

# Haringey Educational Psychology Service

Traded Services 2024-2025



## **Educational Psychology Service**

5<sup>th</sup> Floor

48 Station Road, Wood Green

London N22 7TY

- **Telephone** 020 8489 3004
- **Email** [educationalpsychology@haringey.gov.uk](mailto:educationalpsychology@haringey.gov.uk)

## Haringey Educational Psychology Service

The Haringey Educational Psychology Service is a highly qualified dynamic team that offers effective applied psychology to children, young people and those who support them.

Our primary aim is to enable all children and young people to achieve their maximum potential and become confident and emotionally healthy individuals. We use high quality, evidence-based, applied psychology.

Educational Psychologists provide a unique contribution to raising outcomes for children and young people through using their knowledge, skills and expertise in psychological theory and research, child development, and the systems which impact on them.

Our service places children and young people at the centre and is successful in understanding needs and in engaging and empowering all participants to find creative solutions to bring about positive change.

## Our Vision, Mission and Values

### Vision

Children and young people at the centre of everything we do

### Mission

Using psychology to enable positive changes for children and young people

### Core Values

Child-centered

Collaborative

Strengths-based

Inclusive

Empowering



## How We Define Traded Work

We provide support to children and young people aged 0-25 with additional educational, social, emotional and developmental needs through:

- individual assessment and development of interventions
- group-based work in small groups or with the whole class
- staff training and development
- whole school support
- work with parents

## Annual Traded Service Subscription Rates

	Early bird rate until 24.07.24	Price	Number of sessions
<b>SLA level 1</b> Nursery Schools/ Children's Centres/Early Years settings	£1,250	£1,320	4 sessions
<b>SLA level 2</b> Primary schools (1-form entry)	£2,500	£2,640	8 sessions
<b>SLA level 3</b> Primary schools (2-form entry and above, and/or with units)/Special Schools	£3,125	£3,300	10 sessions
<b>SLA level 4</b> Secondary schools/ maintained colleges in Haringey	£3,750	£3,960	12 sessions
<b>Secondary SEND subscription 4+</b> Secondary SEND subscription 4 plus	£1,600	£1,800	See traded services website for information

A session is defined as 3 hours. The total number of sessions includes face to face time, preparation and follow up tasks, for example, planning session, communication with the setting and other practitioners, report writing. Travel time is not included in a session and travel costs are not charged.

### Additional and Individual days

Requests for additional and 'ad hoc' sessions during the year can be made directly to the service in discussion with the settings link EP and will be subject to service capacity.

Settings with an annual subscription	Cost
Rate per 3 hour session	£260/session
Settings without an annual subscription	
Rate per 3 hour session	£350/session

\*(minimum 2 sessions)

### Additional chargeable services

*Secondments* - Haringey EPS offers Haringey settings the opportunity for a secondment of an EP to work in their setting for a minimum of 0.2 FTE (please contact Haringey EPS to discuss directly).

*Services to settings outside of Haringey LA* - Services to schools and services outside of Haringey will be set up with a Purchase Order and invoiced at a higher rate of £750 for 2 sessions (minimum of 2) plus travel costs and materials.

# Promoting communication, cognition and learning

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# 1. Consultation and Psychological Assessment

## Description

Our consultations with staff and parents/carers provide an opportunity to work collaboratively with the EP, to gather information, discuss identified concerns, and to problem-solve to help inform decisions and next steps.

We can undertake a wide range of assessments for direct work, in order to gain more knowledge and understanding about the concerns for children and young people who have emerging or ongoing needs which are impacting on their education. We also help identify and suggest interventions.

We can also attend multi-agency meetings to enable joint problem-solving where all parties work together to help create change.

EPs will provide feedback on work undertaken in a form that is negotiated in advance with the school.

Consultation and psychological assessments contribute to the 'Assess, Plan, Do, Review' cycles and good practice would include a follow up review to monitor the impact and to decide whether there is a need for further involvement.

## Benefits

Participants will have greater knowledge and understanding about the child/ young person.

Staff will be able to plan to help meet the needs of the child.

