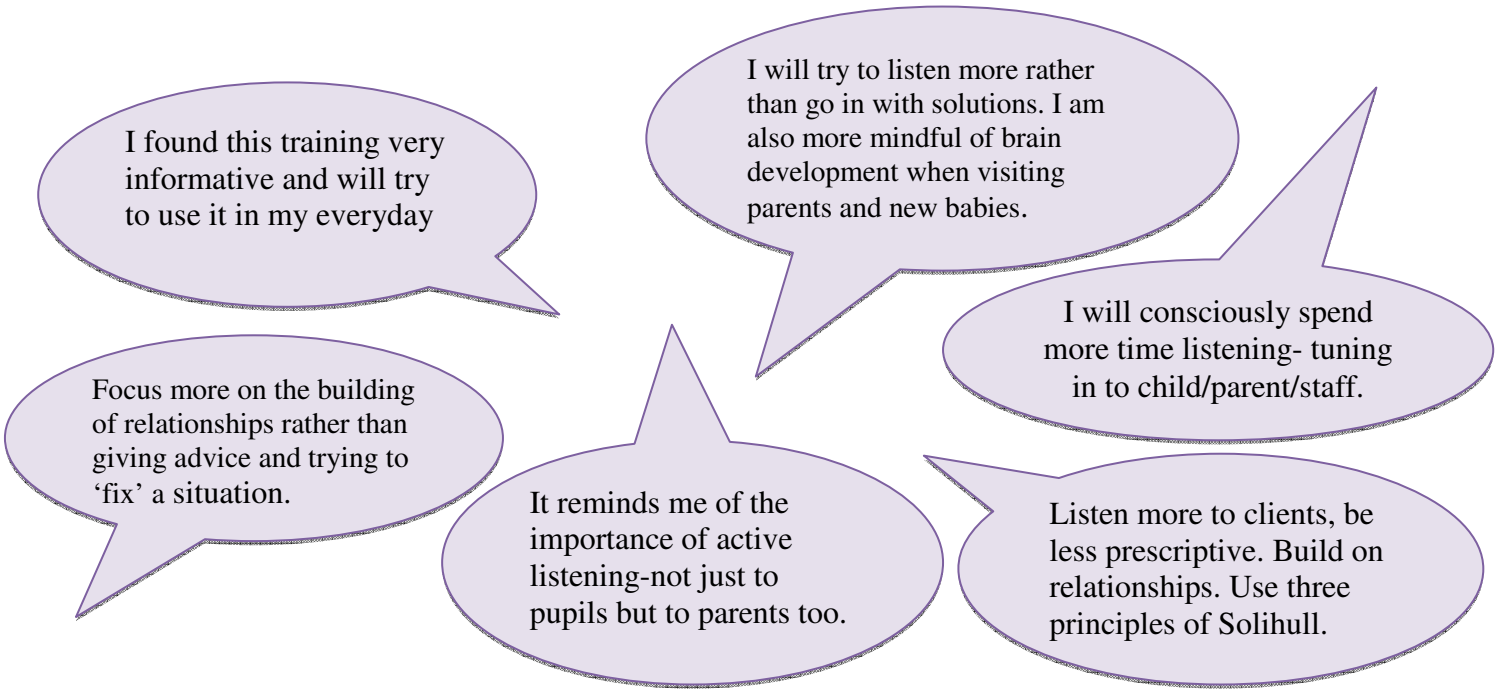
In line with WDC parenting strategy the Psychological Service has continued to support the multi-agency training of front line staff working with parents and young children. This session 2 training days have been completed with staff from education early year centres, health and social work taking part. Feedback from training is overwhelming positive with significant time taken during the training to establish how participants will put the training into practice within their own area of work.

In addition this session the Solihull Approach training was delivered to staff in one of our primary schools. Further adaptations to case study content and training notes were made so as to fit better with the experiences of primary school staff.

What has been the Impact?

