Educational Psychologists working with Wetherby YOI, Adel Beck Secure Children's Centre and the Youth Offending Service 2012-2015

Context:

Leeds Educational Psychology Team have previously allocated time for support to Wetherby YOI, Adel Beck Secure Children's Centre and the Youth Offending Team to support these provisions to respond to the needs of young people who have engaged with offending behaviour (or sanctions for offending behaviour). Following review of priorities for the EP team 2015, support in this area was re-focussed towards:

- Developing understanding and information for the team of partners within Complex Needs Service and outside agencies.
- Supporting the development of psychology, understandings and implications for EP practice.
- Offering peer support for casework.
- Identifying development areas for the team.

This paper has been written to capture previous support in this area as basis for consideration of future roles and support for professional development across the team in this area. BPS conferences indicate that this is an area of EP practice that is developing and extending as the educational needs of this cohort are increasingly recognised as a shared responsibility in response to the Children and Families Act and following publications:
- Ministry of Justice (2013), Transforming Youth Justice: Putting education at the heart of detention;
- Ministry of Justice (2014), Transforming Youth Justice: Government response to the consultation;
- Department for Education (2014), Special Educational Needs and Disability Code of Practice: 0 to 25 years.

As part of her review of the role of EPs within Leeds within this sector, Alison McCoy (SEP) emphasized the following key changes for provision within this sector:

- A move towards Secure Colleges where the focus is on providing a "secure learning environment purposefully designed around the delivery of education, rather than being custodial establishments with education fitted in afterwards." (DoJ, 2014). There is a clear focus on improving educational outcomes and this is being linked to reduced rates of reoffending.
- A move towards "a fully integrated multi-agency approach to talking the offending of young people….The Secure College will improve the educational engagement and attainment of young offenders". (DoJ, 2014)
- More effective plans put in place to support resettlement into the community and engagement in education, employment or training.

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- For those young people with Education, Health and Care (EHC) Plans, these <u>must</u> be kept whilst the young person is in custody and <u>must</u> be maintained and reviewed on release. Previously Statement of SEN were put "on hold" whilst the young person was in custody.
- Where a young person does not have an EHC Plan the secure setting "can request an assessment of the detained person's post-detention EHC needs from the local authority." (DfE, 2014). Assessments are made to the young person's home authority, which is defined as the authority in which they were living prior to being detained and where they will return to.

Catherine Beal's article within Youth Justice highlighted that her research within Wetherby YOI and consideration of this research with forensic psychologists "demonstrates the potential role of EPs in supporting young people to desist from offending, and enabling professionals to understand the psychological processes that might underpin effective desistance (Bullis et al., 2004; Hurry and Moriarty, 2004; Youth Justice Board, 2008). This involves taking account of multiple perspectives in order to understand the holistic, complex and changing needs of young people (Anthony et al., 2010). Furthermore, understandings of child and adolescent development can be used to co-construct developmentally appropriate curricula, given enhanced awareness of the potential for delayed psychosocial maturation in this population (Steinberg et al., 2004). Professionals need to promote the articulate and goal-directed capacities of young people to enable them to perceive achievable alternative goals to offending. Bandura's (1997, 2001) concept of 'proxy agency' reminds us that professionals have access to resources and expertise that should be used to create opportunities for young people that they are unable to create independently" (Beal, 2014 p.10-11).

[Click here to access the article](#)

Educational Psychologists Practice across Contexts:

In recognition of the national developing picture of practice with youth offending contexts, Sharon McLaughlin and Catherine Beal (Educational Psychologists) worked to establish the unique contribution of the EPT as contribution of psychological understanding and facilitated reflection for staff on the application of this within their work in education. To support discussions with key professionals within Wetherby YOI, Adel Beck Secure Children's Centre and the Youth Offending Service the attached diagram was developed (see **Appendix A**). These discussions meant that EP support tended to be focussed towards staff development and multi-agency consideration of roles within this context. The following section provides brief information about some of the work undertaken in this context. Original materials are provided within Appendices A- E These materials were used to prompt reflective discussion and staff development within each context, and were developed on the basis of psychological theory and research applicable to the youth offending context.

Youth Offending Team:

In 2013 focus group discussions with the Leeds Youth Offending Team as a whole which highlighted a potential role for peer supervision in supporting the development of reflective practice, Sharon McLaughlin and Catherine Beal worked with the East North East Youth Offending Team to pilot, evaluate and embed this from 2013-2015. Please see **Appendix B** for a paper outlining this work.

Wetherby YOI:

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In 2013 education staff at Wetherby YOI identified a need for support to develop target setting processes so that these could be more likely to affect meaningful change. In response to this Sharon McLaughlin and Catherine Beal developed a bespoke process for target setting including exploration of psychology underpinning key aspects of behaviour change, desistance and motivation within this context for young people described as demonstrating complex needs. This included training for all educational staff and support to managers to provide regular support to their staff to develop their understanding and practice of this process. (This support was highlighted within Ofsted inspection of this setting).

