

National Action Enquiry workshops

Round 1: 2pm

Theme	Auth	Name of workshop	Presenters
1. HWB - whole auth approach	Stirling	A small scale study exploring school attendance among young people with a diagnosis of ASD within Stirling Council	Heather McLean, EP Kathryn O'Hare, Research Asst Bryony Monaghan, ASN & Wellbeing Service Manager
<p>Small Scale Study exploring school attendance among young people with a diagnosis of ASD within Stirling Council</p> <p>Ensuring pupils are <i>Included, Involved and Engaged</i> within education is highlighted as being of key importance to future outcomes (Scottish Government, 2007). A potential barrier to this engagement is School Refusal Behaviour (SRB), which can be defined as a child being “unable to meet typical development and chronological expectations and demands regarding school attendance, including going to school regularly, arriving on time, attending classes and remaining in school for an entire day” (Kearney & Albano, 2007). Munkhaugen et al. (2017) highlight that one group for whom prevalence figures of SRB are scarce are those with a diagnosis of Autism Spectrum Disorder (ASD). This workshop aims to outline research carried out by Stirling EPS in response to a locally identified need. Key aims of the research were to explore the extent of School Refusal Behaviour among young people with a diagnosis of ASD as well as to analyse underlying reasons for these behaviours. This will be presented collaboratively with the Additional Support Needs and Wellbeing Manager who identified the initial questions of interest. Implications for establishments supporting young people will be discussed. Key lessons learned in carrying out such research will be explored and there will be an opportunity to collectively consider next steps for research in this area.</p> <p>Kearney, C. A., & Albano, A. M. (2007). <i>When children refuse school: A cognitive-behavioral therapy approach/Therapist's guide</i> (2nd ed.). New York: Oxford University Press.</p> <p>Munkhaugen. E., Torske. T., Gjevik. E., Terje. N., Pripp. A., and Diseth., T (2017). Individual characteristics of students with autism spectrum disorders and school refusal behaviour. <i>Research in Autism Spectrum Disorders</i>, 41-42: 31-38.</p> <p>Scottish Government (2007). <i>Included, engaged and involved – part 1: Attendance in Scottish Schools</i>.</p>			
2. HWB - programmes for children	South Lanarkshire	EY FAIAR for the future: An attachment based parenting programme for secondary schools	Donna Carrigan, Senior EP

Early Years FAIAR for the Future: An Attachment Based Parenting Programme for Secondary Schools

The Early Years FAIAR for the Future is a parenting programme for senior pupils within secondary schools. The programme is grounded in attachment and resilience theory with importance being placed on interacting and bonding with babies and young children. EY FAIAR for the Future teaches young people the skills necessary to develop secure attachments with young children and promote resilience through the understanding of and ability to respond appropriately and sensitively to their child's daily lived experience and needs.

To aid in the closure of the poverty-related attainment gap, Early Year FAIAR for the Future was delivered to a class of twenty-six 4th year pupils within a large mainstream secondary school located in SIMD 1. The current research aimed to demonstrate the efficacy of the EY FAIAR for the Future programme and discuss the possible impact for future generations born into poverty by gathering feedback from participants, some of whom may become parents in the future.

Baseline assessments were carried out via questionnaire to assess pupil's knowledge and understanding of parenting and attachment and participants' attitudes and confidence towards parenthood. Participants were then re-assessed at the end of the programme using the same questionnaire.

There was a statistically significant increase in participants' self-reported scores upon completion of the programme. This finding provides initial support for the effectiveness of the EY FAIAR for the Future programme.

Further research is needed to replicate present findings and increase the reliability of the current research. Given the small sample size within the present research, future research should aim to increase the cohort of participants taking part in EY FAIAR for the Future programme.

Keywords: Attachment, Resilience, Parenting, Poverty, Child Development, Education.

3. HWB - whole school/ LA approaches - Nurture	West Dunbarton	Developing a whole- school nurturing approach in secondary schools through the delivery of nurture principles training.	Alison Fotheringham, EP
	Fife	Implementing How Nurturing is our School; outcomes, impact and next steps.	Pippa San Roman, EP

Developing a whole- school nurturing approach in secondary schools through the delivery of nurture principles training.

This workshop will report on an initiative to develop a whole-school nurturing approach within a West Dunbartonshire secondary school. The school is within an area of multiple deprivation, with a high number of children who struggle to settle, build relationships and engage in learning. Following the successful

introduction of a nurture group in the school, this project focused on the delivery of nurture principles training to staff across the school throughout an academic year. The workshop will outline the development and delivery of the training as well as the results achieved and next steps in embedding the principles of nurture across the school.'

Implementation of How Nurturing is our School – a pilot study of an initiative designed by Fife Council Educational Psychology Service (FCEPS)

FCEPS developed a Fife How Nurturing is our School Toolkit, designed to promote effective teaching and learning through nurture, improving attainment particularly for those most impacted by the poverty related attainment gap.

It can be used as a self-evaluation/audit for schools, to develop a bespoke action plan for an individual school, to delivery training for staff, and evaluate the impact on teaching and learning for children, particularly those most disadvantaged.