The Solihull training event was received positively, with 100% of attendants reporting that they were satisfied with the training. A key theme of participant's reflections upon the difference the training would make to practice was that of active listening to children and parents, for example two comments recorded in evaluations were: "It reminds me of the importance of active listening –not just to pupils but to parents too" and "(I will) Consciously spend more time listening –'tuning in' to child/parent/staff".

Feedback on training:



5.9 We contributed to the Implementation of the duties outlined in the Children and young Peoples Act 2014.



Staff training on GIRFEC

Between October 2014 and March 2015, Psychological Service delivered GIRFEC training to staff from Early Years, Primary and Secondary. The aim was to provide staff with an understanding of the principles and values of GIRFEC and to improve staff confidence in the practical implementation of the West Dunbartonshire Assessment and Planning processes associated with the new Children and Young People's Act 2014.

What was the impact?

Developing Understanding

Participants completed feedback about the training, of the 97 completed evaluations. 97% of staff rated that they were satisfied or extremely satisfied with the training.

A key purpose of the training was to provide staff with an understanding of each of the assessment models and how they link to form the National Practice model. This includes the concept of risks and resilience and staff found the '***discussion on the resilience matrix useful***' and that they now ***'understand it's use***.' Staff also commented that they had a ***'much better understanding of the 'My World Triangle***.'

A common theme throughout each of the training sessions was the benefit of '***unpacking the National Practice model and seeing how it all fits together***.' Staff reported that the opportunity was '***great to explore the practice model thoroughly***,' and that '***discussion of GIRFEC framework was helpful in consolidating and developing understanding of how it works in practice.***' Staff felt that the language relating to GIRFEC had been clarified and there was a greater knowledge and understanding of the model and how this will help them to gather and report relevant information for meetings.

Staff Confidence

Training was delivered across eight sessions and staff from each of the sessions commented that their confidence had improved as a result of the training and that this would impact on their role. Staff felt '***much clearer about GIRFEC***,' and particularly the practice model and how this is implemented, '***I will more confidently use the 'my world triangle clouds' to help prioritise needs***.' Understanding the various paperwork was also commented on, '***I now feel more confident in using the paperwork and how it all fits together***,' and what is included in the paperwork, '***more confident with assessments and recording concerns and needs***.' Staff attributed increased confidence to having a clearer understanding of the models and how they work in practice.

Practical Implementation

As well as developing understanding and confidence the practical use of the GIRFEC practice model and the paperwork was commented on by staff. Staff felt '***the explanation of the forms required for meetings***' was useful and following the training felt they were able to '***consistently use the practice model, SAR1 and GP2***.' Staff commented that were now more able to implement the model, ***'I will use the national***