Please see **Appendix C** for the model of practice developed with supporting example proformas for staff prompts and individualised discussion of targets. This has also been discussed with the Prisoner's Education Trust as an example of good practice.

In 2014 Sharon McLaughlin and Catherine Beal worked with the Learning Support Practitioners to support development of frameworks for complex case consideration and application of psychological concepts such as self-efficacy within this (on the basis of research referred to above). (This has been highlighted as important for staff induction and further staff development).

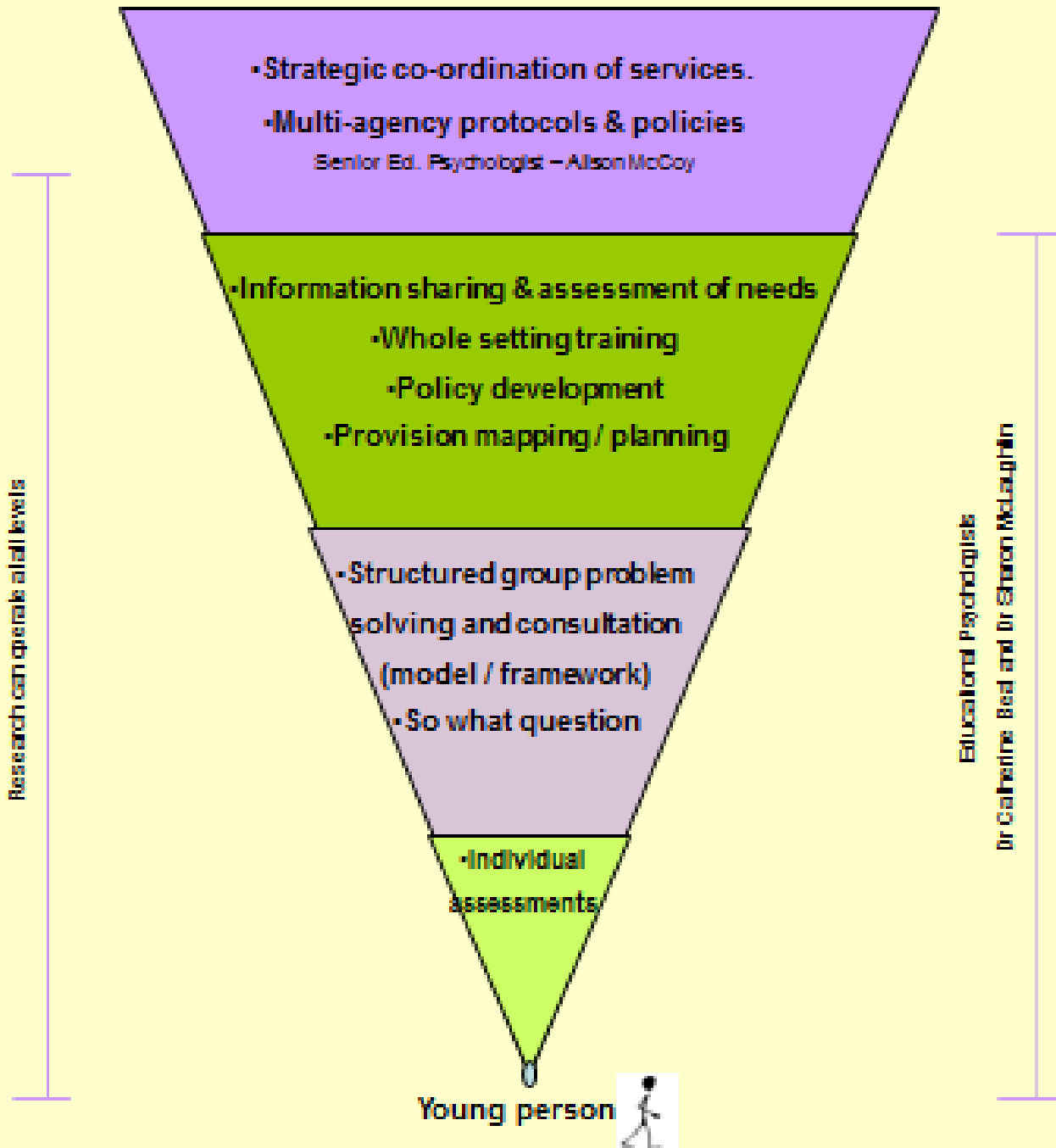Please see **Appendix D** for an example session.

Adel Beck Secure Children's Centre (Previously Eastmoor Secure Children's Centre):

From 2012-2015 Adel Beck Secure Children's Centre highlighted information sharing, transition, multi-agency working and organisational changes as key areas for support. In response to this Sharon McLaughlin and Catherine Beal worked with their SENCo as part of a multi-agency team including the Speech and Language Therapy Team to explore how to support staff within this provision.