Outcomes for the child will be improved.



## 2. Continued Professional Development

As a service we offer a wide range of bespoke training tailored to your setting's individual needs. If there is a training package your setting would like which is not mentioned within this brochure, please contact us to discuss further.

### Early years child development

Description

Training packages include:

#### Child development

Gaining an understanding of how children develop and learn along with strategies to support this.

#### Learning through play

Understanding the importance of play and how this supports children's development and progress.

#### Language development

Identification of children likely to have persistent language difficulties including receptive language, expressive language, social communication, and speech sound difficulties.

### Benefits

Participants will have greater knowledge and understanding about children's development.

Staff will be able to plan to help meet the needs of children.

Outcomes for children will be improved.



# Understanding and supporting children/young people with specific conditions

Description

Training packages include:

## **Attention Deficit Hyperactivity Disorder (ADHD)**

Key information about ADHD, the challenges and how best to support these children and young people in school.

## **Autism Spectrum Conditions (ASC)**

Understanding of ASC and the associated psychological aspects; how this may impact, along with strategies and approaches to support.

## **Specific Learning Difficulties (SpLD) – dyslexia**

Information on the current definitions of dyslexia, identification of children likely to have difficulties, how best to support these children and young people, and the promotion of an appropriate learning friendly classroom.

## **Specific Learning Difficulties (SpLD) – dyspraxia**

Focuses on the current definitions of dyspraxia, identification of children likely to have difficulties, how best to support these children and young people, and the promotion of an appropriate learning friendly classroom.

## Benefits

Participants will have more knowledge and understanding of specific conditions.

Staff will be able to help meet the needs of identified children/young people.

Outcomes for the identified children/young people will be improved.





## **Down Syndrome**

Understanding of the developmental profile associated with Down Syndrome and implications for teaching and learning.

## **Selective mutism**

Exploring the issues that may arise with selective mutism and effective strategies to support these children and young people.

## **Profound or significant learning difficulties**

Understanding of what profound or significant learning difficulties are and how learning and well-being can be promoted.

## **Benefits**

Participants will have more knowledge and understanding of specific conditions.

Staff will be able help meet the needs of identified children/young people.

Outcomes for the children/young people will be improved.



# Neuropsychology and implications for learning in the classroom

## Description

Training packages include

### Memory and learning

Understanding of the theoretical models, how memory works and strategies to support children and young people with memory difficulties.

### Working memory

Explores the concept of 'working memory' and why it is important for learning, the impact of working memory in the classroom, recognition of children with working memory difficulties, and how best to support them.

### Executive functions

Understanding of what executive functions are, the development these of skills and strategies to support children and young people experiencing difficulties with executive function skills.

## Benefits

Participants will have more knowledge and understanding of neuropsychological concepts.

Staff will be able to help meet the needs of identified children/young people.

Outcomes for the children/young people will be improved.



## **Processing speed and information processing**

Focuses on the cognitive functions of information processing and processing speed to develop participants' knowledge and understanding of the psychological models and the impact this has on learning.

## **Concentration and attention**

Explores how attention and concentration skills develop, the difficulties exhibited for those with concentration and attention difficulties and the strategies which promote a child or young person to focus and concentrate more readily.

## **Benefits**

Participants will have more knowledge and understanding of neuropsychological concepts.

Staff will be able to help meet the needs of identified children/young people.

Outcomes for the children/young people will be improved.



# Psychology with adolescents and 16-25-year-olds

Description

Training packages include:

## **Psychological theories and adolescent development**

Provides an overview of adolescent cognitive development and the adolescent brain based on current psychological theories and research evidence, and how this can inform classroom practice.

## **Adolescence and adult learning**

Focuses on approaches to learning during adolescence and adulthood, implications for teaching and strategies used to support learners.

## **Motivating reluctant learners**

Develops an understanding of the theories of motivation in respect to developing adolescent learners' inner drive to succeed.

## **Young people's preparation for and transition to adulthood**

Explores the issues and important areas to focus on in helping young people move toward an adult life. We consider how person-centered approaches best ensure the views of the young people are central to supporting and planning their transition process.