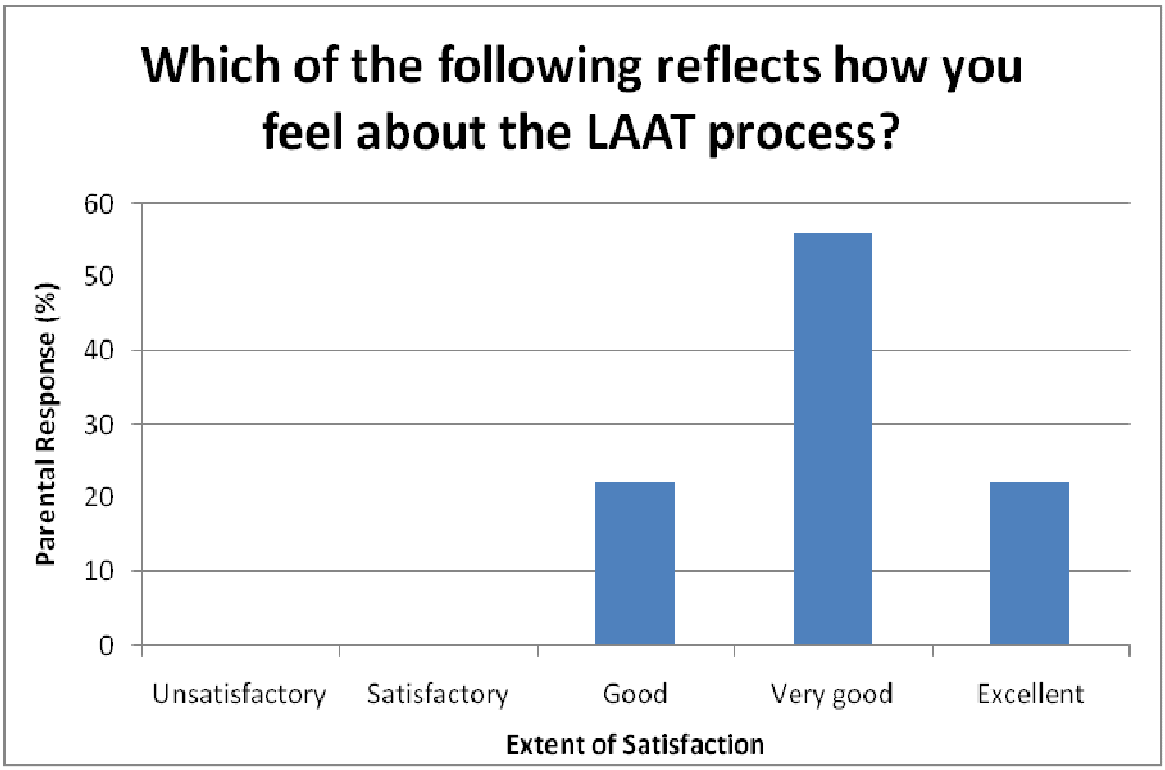
practice model and SAR1 in planning and preparing for meetings,' and ***'implement the use of chronology***.' Staff also reflected on the how the model links to developing a Child's Plan, '***I will use the tools available (GIRFEC National Practice model) to influence a Child's Plan***,' and be more aware of '***which children need a GIRFEC plan.***' Overall staff reported that they had '***clarity***' regarding the GIRFEC framework and appreciated '***the process from start to finish, explained simply and informatively***.'

5.10 We provided assessment, diagnosis and support planning for children and young people with neuro developmental difficulties.

Psychological Service staff work with colleagues in social work and health to ensure that children and young people affected by neuro developmental difficulties access appropriate and timely assessment and support.

We have continued to work with colleagues from Social Work, Speech and Language Therapy, Paediatrics, CAMHS, Occupational Therapy and General Practice to offer a multi-agency, contextualised, child and family centred assessment for autism spectrum disorders. A pilot was undertaken to see if a paediatrician-led service would provide a better process for children under the age of 7. This is currently being evaluated and will inform future developments in ASD assessment.

As part of the Local Autism Assessment Process (LAAP), parents are asked for feedback following completion of assessment. This session 9 questionnaires were completed by parents with the overwhelming majority indicating high levels of satisfaction with the process (78% indicated that they felt the LAAP process was either very good or excellent).

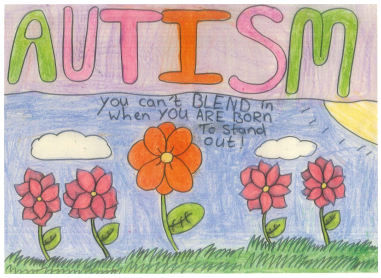


100% of parents felt that they were given enough information about the process of assessment, including how long it would take and that their views were taken into account. 100% of parents felt that the feedback meeting and the multi agency meeting at the end of the process to develop a child's plan were helpful. 2 parents (22%) said they would change the process by reducing the length of time taken and improving support following transition. Parents identified the following impact as a result of the assessment:



Educational Services Objective 3: Develop the Educational Services workforce to ensure future provision

5.11 We worked to build the capacity of staff to support Pupils with ASD: Mainstream Support Groups for Teachers



Primary Education

A senior educational psychologist has continued to work with a member of the Central Support Service to offer support to teachers in primary schools who work with pupils on the autism spectrum. During the termly sessions this year, we looked at the online Autism Toolkit, to enable teachers to use this resource on a regular basis when they wanted new ideas about how to support the young people in their classes. In response to requests from participants, the second session focused on case studies within a GIRFEC risks and resiliencies framework, with the aim of working towards a plan for individual children. A final session in the summer term was planned to look at comic strip conversations. 14 teachers from 8 schools came along throughout the year.