Please see **Appendix E** for example session.

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Dr Sharon McLaughlin, Educational Psychologist

Appendix A:
Considering the Role of the EP within the Youth Offending Context

Leeds Educational Psychology Team
Working with the Youth Offending Team, Eastmoor Secure Children's Centre
and Wetherby Secure College of Learning

- Strategic co-ordination of services.
- Multi-agency protocols & policies
Senior Ed. Psychologist – Alison McCoy

- Information sharing & assessment of needs
- Whole setting training
- Policy development
- Provision mapping / planning

- Structured group problem solving and consultation (model / framework)
- So what question

- Individual assessments

Research can operate at all levels

Educational Psychologists
Dr Catherine Beal and Dr Sharon McLaughlin

Young person

In addition:
- Every maintained school and setting has a named EP.
- These schools and settings can prioritise individual young people on their school roll with their EP.

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Appendix B:
Supporting the Development of Peer Supervision within the East North East Youth Offending Team

Peer supervision within the Leeds Youth Offending Team

Dr Sharon McLaughlin and Dr Catherine Beal, Educational Psychologists

This paper has been written by Dr Sharon McLaughlin and Dr Catherine Beal, Educational Psychologists, following a pilot of reflective peer supervision within East North East Youth Offending Team. The main point of contact for this pilot has been Mr Jon Lund, manager of the East North East team.

The content of this paper has been shaped and formed by application of psychological processes in practice, in consultation with the East North East staff team, and through involvement within process of peer supervision.

The core purpose of this paper is to enable further reflection within the management and staff team on the positioning of, and place for, peer supervision within YOT. This should continue to inform the development of practice based evidence within the Youth Offending Team.

Comment and consideration on this paper are welcomed and should be addressed to the authors of the paper at Leeds Educational Psychology Team, Complex Needs Service, Adams Court, Leeds.

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Dr Sharon McLaughlin, Educational Psychologist

Section 1 Peer supervision – what is it?

Peers supervision refers to a group of peers meeting in a structured manner, with a commonality of professional roles, on a regular basis for a set amount of time. It is non-hierarchal in nature i.e. the peers have neither the power nor the purpose to evaluate one another's performance (Benshoff, 1994).

There are two core psychological underpinnings of peer supervision. The first is an assumption that understanding and meaning are developed in coordination with others, and not separately within an individual. As such, there is an acceptance that we construct our own versions of reality between us through: language and interaction, within a historical and cultural context, and through narrating. The second core psychological underpinning of peer supervision is the assumption that viewing the self as a, "whole person, greater than the sum of our parts" in the workplace encourages self-exploration and enables creativity, motivation and for potential to be actualised.

Within these, core assumptions, there is also the supposition that an openness to questions and explorations around values, ideas and practices at work will enable: greater development of problem-solving, decision-making and complex thinking skills; greater levels of empathy, respect and genuineness; increased self-confidence, self-direction and independence; greater interdependence on colleagues; and, improved goal setting (Crutchfield & Borders, 2011; Seligman, 1978; Wagner & Smith, 1979; Short & Reinhard, 1993; as cited in Chilokoa, 2013).

As such, the use of peer supervision within a group of applied practitioners can be best understood through the framework of reflective practice. Schon (1983) defines reflective practice as, "the capacity to reflect on action so as to engage in a process of continuous learning …[which]…is one of the defining characteristics of professional practice". There are four levels and aspects of reflective practice: external reflection, introspective reflection, relational reflection, and systemic reflection (Hawkins & Shohet, 2012). Development of the capacity to engage with these levels of reflective practice takes conscious and continuous effort.

Section 2 Setting the scene

It is understood that the formal offer of managerial supervision within the Youth Offending Team was a minimum of one 90 minute supervision session every six weeks. This supervision serviced the functions of both line management and support/development. As such, this supervision was hierarchal in nature, i.e. where one, more skilled or experienced, seeks to influence change and development in another, with the primary functions of education, support and evaluation (Scaife, 2009).

From discussions with the Youth Offending Team it was interpreted that the theory underpinning this supervision was linear questioning and action/solution focused questioning. It was not clear whether this was an explicit and reflective application of theory.

Following consultation with the Educational Psychologists, the East North East Youth Offending Team staff shared considerations around the need for a formal structured supervision process, which would sit in addition to the managerial supervision, and offer support and guidance for development through reflection.   This conclusion was reached following a consideration of how current managerial supervision processes enabled this.

The Educational Psychologists agreed to pilot a peer supervision process with Mr Jon Lund (East North East Youth Offending Team manager). Both groups of professionals understood that the application of peer supervision could not be separated from the process of co-constructing the meaning of peer supervision for this group of staff within the Youth Offending Team (YOT). As recognition of this the East North East Youth Offending Team agreed to engage with the psychological underpinnings for peer supervision as outlined within section 2 of this paper.