## Benefits

Participants will have more knowledge and understanding of adolescent development and learning.

Staff will be able to help meet the needs of identified young people and to help plan for their future.

Outcomes for the young people will be improved.

### 3. Whole school support

#### Description

##### **Drop in sessions**

Opportunity for staff to engage in consultation to discuss issues and to engage in joint problem-solving.

##### **Group supervision/work discussion groups**

Opportunity for staff to explore issues and help to identify possible solutions to problems.

##### **Research and development**

Educational Psychologists are trained researchers and are able to provide support and/or deliver a wide range of evaluation and research-based work to support your setting's development.

##### **Strategy and development**

Educational Psychologists are able to work collaboratively with senior managers and governors, using psychological knowledge and theories along with knowledge of systems theories to support the development of new initiatives.

#### Benefits

Participants will perceive problems differently, develop their own solutions and have reduced feelings of stress and isolation.

Settings will have research evidence to support the setting's specific developments.

Settings will have developed identified new initiatives.



## 4. Interventions

### Description

#### **Precision Teaching**

Precision Teaching has a strong evidence base within the fields of psychology and education. This training provides staff with a better understanding of the psychological theory of learning underpinning this intervention. It will also give staff the ability to implement a bespoke intervention for identified children or young people.

#### **Reciprocal Teaching**

Reciprocal Teaching aims to support young people's reading comprehension skills and meta-cognitive skills, through the application of Vygotsky's theories. This training provides staff with a theoretical knowledge base around the development of language comprehension skills and how Vygotsky's theories can be applied to in order to help improved young people's reading comprehension skills. It can be used for whole classes, groups or as a specific intervention for individuals presenting with difficulties in comprehending written text.

### Benefits

Participants will have developed the skills to deliver a Precision Teaching intervention.

Outcomes for the child/young person will have improved along with a notable positive impact on self-esteem and on motivation in other areas of the curriculum.

Participants will have developed the skills to deliver a Reciprocal Teaching intervention.

Children/young people will have developed self-monitoring skills and overall outcomes will have improved.



# Social, Emotional and Mental Health

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## Benefits

Participants will have more knowledge and understanding about the child/ young person.

Staff will be able to plan to help meet the needs of the child.

Outcomes for the child will be improved.



## 2. Continued Professional Development

As a service we offer a wide range of bespoke training tailored to your individual needs. If there is a training package your setting would like which is not mentioned within this brochure, please contact us to discuss further.

### Description

Training packages include:

#### **Anxiety**

Explores a range of definitions of anxiety and recognition of some of the physiological signs of their own and others' anxiety. Approaches to providing support around key trigger points are explored alongside strategies for keeping ourselves emotionally healthy and signposting to sources of extra support.

#### **Attachment and Early Trauma**

Provides an understanding of attachment and trauma and their impact on development. It also considers strategies to support children and young people who have experienced developmental trauma or have attachment difficulties.

### Benefits

Participants will gain a better understanding of social, emotional and mental health issues that children and young people may experience.

Staff will be able help meet the needs of identified children/young people.

Outcomes for the children/young people will be improved.



## **Bereavement and Loss**

Explores a model of grief, how age and stage can affect understanding and grief, how children and young people might behave in school and how children and young people can be supported effectively at different ages and stages of the grieving process.

## **Body Dysmorphia**

An introduction to Body Dysmorphia, a common yet under-recognised issue amongst certain adolescents, who have a distorted perception of their self-image that causes heightened anxiety. The training covers important information, including common triggers, key statistics, common misconceptions, behavioural signs, and considerations for support.

## **Emotional Literacy**

Develops an understanding of emotional literacy and the role it has in your life. It also discusses attachment and its links to emotional well-being and achievement, along with understanding your mental health and wellbeing, building resilience using key tools from positive psychology and approaches to help maintain staff well-being.

## **Emotional Literacy Support Assistants (ELSA)**

This five full day ELSA training course helps support staff to help children, young people (and others) understand the needs their behaviour might be communicating; and helps them to assist children to find different ways of

## **Benefits**

Participants will be able to support children and young people experiencing bereavement and loss effectively.