What was the impact?

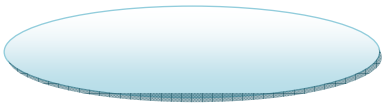
Participants had identified their need for a bank of resources and strategies to use in the classroom, and their evaluations showed that they found it useful to benchmark with colleagues from other schools and to get ideas from each other and from the experienced Central Resource teacher. They left the training intending to try out the new ideas they had learned.

Secondary Education

2014-15 also saw the start of a new initiative for supporting pupils with ASD in mainstream secondary schools. The learning support teachers from St Peter the Apostle, Clydebank High, Our Lady and St Patrick's, Vale of Leven and Dumbarton met

with a senior educational psychologist, and initially shared information about the needs their pupils had and the wide range of methods and resources for meeting these.

The group then moved on to think about how they could best use their time together to support pupils with ASD in their establishments, and decided that making a DVD for staff to watch would have the biggest impact. The team then worked with colleagues from speech and language therapy, occupational therapy, Cornerstone and the National Autistic Society to record pupils in the schools talking about the impact ASD had on their lives in school, and what teachers could do to help them. The DVD is due to be shown in all secondary schools at the August INSET day. Work next year will focus on evaluating the impact of the DVD on outcomes for the pupils, and devising the next step in the initiative.





Single Outcome Agreement Priority: Families are confident and equipped to support their children throughout childhood

5.12 We contributed to the rollout of the Parenting Strategy in WDC through contribution to IY parent group programmes

In 2014-15 Psychological Services contributed to the roll out of the Parenting Strategy in WDC through:

1. Delivery of the Incredible Years Parenting Programme in the Whitecrook PS/Cunard PS venue.
2. Involvement in planning and recruitment to this programme and in evaluating effectiveness.
3. Supporting the appropriate recruitment of parents to parenting programmes generally.
4. Provision of continued support during and after the parenting programme.
5. Psychological Services also collaborated with the multi-agency parenting support workforce to explore ways of developing methods of quality assuring the delivery of parenting programmes.
6. One Educational Psychologist contributed to the training of the Family and Schools Together (FAST) team and supported the FAST trainers during the programme.
7. One Educational Psychologist attended and contributed to peer development meetings of WD FAST team trainers.

What was the impact of the Delivery of IY parent programme?
Pre and Post evaluations were collected from each participant along with regular session evaluations. Participants reported the following using WD Client Satisfaction Questionnaire:

- 100% were satisfied with the service provided.
- 100% reported that the service helped them deal more effectively with their child's behaviour, improved their relationship with their child and develop more skills as a parent.
- 100% reported they would recommend the service to friends and family.
- Other positive changes were also reported with no negative changes.

Using the 'daily hassles' participants reported decrease in 13 'daily hassles', increase in 2 'daily hassles', one 'daily hassle' remaining unchanged.

What was the impact of the FAST programme?
In the primary school, supported by the Psychologist, 21 families attended. The following outcomes were noted:

- Teachers reported that there was an increase in parental involvement in the school life of their child;
- Parents noted an increase in reciprocal support from each other;
- Parent satisfaction of the programme was reported to be very high;
- A large proportion of parents reported to feeling more empowered and knowledgeable about their child's education;
- The FAST team members reported an overall satisfaction with the programme;
- All team members agreed that they had grown personally and professionally;
- Team members commented that being a member of a FAST team had given them a strong sense of accomplishment.