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Section 3 Application of Peer Supervision with the East North East Youth Offending Team

This section provides EP considerations on the application of peer supervision to date. These considerations have been constructed through on-going engagement with the peer supervision process within the YOT. Procedural details for the pilot phase can be found within appendix 1, please refer to this.

3.1 Model of Practice Established within the East North East Team within the Pilot Phase

Reflecting Team Model within Peer Supervision

To enable initial engagement with the process of peer supervision the EPT selected a Reflecting Team model for facilitators to introduce to their groups (see appendix 2 for outline of reflecting Team model). This model was selected as it is based on reflective practice, and provides structure for eliciting language and listening to other's language. The EPs have engaged with research and practice using the reflecting teams model over time, and therefore perceived it as directly applicable to the unique context for peer supervision within YOT. Facilitators were supported by the EPs to consider how the model is underpinned by the psychological assumptions of peer supervision, and the importance of co-constructing its use and meaning in response to negotiation with their distinctive groups.

> Continued collaborative discussion between EP and YOT will explore whether alternative models would further enable reflective practice, and whether further exploration of the concept and process of reflective practice is needed at a whole team level.

EP Reflective Supervision with Peer Supervision Facilitators

EPs facilitated group supervision sessions for the facilitators to focus on constructions and understandings of the model for practice, reflection on the action of peer supervision to further develop distinctive group practice, and reflective discussion about their development in the role of facilitator. EPs selected psychological frameworks to scaffold reflective discussions on the basis of reflections expressed by the facilitators over time. These reflective discussions were underpinned by core assumptions that we construct our own versions of reality between us through language and interaction, within a historical and cultural context and through narrating. EPs embodied application of these assumptions within the sessions to enable shared experience of reflection-in-action.

Through this process facilitators were supported to develop in coordination with others (a core assumption of peer supervision, see section 2).

> Continued collaborative discussion between EPs and YOT is needed to explore further EPT involvement in enabling, or supervising development of reflective practice, and of the developing role and needs of YOT facilitators.

Reflective Evaluation Process

In line with psychological underpinnings, and the cyclical nature of reflective practice it was agreed that evaluation of the peer supervision pilot would be explored through language from and with YOT staff. Questionnaires were used to elicit individual perception and reflections on experiences of supervision (see appendix 3 and section 4). To engage in further reflection and exploration of themes expressed within questionnaires, Jon Lund agreed to the EPs facilitating focus group sessions. These sessions were planned to elicit further reflective discussion about experiences of peer supervision.

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> Continued consideration is needed to explore how to embed reflection on the process of peer supervision so that it continually constructs and re-constructs how peer supervision is experienced as a reflective forum for each distinctive group.

Section 4 YOT practitioner Reflective Evaluation of the Peer Supervision Pilot

Themes which emerged from consideration of completed questionnaires are represented below. The practitioner's considerations within each are represented in italics.

Theme one: Developing an understanding of reflective practice

Essential for practitioner development; ethical practice; who I am and how I think; reflecting on what we can do differently; an opportunity to reflect on our thoughts and feelings relating to work; includes sharing experiences; increases ability to be honest with self about how one can improve; challenging each other around beliefs and attitudes in a supportive way; listening and being listened to; enables patience and confidence; enables us to look our work differently; and, enables us to act differently to enable better outcomes.

Theme two: An explicit shared experience which is co-constructed within each group

Buy in from whole group, 'in it together'; being heard (self and others); sharing/ discussing with colleagues; getting to know each other better; a real respect for colleagues; non-judgemental; safe; supportive group within and outside group.

Theme three: Voluntary engagement depends on individual experience

For those who attended a group: "better than I expected"; "excellent model of peer supervision"; "outstanding facilitation"; and, "benefitted immensely".

For those who did not attend a group: perception that an alternative model would be better; expectation that it would be outcome/ case oriented; consideration that would provide non-judgemental group support; and, general theme of exploration.

Theme four: Supportive of emotional resilience within practice

Refreshed; improved wellbeing; empathy and emotional support; listened to; reassurance; empowered; acknowledgement of emotions; improved morale; improved motivation; emotionally and physically looking after self.

Theme five: Supportive of practice development

Improving practice; modifying practice; useful actions; impact on working style; positive feedback; positive thinking; confidence in practice; support for decision making/ sounding out; advice from colleagues; and, reassurance.

Section 5 Educational Psychologist recommendations for the Application of Peer Supervision within the YOS

Requirements of the system

The peer supervision process must be embedded within the service approach to supervision as one form of supervision that is distinctive from managerial supervision. Reflective practice should be further embedded within the team. Value needs to be placed on peer supervision through service agreement of protected time and monitoring of allocations to enable practitioners to engage consistently.   The content of peer supervision sessions

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must remain peer-led, i.e. not directed by managerial/service priorities. Managers should understand that discussions held between peers remains confidential to the peer supervision group. Engagement with peer supervision must be based on the model of practice established within the pilot team.