Participants will have a better understanding of body dysmorphia.

Participants will have a better understanding of emotional literacy and the role it has in an individual's life.

ELSAs will be able to plan and deliver individualised programmes of support to develop emotional literacy.

expressing and managing their feelings. The EPS also offers half-termly group support to trained ELSAs. ELSAs, once trained, will require on-going supervision to ensure they are supported and continue to develop their skills.

### **Emotionally friendly classrooms**

Develop greater awareness around the reasons behind challenging behaviours which may relate to attachment and trauma and to consider strategies for children for whom school behaviour programmes alone are not effective.

### **Emotion coaching**

Helping children and young people to identify and understand their emotions and how they can impact on behavior. Emotional coaching draws on neuropsychology and attachment theory. It involves providing children and young people with strategies to help them develop emotional regulation and coping skills.

### **Exam Anxiety**

Explores exam anxiety and how to help children and young people manage stress more productively.

### **Growth Mindset**

Develops an understanding of growth mindset, and the benefits of developing and maintaining a growth mindset so that children and young people can reach their full potential.

## **Benefits**

Participants are able to devise an appropriate support plan and create an even more emotionally friendly classroom.

Participants can help children and young people develop their self-regulation skills leading to calmer schools and less ill-health in staff and children.

Children and young people can manage stress more productively when undertaking exams.

Participants can promote a growth mindset in school.

## Mindfulness

### Description

Training packages include:

- **Using mindfulness in schools**  
This introductory workshop will introduce staff to the concept and how to implement a whole school mindfulness approach.
- **Using Mindfulness and Acceptance Commitment Therapy (ACT) to build resilience and reduce staff stress**  
This four-session course provides staff with an opportunity to learn the theory behind mindfulness and ACT and how to incorporate techniques in and outside of sessions. The focus will also be on how to build stronger and more positive connections with children.

## Benefits

Participants attending mindfulness in schools will be able to implement mindfulness approaches in school.

Participants using mindfulness and ACT are more aware of techniques to understand thoughts, feeling and behaviour and how to manage these more effectively.

## **Gangs and serious youth violence**

Develop an understanding of social identity theory and gang membership, why young people turn to gangs, the risk and protective and factors and strategies and interventions to support children and young people at risk.

## **Girls with Attention Deficit Hyperactivity Disorder (ADHD)**

Provides information on the characteristics of girls with ADHD, highlights the key issues and provides practical school-based strategies to support these girls in school.

## **Girls with Autism**

Provides information on the characteristics of girls with Autism, highlights the key issues and provides practical school-based strategies to support these girls in school.

## **Psychology with adolescents and 16-25-year-olds**

Based on current psychological theories and research evidence, this training provides an overview of adolescent social, emotional and moral development. It also explores gender identity and sexual development.

## **Benefits**

Participants will have developed knowledge on gangs and serious youth violence and strategies to support children and young people at risk.

Participants will be able to support girls with ADHD more effectively in school.

Participants will be able to support girls with Autism more effectively in school.

Participants will have more knowledge and understanding about current theories about young people.

### **School anxious and school refusal**

To explore the beliefs, understanding and experiences of staff working with children and young people who experience difficulty attending school and to increase staff skills and knowledge in this area.

### **Self-harm, self-injury and suicide**

This training supports staff to know more about self-harm, self-injury and suicide along with understanding how to help and offer support.

### **Supporting trans\* students in school**

Highlights the definition of Gender Dysphoria and other definitions used in gender identity, discusses gender identity and sexual orientation, and the use of a whole school approach to preventing transphobia and supporting trans\* students in school

## **Benefits**

Participants will understand more about school anxious young people and be able to devise suitable support plans.

Participants will be able to consider helpful responses to young people who self-harm or self-injure.

Participants will be able to support trans\* students more effectively in school.