Supporting recruitment of parents to Parenting Support Programmes
Psychological Services organised and hosted a multi-agency training event 'Joined up Service Provision to Support Parents'. Training was delivered by Professor Judy Hutchings (Bangor University). Fifty participants from Education, Social Work and health attended and reported satisfaction with the training.

Supporting quality delivery of parenting programmes and development of workforce skills
Psychological Services organised an IY parent programme group leader consultation day. This was delivered by IY mentor (Prof J. Hutchings) and was attended by 15 participants from Education, Health and Social Work.
The main themes of this training were:

- development of facilitator skills;
- programme fidelity;
- supporting parents in recruitment, throughout the programme and planning for their support following the programme (joined up working).

What was the Impact?
The training was received positively by the IY group leaders. This training has impacted upon delivery of IY programmes in a number of ways including:

- professional development: fidelity issues are now being included on the agenda of IY peer mentoring group meetings;
- self and peer evaluation practices in line with recommendations of IY programme developer, are now being adopted by group leaders.

In addition one Educational Psychologist undertook regular self and peer evaluation of IY session using video (as recommended by IY programme developer). A presentation of their experience of the self and peer evaluation process was given at the IY peer group event with the view to encourage IY group leaders to engage in similar self and peer evaluation processes.

Educational Services Objective: Improve self-evaluation processes and systems

We consulted parents and young people who had contact with the Psychological service to inform our improvement planning processes.

Feedback from Schools and Early Years Establishments

At the start of each school session the link Educational Psychologist for each school and EECC has a service level agreement meeting where priorities for EP involvement for the coming session are agreed and the impact of the involvement the previous session is discussed. Comments from these meetings are outlined below;

Impact on pupils

'EP has been invaluable help in supporting a P2 LAAC pupil and his younger brother …After 18months of difficult meetings and endless emails, these children are now moving into permanent care'

'P3-7 pupils have benefitted from Seasons for Growth. Three groups were held this session which were all equally successful. Good evaluations from pupils and parents'

'Children with additional support needs and their families were supported very well by Psychological Service to achieve the best possible outcomes… Review meetings and consultations were well planned and all agencies kept parents fully informed.'

'EP offered guidance and advice with regards to pupils with socio-emotional difficulties enabling Pastoral Care staff to improve the support to families'

'EP was able to advise on ASD strategies to help the children engage in the curriculum at a level most suitable to them'

Impact on teaching and learning

'management consulted… regularly for advice for some of our more challenging children'

'head of Centre and … received training on Reciprocal Teaching. This has enabled them to raise awareness with staff and one member of staff has observed our P1 teacher deliver a RT lesson'

'At review meetings….EP has recommended programmes which staff can use to support children'

'As a result of JAT and multi-agency meetings the EP supported and advised on appropriate learning and teaching methodologies allowing pupils to access… mainstream curriculum'

Impact on staff

'Having the same psychologist for a number of years has enabled staff to build up an excellent relationship. They feel that they are listened to and their input valued'

'Psychological service continue to support out PATHs coordinator in informing staff to deliver the programme throughout the nursery'

' Staff are becoming more are of the children's needs and increased confidence in meeting them'

'EP helped staff gain a realistic view of what level of engagement might be expected of children'

'EP is a vital resource within… and is often consulted before any educational decisions are suggested to parents …'

Impact on parents

'there were a few parents in crisis and parents had a positive supportive experience through the review process'

'parents have commented on the support they received from nursery staff and psychological services for their children who were diagnosed with autism. They are delighted with the progress their children have made and the placement the children have received for their primary education'

'parents have been fully involved and participated in all decision making regarding the best interests of their children'

Section 6

How good is our leadership?

Where are we now? How do we know?

The new management structure within the Educational Services department has ensured that the Psychological Service's role is embedded within the department. The Principal is part of the directorate management team and attends the monthly directorate meetings. Educational Psychologists sit on almost all the key strategic and operational groups within Educational Services. The improvement planning of the Psychological Service is reflected on the Educational Services Plan and our key objectives directly relate to those of Educational Services and Children's Services.