Roles within

i) Facilitator

The facilitators must be enabled to reflect on their practice and understanding of the peer supervision process and their role within this. This should be enabled by professionals with an in-depth understanding of the psychological underpinnings of peer supervision when applied to reflective practice, e.g. Educational Psychologists. This is an additional time implication for the within system requirements as outlined above.

The facilitator role must be adopted voluntarily following shared consideration of information contained in appendix 1.

ii) Group members

Peer supervision is a shared process which is collaboratively negotiated, managed and structured by those within the group.

Engagement with peer supervision must be voluntary with decisions based on an understanding of the core assumptions of peer supervision.

Group membership may need to be fixed with consistent attendance for an agreed period of time as a means of creating psychologically safe spaces for reflective discussion within peer supervision. There should be no more than 7 staff in each peer supervision group.

Groups must use a model for reflective practice within peer supervision sessions.

Section 6 Conclusions and next steps

Overall, with reference to Section One of this paper where the definitions of peer supervision are considered, it is clear that the definitions of peer supervision have been fulfilled within this pilot. As such, we can conclude that peer supervision has been both possible and successful within the pilot Youth Offending Team.

The pitfalls of any form of group or peer supervision are noted within Appendix four and highlight the need for the YOT to strongly consider the recommendations contained within section 5 of this paper.

The clear advantages to practice development of joint-agency working have been demonstrated throughout this pilot, including the reflective evaluation phase. It is strongly recommended that this continues if peer supervision is to be effectively implemented within the YOT.

Agreed next steps

Following a meeting with Denis Lewis (Operational Manager), Jenny Bright (Operational Manager), Rosaline Morley (Practice Manager) and Jon Lund (Operational Manger) on 24.02.14 it was agreed that:

- The Educational Psychologists will continue to facilitate reflective supervision sessions with the facilitators within the East North East team on a monthly basis until July 2014. The continued purpose of this will be to focus on constructions and understandings of the model for practice; reflection on the action of peer supervision to further develop practice; and reflective discussion to enable their development as facilitators.

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- The Senior Educational Psychologist will seek to inform the YOT by July 2014 as to the allocation of Educational Psychologist time to the YOT in the incoming academic year. This decision will be informed by the Senior Leadership Team of the Complex Needs Service. This will support planning around the continued implementation of peer supervision within the Leeds YOT as a whole.

- YOT Managers will discuss the positioning of, and implementation of, peer supervision within the YOT using this document and continued discussion with the Educational Psychologists.

- The Educational Psychologists and YOT will consider further publication to share reflections on peer supervision as an example of practice-based evidence within YOT with support from an external specialist agency.

- As a means of developing practice-based evidence the Educational Psychologist's and Youth Offending Team will consider a joint-agency publication on peer supervision within a Youth Offending team.

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Appendix 1: Procedural Details for the Pilot Phase

Practical Considerations

Monthly group sessions timetabled in advance. Monthly sessions between facilitators and EPs timetabled in advance.	
Peer supervision groups of up to eight practitioners including one facilitator or two co-facilitators.	

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Each peer supervision group included practitioners with mixed experience, background and role to facilitate breadth of discussions. Once agreed group membership was fixed for the duration of the pilot.	
The process of peer supervision was defined and agreed by all members within the group.	
Peer supervision groups followed a Reflecting Teams model for discussion. Facilitators reflected on use of this model within supervision sessions with EPs.	
Engagement with peer supervision was voluntary.	
Following EPs outline of the psychological underpinnings of peer supervision, practitioners volunteered to act as facilitators for the pilot phase.	

The Skills of the Facilitator

1. A non-hierarchical view point.

2. An ability to transition easily between group facilitator and an equal contributing member of the group.

3. An ease of communication.

4. Discretion.

5. An ability to hold the space of un-comfortableness when necessary.

6. An engagement with the thinking that all knowledge is constructed and no 'one-truth' exists.

7. An openness to examine and evaluate own practice and role within the group.

8. An engagement with the thinking that all opinions, considerations and views within the group (including own) deserve critical reflection and engagement as no 'one-truth' exists.

9. An ability to hold the space for its agreed purpose and guide the intentions of the group towards this purpose when needed, opening this up for exploration if needed.

10. A willingness to engage willingly with supervision as part of a group of facilitators with EPs on a monthly basis.

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Appendix 2: Reflecting Teams Model

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The Reflecting Teams Model is based on work within Family Therapy. It is a process that is intended to provide opportunity for reflection by providing time to listen, take in what is heard, think about this and to talk through thoughts and feelings in response to this. In a clinical setting this process operates with a consultee and an facilitator discussing an area for reflection whilst the reflecting team observe through a one-way mirror. The reflecting team listen in silence to the discussion. Then the consultee and the facilitator watch and listen as the team discuss and reflect on what they have heard. The facilitator then asks the consultee to comment on any aspects of what they have heard that has had resonance with them. This alternation of listening and talking through one's reflections may happen several times within the process.