This pack will be a key component in Fife Council Education and Children's Services (E&CS) Directorate's approach to delivering on the key themes within the National Improvement Framework.

These key themes can only be achieved through staff effectively engaging young people in successful teaching and learning experiences. This pack is designed to support school managers to identify strengths in staff professional practice in this area, and areas which would benefit from improvement, to support staff to engage most effectively with those young people who are most at risk of poor educational outcomes. Through this approach we aim to improve engagement and attainment of all learners, with a focus on this most disadvantaged.

This pack also uses the self-evaluation principles inherent in How Good is our School 4. The focus is on triangulating evidence to demonstrate more effective engagement of young people in teaching and learning, using data, qualitative feedback and direct observation of changes in behaviour.

We have piloted the pack in several schools within Fife, with a plan roll it out across all Fife schools.

Evaluative measures at this stage include:

- Feedback from HTs on utility of self-evaluation/audit tools
- Feedback from staff on utility of training materials
- Early indications of impact on children's learning experiences

4. Engaging parents	East Renfrewshire	Can a valid, reliable and robust scale be developed to measure wellbeing in families in Scotland?	Eddie McGee, Senior EP
	Renfrewshire	Evaluating dimensions of parental engagement: The development of a Renfrewshire toolkit	Catriona May, EP Hollie McClintock-Greene, EP

Evaluating dimensions of parental engagement: The development of a Renfrewshire toolkit.

Renfrewshire EPS

Evidence indicates that “parental involvement makes a significant contribution to closing the attainment gap” (Sosu & Ellis, 2014, p. 24). In primary school-aged children high levels of parental engagement have a larger impact on pupil outcomes than the quality of the school (Desforges & Abouchaar, 2003). However, we also know that levels of parental involvement and engagement with home learning vary drastically and that there are numerous potential barriers to meaningful engagement.

To gather more information regarding parental engagement in Renfrewshire, an audit of existing parental engagement approaches and methods of evaluation across primary schools was completed. Following this, Renfrewshire Educational Psychology Service developed a toolkit for establishments to use to plan for and evaluate parental engagement approaches. This workshop will discuss the audit findings and contents of the toolkit.

Can a valid, reliable and robust scale be developed to measure wellbeing in families in Scotland?

East Renfrewshire:

The Family Well-being Scale (FWBS) was developed as a, a short, robust strength based measure of family well-being, designed to address the lack of data, research and evaluation evidence for schools and local authorities, which currently hampers progress in closing the poverty related attainment gap. The aim was to assist families and professionals to measure and reflect on their levels of wellbeing, and hence support self-reliance and build resilience. The development of the FWBS focused on adapting the American Family Strengths Inventory (2008), because it had a strong evidence base and was based on the proposition that strong families are critical to the development of strong communities, and strong communities promote and nurture strong families (DeFrain & Asay, 2007). Statements were selected from it to create two parallel scales (A and B). The scales were then piloted with psychologists from Educational Psychology Services across Scotland. Feedback resulted in further adjustments to the scales. Then, following reliability and validity analysis, a single, final scale was created based on 16 items with good reliability and validity. The FWBS was then piloted with the *Family First Service* in East Renfrewshire for a one year period. The results offer evidence to show that the FWBS can be employed as a measure of wellbeing and also demonstrate change following intervention. Hence, it may be a useful tool to gather data and ultimately help to prevent negative outcomes in families.

5. RIC - Numeracy	Falkirk &	Psychology and Numeracy: a regional collaborative project	Nick Balchin, Principal EP Lyn McLafferty, EP
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Psychology and Numeracy: a regional collaborative project

Nick Balchin, Principal Educational Psychologist, and Lyn McLafferty, Educational Psychologist, Falkirk Council

The Forth Valley and West Lothian Educational Psychology Services undertook a regional collaborative project on psychology and numeracy. There were 4 studies, 1 undertaken by each service, and a meta-study of these 4 projects. One study involved a literature review of the links between numeracy development, early childhood development and attachment. Two studies involved training teachers using action enquiry based approaches and one study involved research into the pupil voice in S4. The meta-study identified over 90 psychological factors and provided an analysis of these. This workshop will provide:

- an overview of the 5 studies
- a closer look at the Falkirk Council Project, Bridging the Gaps, and the analysis of pupil outcome data as a result of teacher research projects.
- consideration of the psychological factors and the meta-study and what lessons this may provide for thinking about the role of meta-studies in educational psychology research.

The attendees of this workshop will leave with knowledge of the tools used to promote teacher agency in their own research as it applies to closing the attainment gaps and contribute to the debate on the possibilities for educational psychology advice based on the collaborative endeavours of our research function.