The work of the Psychological Service has directly contributed to the development of nurture in our schools, the delivery of the health and wellbeing experience and

outcomes of the curriculum for excellence through our support to teachers in, for example PAThS curriculum, Seasons for Growth, Friends, Cool Kids.

We contribute to building capacity and skill of staff to meet the needs of vulnerable pupils through our training.

We have supported the authority prepare for the duties of the Children & Young People's Act by developing and delivering training on how to use the National Practice Model, how to prepare outcome focussed plans and ensure parents and children are able to participate fully in these processes. We have also engaged with our partners to develop multiagency guidance to staff.

We have been active in evaluating risk to our service contribution to vulnerable families by engaging with stakeholders to review service delivery models to primary schools and by securing additional ring fenced funding which has secured Educational Psychologists' time to continue to provide the building capacity and development work for GIRFEC, literacy and suicide and self-harm.

What are our Strengths?

We have a very stable and experienced team of Educational Psychologists who all are willing and able to take a leading role in development work and day to day service delivery. All team members report on outcomes of their work for our annual Standards & Quality Report. We have key strengths in partnership working both within and outwith Educational Psychology services. One area which illustrates this is the joint work undertaken with our partnerships in the HSCP to train staff working in early years across education, health and social work. Solihull provides a unifying framework and concepts with which to approach our work in this area, both between ourselves and in our relationship with children and families. Our challenge now is to ensure all key staff feel secure in how to use the key principles of 'containment', 'reciprocity' and behaviour management. We are an outward looking service which has sought to develop and learn from other services through the Depute Principal Educational Psychologist engaging with Education Scotland as an Associate Assessor for VSE visits, the Principal Educational Psychologist meeting regularly with Principal Educational Psychologist from neighbouring authorities to benchmark professional activities. In addition as part of the Scottish Government's 'Literacy Hub' initiative, the Psychological Service who lead on this, linked directly with officers and staff in both Renfrewshire and Inverclyde to develop the project.

Other examples of our outward looking activity include the National Development work one of our senior Educational Psychologists does with Seasons for Growth and the links one of our main grade educational psychologists has made with how the Incredible Years suite of programmes has been developed in Wales.

What are our challenges?

A key challenge is to ensure the work of the Psychological Service and the tracking and monitoring data we collect is integrated with the other forms of performance monitoring and is publicised within the authority to influence improvement planning.

Redesigning service delivery models in light of the 36% reduction of core staffing complement over the last five years is challenging, particularly in light of the increasing levels of poverty in West Dunbartonshire with the associated increasing complexity of

additional support needs experienced by children, young people and their families along with increased expectations on our service. We have coped with this over the last few years by securing additional funding from various sources in West Dunbartonshire for capacity building which has allowed us to backfill some time for our experienced team members to contribute to the strategic agenda. Going forward it is likely to be difficult to fill temporary and part time education psychology posts in light of the crisis in funding for the post graduate courses and the general recruitment difficulties within the profession.

What are our next steps for improvement?

- Evaluate our service delivery pilot within our own service and with schools at the beginning of next session.
- Use the themes emerging from our self-evaluation activities during the validation week to further focus our service improvement plan on activities which are evidenced as having sustainable impact for children and young people.

SECTION 7

How good is our capacity for improvement?

Where are we now? and How do we know?

We produce a Standards and Quality Report and Improvement plan each year which contributes to Educational Services planning and reporting.

We get regular feedback from schools (at our annual service delivering meeting) and from families who are involved in multiagency processes for assessment and identification of neurodevelopmental disorders. This feedback enables us to improve our procedures and processes and multiagency working.

Individual Educational Psychologist select cases for professional dialogue and discussion with the Principal Educational Psychologist and Depute Principal Educational Psychologist regarding the impact of their contribution to outcomes of service delivery.

Our monthly team meetings allow further team discussions which track and monitor and quality assure our practices. Last session we piloted peer observation at multi-agency team meetings to further enhance professional learning.