Guidelines for the Reflecting Team (Johnson et al., 1997)

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To engage as part of a reflecting team you should aim to engage in line with the following guidelines:

- Be client centred (and goal centred).

- Emphasise strengths (empower).

- Reassure, encourage.

- Both contribute and listen in equal measure.

- Share different points of view.

- Be tentative not directive (I am curious about… I wonder if…).

- Demonstrate active listening (repeating back, paraphrasing, summarising, structuring), reflecting feelings, reflecting conflict, overshooting and undershooting).

- Focus on what has been said.

- Be genuine and respectful.

- Be positive.

- Remember your task is to create ideas (even if they are not found to be directly helpful or used, your reflections may trigger new understandings).

Example Session Outline for Reflecting Team

10 Minutes: Consultee describes the problem.

10 Minutes: Facilitator talks with the consultee to further unpack the problem.

The conversation can oscillate between three levels- the picture level, explanation level and alternative level (Andersen, 1987).

Picture- the facilitator asks questions that help to present a picture of the problem. The facilitator may reflect back and summarise. This can evoke new and different answers that prompt new questions.

Explanation- what explanation do you have for the picture? How has it evolved over time? What changes would you like to make?

Alternative- what alternative explanations might there be for the picture that you've described? How would this affect the changes you would make?

10 Minutes: The Reflecting Team discuss between themselves.

5 Minutes: The facilitator asks further questions. For example, what do you think about what the team said? What did you find helpful? Was there anything you found less helpful? What do you wish they would have said?

5 Minutes: Whole group reflection on the process.

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Appendix 3: Questionnaires for Reflective Evaluation

Questionnaire A for Practitioners who did not engage with Peer Supervision

Leeds Educational Psychology Team

Your team (North East) have recently piloted a peer supervision model with the support of Catherine and Sharon (Educational Psychology Team). Your team suggested that we pilot peer supervision when we met with you for focus group discussions on the 17th of January 2013. Following this we met with you all again to explore the psychological foundations of peer supervision. Three peer supervision groups were then created and we understand that some of you have had at least six sessions so far. We have continued to support this pilot by meeting with the facilitators to engage with reflective supervision. We are now seeking to evaluate this pilot in order to prompt further reflection and to inform your team's discussions about whether to continue with peer supervision. Although you did not take part we value your reflections as part of this consideration.

1. Did you engage with peer supervision? Yes/ No
   If no, what were the barriers to engaging with peer supervision?

2. If peer supervision continued, would anything different need to happen to enable you to sign up?

3. What is your understanding of peer supervision?

Thank you for taking the time to complete this questionnaire. **Please return your questionnaire to Jon Lund by Monday 18th November in a sealed envelope**, all completed forms will then be collected by Sharon McLaughlin on Friday 22nd November at 9am.

Questionnaire B for Practitioners who did engage with Peer Supervision

Leeds Educational Psychology Team

Your team (North East) have recently piloted a peer supervision model with the support of Catherine and Sharon (Educational Psychology Team). Your team suggested that we pilot peer supervision when we met with you for focus group discussions on the 17th of January 2013. Following this we met with you all again to explore the psychological foundations of peer supervision. Three peer supervision groups were then created and we understand that you have had at least six sessions so far. We have continued to support this pilot by meeting with the facilitators to engage with reflective supervision. We are now seeking to evaluate this pilot in order to prompt further reflection and to inform your team's discussions about whether to continue with peer supervision.

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The questions below have been written to promote thinking around your experience of peer supervision. You will see that later questions request more detailed thought and consideration as part of your reflection on this. On the 4th of December we will meet with you for a final focus group discussion based on your whole team's reflections.

1. Did you engage with peer supervision? Yes/ No

2. Did you manage to attend all sessions?

If not what were the barriers?

3. Would you sign up for more peer supervision?

What would need to happen to enable you to sign up?

4. What did you expect from peer supervision?

5. Please describe your experience of peer supervision

6. Did you think that the structure (model, roles within the group) within peer supervision was effective?

7. Please describe any impact peer supervision has had on your practice. (Consider the following: thinking, feeling, doing, well-being, development).

8. What enables reflective practice?

Thank you for your time, we look forward to seeing you at the focus group (04/12/13).

Catherine and Sharon

Please return completed questionnaires to your facilitator by Wednesday 20th November in a sealed envelope.. Completed forms will be collected by Sharon McLaughlin on Friday 22nd November at 9am.