The research paper is available at:

<https://blogs.glowscotland.org.uk/fa/epservice/how-we-work/research/>

<https://blogs.glowscotland.org.uk/glowblogs/fvwlrlic/psychology-and-numeracy-research-2019/>

The primary purpose of the National Improvement Framework (NIF) since January 2016 has been to “bring together an enhanced range of information and data at all levels of the system, to drive improvement for children and young people in early learning and childcare settings, schools, and colleges across the whole of Scotland”. The National Improvement Framework and Plan 2019 continues to prioritise this. Scottish Attainment Challenge also emphasises the need for using data and evidence informed practice to close the poverty-related attainment gap throughout the different programmes of funding throughout its planning processes and policy guidance. A key asset to lead and implement these recommendations is the Educational Psychology profession.

Since 2015/16 Education Scotland, in collaboration with the educational psychology (EP) profession and the Scottish Government launched a professional development research programme. This was the National Action Enquiry Professional Development Programme and EPs from across almost all authorities have taken part in the programme culminating in 2 cohorts and almost 50 research summary reports being published on the National Improvement Hub. Although the programme has made great progress in achieving its original aims, there continues to be gaps in the Scottish research and knowledge base around key areas related to the Scottish Attainment Challenge and National Improvement Framework.

This workshop will be interactive and will be the start of a series of consultations on considering next steps for the National Action Enquiry Programme for Educational Psychologists 2020. It is vital we hear where the profession believe they can provide added value to Scottish research base for Scotland's learners and in collaboration with Scottish practitioners and how we can ensure this research is effectively utilised to inform education systems across Scotland.

Round 2: 2.50pm

Theme	Auth	Name of workshop	Response
1. Engaging parents	East Ren	Can a valid, reliable and robust scale be developed to measure wellbeing in families in Scotland?	Eddie McGee, Senior EP
	Renfrewshire	Evaluating dimensions of parental engagement: The development of a Renfrewshire toolkit	Catriona May, EP Hollie McClintock-Greene, EP

Evaluating dimensions of parental engagement: The development of a Renfrewshire toolkit Renfrewshire EPS

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2. HWB - programmes for children	West Dunbarton	Elephants Tea Party; Helping students to develop coping skills for loss and bereavement.	Alison Woods, EP
	West Dunbarton	Evaluation of CBT/Mindfulness approach small group intervention within the context of enhanced transition to High School.	Karen Flynn, EP

Elephants Tea Party; Helping students to develop coping skills for loss and bereavement.

Children living in poverty are more likely to experience bereavement in childhood and often experience multiple bereavements in childhood. Elephants Tea Party is a bereavement education event developed by Child Bereavement UK; it uses creative exercises, lesson plans and fun activities underpinned by support, experience and guidance. Its aim is to support schools in building the resilience of children and young people to cope with bereavement both now and in the future. Qualitative research methodology was used to evaluate the implementation of Elephant's Tea Party in a Scottish mainstream secondary school. Overall gathered data demonstrates the young people have a more nuanced understanding of how they would respond to and cope with bereavement both now and in the future; next steps for consideration by school staff were identified.

Evaluation of CBT/Mindfulness approach small group intervention within the context of enhanced transition to High School.

West Dunbartonshire collaborated with St Peter the Apostle HS Learning Community to pilot the use of CBT/Mindfulness approach small group intervention with the focus of preparing for transition into high school. Primary Schools identified students vulnerable to anxiety through teacher, parent and student questionnaires and student presentation. Pre and post anxiety questionnaires were collected as was qualitative information. This has allowed evaluation of the FRIENDS for Life programme within the context of transition and also the evaluation of a bespoke CBT/Mindfulness approach small -group intervention. These findings will be presented as will the processes involved in collaborating with school staff to develop and co-deliver a bespoke small group intervention.

3. Whole auth approaches	Fife	Implementing How Nurturing is our School; outcomes, impact and next steps.	Pippa San Roman, EP
	West Dunbarton	Developing a whole- school nurturing approach in secondary schools through the delivery of nurture principles training.	Alison Fotheringham, EP

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4. Children's voices	Aberdeen City	Technology Talks?" Using an electronic wellbeing tool to increase young people's engagement and voice, to inform more effective planning for their wellbeing	Emma Powell, EP
5. Children's voices	Glasgow	What helps us achieve at school? Pupil and SMT perceptions of what helps achievement at Glasgow Secondary Schools	Joe Meloy, EP Marianne Paul, EP

The poverty related attainment gap within education has been widely documented through research literature. Tackling this gap is a priority of both local and national government. It is of interest to look at factors that can mediate the relationship between poverty and low attainment. Recent research suggests that patterns of lower academic attainment linked to areas of lower socio-economic status can be overcome if individuals attend school more frequently and have a higher level of belief in their own academic ability.

As part of a small scale investigation, focus group methodology was employed to elicit the views of pupils and senior management team members across three schools with attainment levels that are consistently higher than their predicted benchmarks. Thematic analysis of the qualitative responses confirmed that variables specifically related to academic self-efficacy, emotional self-efficacy and attendance were key mediating factors in facilitating academic success.

This workshop will further outline and discuss these findings.

6. National Action Enquiry programme	Education Scotland	Next steps for the National Action Enquiry Programme	Laura-Ann Currie, Senior Education Officer Jacqui Ward, Attainment Advisor
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