We have a range of experienced Educational Psychologists within the team and this has been enhanced in recent years with the temporary appointment of experienced Educational Psychologists who have retired from other services and joined our team for varying amounts of time. We always have a trainee Educational Psychologist on placement and benefit from the close contact with the Strathclyde University training course.

We have a well-supported CPD structure and all team members undertake continued professional learning linked to their personal development plan and service objectives. We continue to encourage the development of new ideas which can contribute to achieving service objectives.

What are our strengths?

- We have a highly committed and experienced team of educational psychologists.
- There is a good ethos and collegiate working and team support.
- We have attracted high quality Educational Psychologists to fill temporary posts.
- We have good support from Educational Services management QIO team who work collaboratively with us.
- Our improvement plans are integrated with Educational Services planning and reflect National Priorities
- We use the key learning from implementation science to guide our practice and training.

What are our challenges?

- Continuing to deliver a high quality service within the current climate of financial cuts.
- Continuing to champion evidence based practice within West Dunbartonshire when staff capacity is limited.
- Continuing to find experienced Educational Psychologists to fill temporary posts.

What are our next steps for improvement?

- We will work closely with Education Service Management and the quality improvement team to ensure that the contribution of the Psychological Service is part of the leadership for learning visits within all the learning communities.
- We will work closely with educational services and partners to ensure sustainability of our approaches to improve well-being, attainment and close the gap.
- We will work in partnership to contribute to Attainment Challenge projects within West Dunbartonshire.



What do we need to find out during our self-evaluation activity week?

Can we find additional evidence that the work we have selected to look at more closely is having an impact on wellbeing/attainment and contributing to closing the gap?

We need to ask if the involvement of the Educational Psychology Service has added value and check if the outcomes and impact could have happened without Educational Psychology involvement. This will help decision making going forward in terms of our improvement plan.

We need to find out how we can ensure that the work undertaken by our Service in partnership with others is sustained both in terms of building in mechanisms for continually improving the capacity and skill of staff and keeping momentum and enthusiasm for the approaches so that they are well embedded in practice and continue to contribute to raising attainment and improving wellbeing.



West Dunbartonshire Psychological Service
Record of training delivered August 2014 – June 2015

Sector	Title	Where / Who	No of staff trained	Satisfaction levels 4 & 5	Date	Duration / time
Primary & Secondary	Reciprocal Teaching	OLSP Cluster	57	65%	12/8/14	2 hrs
Primary	Reciprocal Teaching	Bonhill & Highdykes	21	76%	13/8/14	2 hrs
Primary	Reciprocal Teaching	Edinbarnet & St Joseph's	21	100%	13/8/14	2 hrs
Primary	PATHS	St Stephen's	15	100%	14/8/14	
Primary	PATHS	Cunard	9	100%	14/8/14	
Primary	Solihull	St Kessog's	17	94%	14/8/14	Full day
Primary	Nurture		12	100%	19/8/14	½ day
Primary	Reciprocal Teaching	Linnvale	13	92%	26/8/14	1 ¼ hrs
Primary	Reciprocal Teaching	Aitkenbar	9	56%	9/9/14	1 ¼ hrs
Primary	Reciprocal Teaching	Goldenhill	12	92%	16/9/14	1 ¼ hrs
Primary	Reciprocal Teaching	OHR & Cunard	19	100%	17/9/14	1 ¼ hrs
	Seasons for Growth (Adults)		6	100%	23-24/9/14	2 days
Primary	Reciprocal Teaching	Clydemuir	16	100%	24/9/14	1 ¼ hrs
Primary	Reciprocal Teaching (Session 2)	Edinbarnet, Carleith, Clydemuir, Goldenhill, Linnvale, Gavinburn	72	N/A	9/10/14	2 ½ hrs
Primary	Reciprocal Teaching (Session 2)	Renton	10	N/A	9/10/14	1 ½ hrs
Early Years	Reciprocal Teaching	Early Stages Teachers	15	100%	10/10/14	2 ½ hrs
	Mindfulness		54	91%	10/10/14	
Primary	Reciprocal Teaching	Whitecrook	9	100%	21/10/14	1 ¼ hrs
	Solution Oriented Conversations		11	100%	22/10/14	
Secondary	Reciprocal Teaching	Clydebank High English dept.	10	N/A	29/10/14	1 ½ hrs
Primary	GIRFEC		10	100%	29/10/14	
	Seasons for Growth		15	100%	30-31/10/14	2 days