Appendix 4: Some of the Potential Pitfalls of Peer Supervision (as cited in Hawkins & Shohet, 2012)

'Competing to be the most potent'   The various members become very competitive in their need to show each other how well they work.
'Ain't it awful?'   The peer group reinforce each other's sense of powerlessness.
'We are all so wonderful'   Peer group members can avoid having their anxieties about being criticised or found out by heaping fulsome praise on other peer members as an unacknowledged payment for returning the favour.
'Who is the best supervisor?'   Group members strain to make the cleverest or most helpful comments, they also present distracting peripheral arguments on the efficacy of this or that approach.
'Hunt the patient'   Groups can identify one member to be the 'patient' and the focus for the inadequate or difficult feelings which the others do not wish to own. Having an identified 'patient' allows the other group members to retreat into the safe and known role of the 'therapist' and collectively try to treat the elected 'patient'. While the group may 'help' this group member to explore their feelings, they also protect themselves from facing similar feelings within themselves.

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Dr Sharon McLaughlin, Educational Psychologist

Appendix C:

Using Psychology to Inform Processes of Goal Setting and Staff Support for the Cohort at Wetherby YOI

Model of Practice for staff teams setting GOALS with learners as part of their ongoing individualised planning

Outlined below is an example of criteria for successful target setting. It would be expected that each setting would devise their own.

GOALS should be set in agreement between the adult and the learner on a fortnightly basis.
These GOALS set must be achievable within 4 weeks, i.e. after two reviews. As such they must be sensitive enough to record progress and be observable by the learner and the adult within a 4 week period. Success of working towards achieving the GOALS must be reviewed by sitting together to review these and explore any areas of difficulty.
Staff who have possibilities of priorities for a learners GOALS should meet with the adult prior to their meeting with the learner to discuss.
The staff working with the learner will meet prior to each fortnightly review to check-in around the learner and discuss their progress towards their GOALS, including any changes to enabling factors needed. These will then be discussed between the learner and the adult during their review session.
Towards the end of two week review period the teacher working with the learner in the classroom will agree with the learner whether they have achieved their success criteria using the 0-10 rating scale on the individualised plan.
From the individualised plan the staff team around the learner will be able to see when, and how, and with what support the learner has been enabled to work towards their GOALS.

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Dr Sharon McLaughlin, Educational Psychologist

GOALS framework

Generalisable

learning that can be applied outside of that specific task

Observable

to young person and adult/teacher

Acceptable

to the young person (and their peer group)

Learning with

Collaborative process between the adult/teacher and the young person

Sensitive

Sensitive enough to record progress

Checklist for setting GOALS

Have you thought about…

Speech, language and communication skills ☐

Emotional regulation skills ☐

Mental health and well-being ☐

Choosing a skill that can extend beyond the lesson ☐

The current learning level ☐

Attitude and approach to formal learning ☐

Checklist for success criteria

Have you thought about…

the materials and approaches you will use ☐

what the group is working towards overall ☐

what the smaller learning steps/tasks are within the goal ☐

what is observable within each lesson ☐

Some areas to consider within enabling factors

Promoting taking and accepting personal responsibility

The need for high or low frequency feedback

Promoting the development of planning skills and making decisions

Considering what individually motivates and what motivates the group

Promoting social skill development(small group work, paired activities)

Development of thinking skills

The development of emotional regulation skills

Alison McCoy, Senior Educational Psychologist, Dr Catherine Beal, Educational Psychologist
Dr Sharon McLaughlin, Educational Psychologist

An Example of GOALS in Practice

GOALS ©

Leeds CITY COUNCIL

w/c _____

[Insert learners name]

GOALS

Long-term GOALS

_____
_____
_____

Short-term GOAL	What will I do to move up the scale?	How can we make it happen?	Comments
Short-term GOAL	0 |——————————| 10	Teacher/Trainer .... [Insert learner's name]	
Short-term GOAL	0 |——————————| 10	Teacher/Trainer .... [Insert learner's name]	
Short-term GOAL	0 |——————————| 10	Teacher/Trainer .... [Insert learner's name]	

Catherine Beal & Sharon McLaughlin (EP)

Alison McCoy, Senior Educational Psychologist, Dr Catherine Beal, Educational Psychologist
Dr Sharon McLaughlin, Educational Psychologist

Appendix D:

Using Psychology to Enable Staff Development with the Learning Support Practitioners at Wetherby YOI (Example Session)

Shaping Learning Conversations About Complex Cases
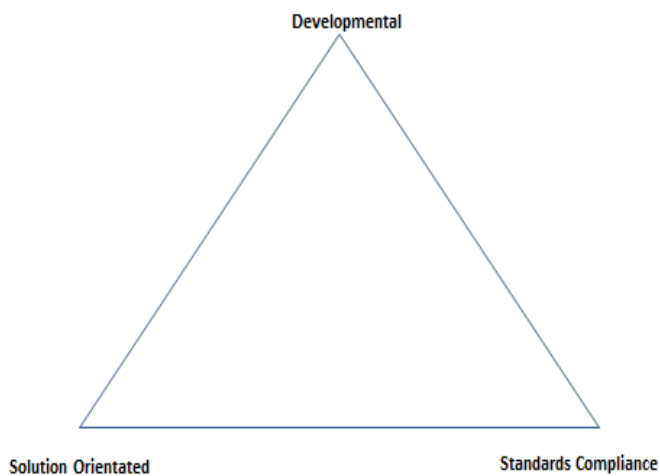## LSPs and EPT

29/01/15:
Observation and shared exploration of Complex Case Consideration meeting between LSPs.

