

Educational Psychology conference 2019

Neuropsychology workshops

Title of workshop	Presenters	Organisation
1. The Neurosequential Model in Education - using a brain-based approach to support effective learning, adult behaviour change and EP practice	Lesley Taylor Educational Psychologist	Clackmannanshire Educational Psychology Service
<p>This workshop will outline how we have incorporated the brain-based Neurosequential Model in Education (NME) into the range of trauma-informed theories that make up 'Readiness for Learning (R4L)' – our approach to closing the poverty-related attainment gap by supporting the development of good executive function skills in the classroom. We will share data on the impact of the approach across Clackmannanshire, as well as offer some reflections on what the NME means for the process of supporting adult behaviour change within schools. Finally, we will explore what the development of R4L has meant for our practice as a team of EPs, and the impact this has made to our relationships with children, YP and their families.</p>		
2. Changing the lens on autism: Can insights from developmental neuroscience support how we understand and intervene?	Caroline Corcoran Educational Psychologist	Dundee Educational Psychology Service
<p>It is well evidenced that outcomes for people diagnosed with autism are poor in comparison to neuro-typical peers, with recent research highlighting an increased vulnerability to developing mental health disorders in the teenage years and beyond. This is often despite best efforts and intensive input from professionals working to support individuals and their families. Although diagnostic criteria now consider a broader range of needs, there has been little shift in the identification or effectiveness of intervention. However, recent progress in developmental cognitive neuroscience may help us re-examine our understanding of autism including developmental trajectories, early 'warning signs', heterogeneity and co-morbidity. New research is leading to understanding at behavioural, cognitive and neurological levels. This workshop will introduce some of the research drawing from the Interactive Specialisation Theory of brain function. This influential theory sits within a neuro-constructivist framework, where development is</p>		

seen as a dynamic interaction between the brain and the environment. For example, research with ‘at risk’ infants highlights a lack of emerging specialisation for gaze and face processing at a very early stage which is in line with our current knowledge of the ‘social brain’ differences observed in adults with autism. Evidence is also highlighting differences in brain function associated with visual and auditory social processing in babies as young as 4 months old. These studies are potentially helpful in supporting earlier diagnosis and in helping practitioners and families intervene in a more developmentally appropriate way. As well as outlining some of the key research findings, this workshop will allow us to consider what the impact of these findings could mean for educational psychology. We look forward to welcoming you to a thought-provoking discussion.

3. ADHD through a neuropsychology lens- how can neuropsychology add understanding of children and young people with a diagnosis of ADHD?	Dr Kirsten Verity Paediatric Neuropsychologist	Royal Hospital for Sick Children Edinburgh
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This workshop will aim to cover the following:

1. Refresher - what ADHD actually is (and is not)
2. Models and formulation in ADHD
3. Strategies and interventions for pupils with this diagnosis
4. Case study or discussion

4. Promoting Well Being in a Digital World: What can EPs do?	Leisa Randall Principal Educational Psychologist	Midlothian Council
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This seminar will explore what EPs can do to raise awareness of the impact of technology on children and young people’s wellbeing. Leisa will discuss some of the issues around mental health and the way technology is used and present some practical ways for EPs to generate engagement in this topic with young people, school staff and parents.

5. Learning through Play in P1: using action research to adopt a play-based learning approach.	Elayne McGuffog and Rachel Whitby	Perth and Kinross Educational Psychology Service
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We want Scotland to be the best place to grow up. A nation which values play as a life-enhancing daily experience for all our children and young people, in their homes, nurseries, schools and communities.” (Play Strategy, Scottish Government, 2013).

Perth and Kinross EPS have been working alongside Early Years and Quality Improvement colleagues in Education and Children Services to roll out the implementation of play-based learning across all PKC schools, with an initial focus on P1 classes. We are in the second year of rolling out the ‘play based learning’ initiative, with six schools in the first cohort and ten schools participating this year.

This year, we have refined the model of delivery to incorporate an action research model to reflect our understanding of implementation science; sustainability and adult learning. This also includes coaching input from both EPS and Early Years colleagues as well as teacher coaches from the first year of the project who are providing support to their colleagues through personal experience. The key content/training materials are focusing on developing the pedagogy of play and learning, with an emphasis on the importance of strong positive relationships to support the development of executive functions.

The agreed outcomes for the project are:

1. To ensure progression in learning in line with Curriculum for Excellence, through an increase in quality play experiences.
2. To increase engagement in classroom activities through play and play based learning.
3. To promote connectedness and relationships within the classroom.
4. To promote teacher understanding and confidence in the application of play based approaches to learning.

This workshop will outline the action research model adopted, give participants a flavour of the training materials developed and provide an overview of the evaluation process. We hope to be joined by a teacher coach and ECS colleagues to talk about their reflections on the work to date in relation to our four intended outcomes.

6. The role of neuropsychology in understanding and supporting children and young people with epilepsy

Dr Aileen McCafferty
Clinical Psychologist

Paediatric Neuropsychology
Centre for Child Health Dundee

Epilepsy refers to a heterogeneous group of conditions with different symptom presentations, varied aetiologies and underlying pathologies and may be managed with different treatment approaches. Together these conditions form the most common serious neurological condition in childhood with prevalence rates ranging from 3.2 to 5.5 per 1,000 children/ adolescents. Epilepsy in childhood/ adolescence is associated with increased risk of disruption to brain development and function with significant implications (even in the "benign" epilepsies) for cognitive functioning, learning and emotional and social functioning. This workshop will review the different learning, emotional and developmental needs of children and young people with epilepsy and how these needs can be best identified, understood and supported. Discussion will include potential for case discussion and implications for practice and joint working.