Sector	Title	Where / Who	No of staff trained	Satisfaction levels 4 & 5	Date	Duration / time
Primary	Reciprocal Teaching	Kilbowie	14	100%	3/11/14	1 ¼ hrs
	Solution Orientated Conversation		7	N/A	12/11/14	
	LAAT		22	91%	13/11/14	
Primary	Reciprocal Teaching	Our Lady of Loretto			18/11/14	1 ¼ hrs
	ADHD Neurodevelopmental Disorders Training		14	93%	18/11/14	
Early Years	Reciprocal Teaching	Early Years Practitioners	29	86%	24/11/14	1 ¼ hrs
Primary	Mindfulness		15	100%	27/11/14	
Primary	Reciprocal Teaching	Ladyton	6	83%	2/12/14	1 ¼ hrs
Primary	GIRFEC		7	100%	4/12/14	
Further Education	Role of the EP	HNC Students Clydebank College	20	65%	27/1/15	2 hrs
Early Years	Reciprocal Teaching	Heads of Centre	23	95%	28/1/15	2 ½ hrs
Secondary	Reciprocal Teaching	Dumbarton Academy	14	93%	28/1/15	1 ¼ hrs
	Solution Orientated Conversations		8	N/A	3/2/15	
Primary	GIRFEC	Central Support Resource	10	100%	6/2/15	6 hrs
Primary & Secondary	Seasons for Growth Adult Seminar	Kilpatrick Primary & Secondary	51	88%	6/2/15	2 ½ hrs
Primary	Restorative Practice	Learning Assistants Gavinburn Primary	4	75%	6/2/15	
Primary	ASD	Mainstream Network Group	13	85%	11/2/15	1 hr
Early Years	GIRFEC	Early Stages Teachers	16	86%	13/2/15	6 hrs
Primary	Reciprocal Teaching	Supply Teachers	12	100%	17/2/15	1 hr
Primary	GIRFEC		8	88%	19/2/15	6 hrs
Primary	Reciprocal Teaching	Central Support Team	11	91%	19/2/15	1 ½ hrs

Sector	Title	Where / Who	No of staff trained	Satisfaction levels 4 & 5	Date	Duration / time
	Solution Orientated Conversations		9	N/A	11/3/15	
Primary	Reciprocal Teaching (Session 2)	St Joseph's	10	N/A	18/3/15	1 ¼ hrs
	GIRFEC Child's Plan		13	100%	19/3/15	6 hrs
Early Years	GIRFEC	Heads of Centre	12	100%	25/3/15	6 hrs
Primary/ Secondary	Mindfulness		12	100%	26/3/15	3 hrs
Primary	Reciprocal Teaching	Levenvale Primary	9	100%	30/3/15	1 ¼ hrs
Early Years	GIRFEC	Heads of Centre	21	100%	31/3/15	6 hrs
Primary	Reciprocal Teaching	Christie Park Primary	14	100%	5/5/15	1 ½ hrs
Primary	PATHS	Kilbowie and Goldenhill	35	89%	7/5/15	
Primary	PATHS	Clydemuir	13	100%	20/5/15	
Early Years	Autism	Auchnacraig ELCC	10	100%	21/5/15	
Primary	PATHS	Gartocharn Primary	9	89%	21/5/15	
Early Years, SW & Health	Solihull	Various	16	100%	29/5/15 & 5/6/15	