Part One: Observation

Role of EP: To observe meeting in order to explore it alongside you. We assume that it is your process, but that providing a third eye and asking questions may enable us to explore it as a whole group.

- Catherine will try to capture some notes about the structure of the conversation, questions/ concepts used and any observable influence of these on the conversation.
- Sharon will try to produce a visual narrative of the conversation.
Neither will be evaluating the conversation.

Part Two: Considering Purpose

Developmental

Solution Orientated   Standards Compliance

Using an example to reflect on the purpose of the meeting.

Alison McCoy, Senior Educational Psychologist, Dr Catherine Beal, Educational Psychologist
Dr Sharon McLaughlin, Educational Psychologist

"the capacity to stand back and reflect on practice is one of the most important ingredients in developing a professional role" (Schon)

3. Our Conclusions
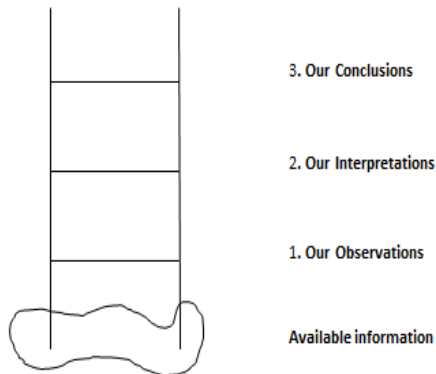
What learning conversations can provide is a space where we can develop:

2. Our Interpretations

Reflection-in action / thinking on our feet

1. Our Observations

Reflection-on action / exploring actions post event

Available information

Stone, Patton & Heen, 2000

Part Three: Reflecting on your complex case consideration

· What enabled the conversation to be positive/ affirming?
· What enabled the person to be confident to bring a case/ explore this case with the group?
· What (if any) structure was present? What did this do? (Example).
· What did you do as a group to focus on relevant information/ support the exploration to be purposeful?

Next Steps:

Purpose
i. Overall e.g. "complex case consideration";
ii. within - developmental, solution orientated, standards compliance

Structure
Timings, roles, systematic

Content
What the focus of that particular discussions will be, what information is presented, how it is discussed, questions asked...
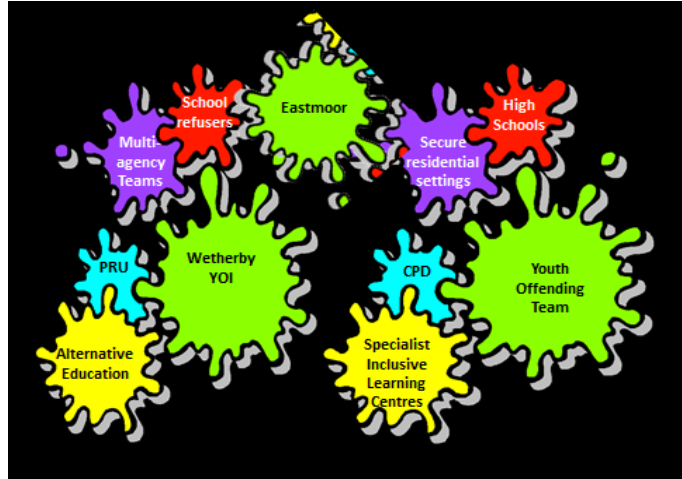

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Dr Sharon McLaughlin, Educational Psychologist

Appendix E:

Understanding Each Other's Roles and Perspectives

'SO WHAT DO YOU DO ANYWAY?'

Understanding Each Others Roles and Perspectives

Dr Catherine Beal & Dr Sharon McLaughlin

Collaboration   interaction   understanding

- Thinking about thinking.
- Thinking about practice.

Understanding each others roles and perspectives.

Thinking about role/ understandings of role

Beliefs and values

1. What do you see as the role of education?

2. Is there always the potential for change and growth? Why?

3. Where do you think you have acquired your most useful knowledge and beliefs about education?

1. What in your role enables learning and development?
– Within a cohort of young people.
– With a young person.

2. What enables you to continue supporting learning and development?

3. What in your role are the outcomes for a young person?

4. How do you know you have 'done a good job'? Is this different from when your system knows you have 'done a good job'?

Alison McCoy, Senior Educational Psychologist, Dr Catherine Beal, Educational Psychologist
Dr Sharon McLaughlin, Educational Psychologist