## Well-being in the early years

### Description

Training packages include:

- **Promoting positive behaviour**  
Provides information on emotional and behaviour development, behaviour as a means of communication and strategies to support positive behaviour.
- **Emotional well-being practitioner**  
This four session training course provides support staff with in-depth training on supporting the emotional wellbeing of young children in early years settings. It focuses on early brain development, emotional development, relationships, meaning behind behaviour, the importance of play and the development of children's social skills. It also considers how to monitor and track children's progress.
- **Supporting emotional well-being**  
Develops understanding of early relationships and the importance of adult-child interactions in play. It also considers strategies to support young children's emotional well-being.

### Benefits

Participants will be able undertake strategies to support positive behaviour.

Emotional well-being practitioners will have developed their knowledge and skills so that they are able to support the emotional wellbeing of young children.

Participants are able to implement strategies to support young children's emotional well-being.





## **Supporting emotional literacy**

Discusses emotional literacy and the role it has in your life. It also focuses on resilience and what settings can do to support young children.

## **Promoting positive transitions into school**

This training is designed to support staff and to increase knowledge and confidence in planning for children to make a smooth transition into school or between nurseries.

## **Benefits**

Participants are able to support and develop young children's emotional literacy.

Young children experience positive transitions into school.



## 3. Whole School Support

### Description

#### **Drop in sessions to support staff well-being**

Opportunity for staff to engage in consultation to discuss issues and to engage in joint problem-solving.

#### **Group supervision/work discussion groups**

Opportunity for staff to explore issues and help to identify possible solutions to problems.

#### **Research and development**

Educational Psychologists are trained researchers and are able to provide support and/or deliver a wide range of evaluation and research-based work to support your setting's development.

#### **Solution Circles**

A problem-solving process for groups of people, effective for getting 'unstuck', over a range of problem-solving situations including challenging behaviour and non-attendance, using ideas from the group to identify potential solutions and next steps.

#### **Strategy and development**

Educational Psychologists are able to work collaboratively with senior staff and governors, using psychology along with knowledge of systems theories to support the development of new initiatives.

### Benefits

Participants will perceive problems differently, develop solutions with reduced feelings of stress and isolation.

Research-based evidence work will improve understanding of issues enabling staff to teach and lead more strategically and effectively.

Using solution circles participants will be able to find a way forward in challenging situations and to devise a plan and next steps.

Settings will have developed identified new initiatives.



## 4. Interventions

### Description

#### **Behaviour coaching for staff**

Uses solution focused strategies involving joint problem solving to help teachers reflect on their own strengths and areas for future development. The coaching is non-judgmental and totally confidential.

#### **Emotional well-being toolkit**

This six-session small group intervention for young people in Key Stages 2 and 3 aims to help manage anxiety using a range of therapeutic techniques.

#### **FRIENDS – cognitive behaviour therapy (CBT) programme**

This is a universal 10-session cognitive behaviour therapy (CBT) programme designed to promote children's emotional resilience and to help develop strategies to recognise and manage anxiety for groups or whole classes of children/young people.

#### **Functional behavioural analysis**

This is a joint problem-solving process used to help understand and intervene with challenging behaviours presented by a child/young person. It involves gathering information using a variety of methods, analysed jointly with the Educational Psychologist and key staff in

### Benefits

Behaviour coaching: Teacher practice in managing behaviour will improve.

In completing the emotional well-being toolkit, participants will be able to use a range of techniques to help manage anxiety.

Participants of the FRIENDS programme will have increased emotional resilience and a reduction in anxiety and in overall emotional stress levels.

Participants using FBA will enable a reduction in challenging behaviours.

order to devise an appropriate intervention plan.

### **Managing anxiety using cognitive behavioural techniques**

This four-session intervention provides the young person with the opportunity to gain a better awareness and understanding of their anxiety. Furthermore, parents will also have the opportunity to jointly work together with the Educational Psychologist and their child to build on their understanding of the situation and develop relevant strategies.

### **Mindfulness**

- **Mindfulness for children: 'Paws b'**

This six-session intervention aimed at year groups 3-6 focuses on ways for children to steady themselves when their mind/body is busy or out of balance. It also helps them to become more aware and skilled in responding rather than reacting, supporting all their activities and the relationships in their lives.

