



Educational Psychologist Training & Intervention Sample Menu

This menu outlines some of the recent training we have delivered and possible interventions we could support with. It is by no means finite and we are able to be flexible to any school requests or needs. Examples of what might be covered have been given however these can be adapted as required. We can offer both training and interventions to support staff, parents, and children. Packages can be tailored to individual, group or whole-school needs.

FOR SCHOOL STAFF

With an Emotional/Mental Health Focus:

Attachment Informed Practice

- Understanding attachment theory
- Recognising attachment behaviours in the classroom
- Developing relational behaviour strategies

Trauma Informed/Relational approaches to Behaviour Support

- Understanding behaviour as communication
- Understanding stress and trauma (and ACEs)
- De-escalation and proactive strategies
- Restorative practice techniques

Relational approaches (ie Emotion Coaching and PACE)

- Using emotion coaching to support regulation and resilience
- Developing intrinsic motivation through the use of natural consequences
- The role of the key adult

Supporting Emotional Regulation in schools

- Understanding the development of Emotional Regulation (using the SCERTS Model)
- Understanding individual differences in emotional regulation
- Understanding co-regulation
- Supporting the development of emotional regulation in school

Wellbeing through ACT (Acceptance and Commitment Therapy). How can we manage stress and build resilience?

- Understanding Psychological Flexibility and the ACT model
- Applying these principles to support staff and/or students' wellbeing

Understanding EBSA (Emotionally Based School Avoidance)

- Understanding factors related to school non attendance
- Designing personalised intervention plans

Staff Supervision

- Group/individual problem solving
- Coaching

Person Centred Planning Sessions

- Facilitating groups in thinking together about a given challenge of issue using various techniques ie MAPS, Circle of Adults.

Solution focussed techniques

- Learning solution focussed questioning techniques
- Motivational interviewing
- Using the GROW Model

With a Social, Communication & Interaction Focus:

Understanding Autism using the SCERTS Model

- What is Autism
- Introducing SCERTS
- Creating inclusive learning environments

Supporting social communication skills

- Understanding social communication
- How to support social communication skills in school

Supporting EAL in the classroom

- Unpicking EAL or SEN
- Understanding EAL development
- Supporting EAL needs in the classroom

With a Cognition & Learning Focus:

Supporting children's cognitive development and executive functioning

- Supporting cognitive load and organisation
- What is meta-cognition and how can we support the development of this in the classroom?
- Classroom routines and scaffolds

Understanding neurodivergence?

- How do labels inform our practice?
- Awareness of neuro-affirming approaches
- Creating inclusive learning environments

Developing Inclusive Classroom Practice

- Differentiation and scaffolding for diverse learners

Early Intervention & Graduated Response

- Identifying needs early
- Effective use of cycles of assess-plan-do-review (APDR)
- Understanding EHCs

Supporting the development of reading, spelling and number skills

- Understanding the developmental stages skill progression
- Supporting skill mastery through instructional psychology principles
- Considering factors that impact the development of early skills
- Designing appropriate individualised interventions

Effective use of adults in the classroom

- Adapting learning to meet individual needs in the classroom
- Supporting adults to scaffold learning

The importance of learning through play

- Understanding the development of play
- Planning purposeful play for children in the classroom

Various other training ideas for supporting staff to plan and deliver interventions in school include:

- **ELSA Training - 6 day course – this includes the topics Facilitation skills of active listening and reflective conversations, Emotional Awareness, Emotional Regulation, Self-Esteem, Social and Friendship Skills, Loss and Bereavement (These topics can be delivered separately as required)**
- **How to plan and deliver a social skills group**
- **How to deliver The ASD Girls Wellbeing Toolkit**
- **Using Acceptance and Commitment Therapy to support emotional wellbeing (ie DNA-V, Connect-Ed intervention packages)**
- **Using intensive interaction to support communication and interaction**
- **Planning individual interventions to support basic literacy and numeracy skills**
- **Running a nurture group**
- **Using pre and post measures to monitor the effectiveness of interventions**
- **Evaluating the psychological validity and fidelity of current school interventions**

FOR PARENTS & CARERS

Understanding Your Child's Behaviour

- Behaviour as communication
- Relational parenting strategies

Understanding and supporting anxiety at home

- Practical routines and calming techniques
- Emotional validation and communication

Parenting Neurodiverse Children

- Strategies for ADHD and Autism
- Supporting sensory differences at home

Sleep & Routine Support

- Improving sleep and home regulation
- Support with morning routines

Building Resilient Families

- Promoting problem-solving and self-regulation at home
- Strength-based parenting

Understanding typical development

- Preschool, Primary or Secondary age development
- Focusing on various topics eg, loss and bereavement, emotional development, self regulation

Understanding SEN support in school

- Considering the Code of Practice
- Understanding early intervention and plan, do review
- Understanding EHC Plans

FOR CHILDREN & YOUNG PEOPLE

We could deliver a range of interventions to groups or individual children in school. Where group interventions are delivered these can also be modelled so that a member of staff can then deliver the training themselves. Where individual interventions are delivered, these can be developed on a bespoke basis for individual needs. Many of the interventions we carry out are based on individualised outcomes and are therefore designed accordingly.

Examples of some packages of support that we have previously delivered include:

- **Using Acceptance and Commitment Therapy Approaches to support emotional regulation** ie:
 - o Write your own DNA-V. A group programme to support children and young people to live with vitality and strength (based on Acceptance and Commitment Therapy Approaches)
 - o 'Get out of your mind and into your life, a guide to living an extraordinary life'
 - o 'Your life, your way'
 - o The Connect Ed Curriculum
 - o The Science of Children's Wellbeing - Practical Sessions
 - o 'ACT for Children'
- **Developing social skills**
- **Transition to secondary school - 6 session intervention**
- **The ASD Girls Wellbeing Toolkit**
- **. be Mindfulness**
- **Engaging young people in Person Centred Planning (PATHS)**

Please feel free to contact us for more information or to discuss bespoke support options.