- **Reducing young people's stress in secondary school**

This four-eight weekly group course for young people in secondary school aims to promote well-being by providing resources and tools to learn more about mindfulness and how to practice this technique throughout the day both at home and in school.

## **Benefits**

Participants have a better understanding of anxiety and ways to manage this using cognitive behavioural techniques.

Children will become more aware of techniques to understand thoughts, feelings, body sensations and behaviour and how to manage these more effectively.

Young people's concentration, focus, well-being and self-esteem will improve.

## **Preventing youth violence and gang involvement**

This five-seven session intervention is aimed at children and young people vulnerable to youth violence. This 1:1 intervention focuses on shifting a young person's perspective and in supporting them to be able to resist temptation and involvement in youth violence and gang involvement. It draws on a number of psychological approaches including personal construct psychology, positive psychology and spiritual listening.

## **Sound sleep programme (CYP)**

Teachers will be trained to deliver a sleep education programme to pupils in Years 7-11 as part of their Personal, Social, Health and Economic Education (PSHE) lessons or form time. The programme consists of lessons / topics which can be delivered flexibly and focus on the basic science behind good sleep-related behaviours, sleep hygiene and good bed-time routines, as well as stress-management techniques and how to maintain good sleep during periods of stress.

## **Benefits**

Children and young people will be able to engage in supportive services and resist gang involvement.

Children and young people will benefit from improved sleep leading to better academic performance and well-being.

# Work with parents

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# 1. Individual/family interventions

## **Cognitive Behavioural Therapy (CBT) for parents/carers in managing children's anxiety**

This introductory workshop provides information on anxiety and ways to support this.

## **Parent drop-in sessions**

Opportunity for parents to engage in consultation with an Educational Psychologist to discuss issues and to engage in joint problem-solving.

## Benefits

Participants will have a better understanding of anxiety and ways to support it.

Participants will perceive problems differently and develop their own solutions.



## 2. Parenting courses

### **Cognitive behavioural techniques for parents to help manage anxiety**

This six-eight one-hour 1:1 session intervention is aimed at parents of a child/young person experiencing anxiety. Parents/carers will have the opportunity to learn theory and try out practical strategies in sessions and at home, alongside ongoing feedback.

### **Parent-child game parenting intervention**

This is an intensive, six one-hour session intervention for parents of children with significant behaviour related issues both at home and in school. It is aimed at parents/carers of children aged 4-10 years, who are coached while they are interacting with the child.

### **Play, behaviour and communication parenting course**

This six-week course for parents/carers of children aged 2-11 years, is aimed at those experiencing challenging behaviour at home. Parents can share their experiences, develop skills in how to play and communicate with their children, along with learning how to manage their children's behaviour more effectively.

## Benefits

Participants will be able to use strategies to help manage their child's anxiety.

Participants will have developed better parenting skills and an increase in social and cooperative behaviours of the child are observed.

Participants will have developed skills and confidence to manage their children's behaviour more effectively and report improvement in behaviours causing concern.



## **Managing your children's anxiety and well-being**

This session includes theory and practical strategies along with an opportunity for parents to reflect on their own needs as a family and to share ideas with others.

## **Mindfulness based stress reduction**

These four to eight weekly group courses aims to promote well-being by providing resources and tools in order to learn more about mindfulness and how to practice this technique throughout the day both at home and in school.

## **Promoting healthy sleep in the early years**

This introductory sleep workshop helps parents gain a better understanding of sleep in the early years and strategies to manage sleep difficulties. The session will share theory and practical strategies and also allow parents to talk about their own family needs and ideas with others.

## **Benefits**

Participants will have a better understanding of anxiety and ways to support it.

Participants will be able to use mindfulness approaches and report an improvement in their well-being.

Participants will have a better understanding of sleep, feel less isolated and be able to use strategies to promote healthy sleep in their children.

# Other areas of work

## Conferences

The Educational Psychology Service run conferences on selected themes. These will be advertised by the EPS in due course.

## Benefits

Participants will gain a better understand of the theme.

Outcomes for the children/young people will be improved.

