



ANNUAL COURSE

Hilton Hotel, Liverpool

19 - 21 November 2009

Children's Services - Serving Children?

SECTION 1 - BOOKING DETAILS

Form with fields: Surname, Forename, Employing Authority, Work telephone, Work Fax, Home telephone, Email address, Title, Job Title, AEP membership no., Address for Correspondence

If you are presenting at the conference please tick here []

SECTION 2 - COURSE REGISTRATION

I wish to attend the Course (please tick the box for your required selection)

- Full residential (both days) £450.00 member [] £550.00 non member [] 1 day residential is not available
Day attendance (all days) £230.00 member [] £270.00 non member []
Day attendance 19/11 £80.00 member [] £95.00 non member []
Day attendance (20/11) £150.00 member [] £175.00 non member []
Day attendance (21/11) Free member []

SECTION 3 - PAYMENT

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SECTION 4 - DIETARY & SPECIAL REQUIREMENTS

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(a supplement of 50.00 for DB&B per night is required and a cheque should accompany this application)

Hilton Hotel, Liverpool
19 - 21 November 2009
 Children's Services – Serving Children?

Course Draft Timetable

Thursday 19 th	
11.00 – 12.30	Arrival, Registration
11.00 – 12.00	Coffee/tea
12.00 – 13.30	Lunch
13.45 – 15.15	Official opening: Liverpool Lord Mayor, Councillor Mike Storey CBE Introduction & welcome: Beth Pollard, AEP President Keynote Address: Helen Denton, Executive Director of Children, Lancashire
15.15 – 16.30	Seminars (1 – 5)
16.35 – 17.05	Coffee/tea
17.05 – 18.20	Seminars (6 -10)
19.00	Meet your Regional Representative
20.00	Dinner
Friday 20 th	
7.30 – 9.10	Breakfast
9.15 – 10.30	Seminars (11 – 15)
10.35 – 11.05	Coffee/tea
11.05 – 12.20	Keynote Address: Patsy Wagner, LB of Kensington & Chelsea
12.25 – 13.00	Meet the AEP General Secretary: Kate Fallon
13.00 – 14.00	Lunch
14.00 – 15.15	Keynote Address: Steven Rose, Emeritus Professor, Open University
15.15 – 15.45	Coffee/tea
15.45 – 17.00	Seminars (16 – 20)
17.00 – 18.45	Meet the Editorial Board <i>Educational Psychology in Practice</i> (sponsored by Taylor & Francis)
19.00 – 19.45	Drinks reception (sponsored by Pearson Assessment)
19.45	Dinner After dinner speaker: Michael O'Keith, The Innovation Beehive
Saturday 21 st	
7.30 – 9.15	Breakfast
9.30 – 10.45	Keynote Address: Dr Sean Cameron, University College London and Pillars of Parenting Social Enterprise.
10.45 – 11.00	Coffee/tea
11.00	Annual General Meeting

Session 1 Thursday 19th November 15.15 – 16.30	
1	Neurodevelopment Disorders - Co-morbidity and Communality – An Information Processing Paradigm? Barry Bourne, Self Employed Educational Psychologist
2	Establishing the Foundations to Integrated Children’s Services in the Early Years Cathy O’Connor, Senior EP Early Years, Wirral MBC
3	Engaging Children and Young People Clare Anderson, Janet Morris & Esther Pettifer, EPs, Dorset
4	Critical Incident Intervention Lorraine Silver, Acting Senior Educational Psychologist, Bridgend County Borough Council
5	A Service Cannot Be Measured By Time Allocation Developing a Psychological Service Which is Accessible to the Whole Community Min O’Hara, Principal Educational Psychologist, Calderdale (DOUBLE SESSION)
Session 2 Thursday 19th November 17.05 – 18.20	
6	(DOUBLE SESSION) AS NO 5
7	Writing for a peer reviewed journal Stephanie James, Editor, <i>Educational Psychology in Practice</i>
8	Behaviour, Emotional and Social Difficulties (BESD): do we underestimate the Autistic component? Richard Melling (Brent EPS) and Jeremy Swinson (Witherslack Group)
9	Warwickshire Critical Incident Support Group (CISG) a multi-agency response model Martin Osborne, & Tara Midgen, Senior Educational Psychologists - Warwickshire Educational Psychology Service
10	Visual Approaches to Child Centred Transition Krystyna Scorer, EP, Wakefield Family Services, Mandy Pickard, Wakefield Primary Behaviour Service Advisory Teacher, Kay Sanders, Assistant Head and SENCo, Wrenthorpe Primary School, Wakefield
Session 3 Friday 20th November 9.15 – 10.30	
11	The role of Educational Psychology in the Safeguarding of Children in the UK Kevin Woods, Neil Humphrey, Caroline Bond, Peter Farrell, & Kath Tyldesley, University of Manchester
12	Assertiveness Skills – A practical approach to supporting children Claudia Noël – Michael, Educational Psychologist, Camden Educational Psychology Service
13	Self Harm, Suicide and Attacks on Schools Peter Emmerson, Chris Lewis & Richard Cains, West Sussex
14	Inter-Disciplinary Working And The Risk Of Collaboration Mathew Chuard
15	Video Interaction Guidance as a method of assessment and intervention to support positive interactions Heather Sked, Educational Psychologist, Highland Council
Session 4 Friday 20th November 15.45 – 17.00	
16	The Successes and Challenges of Multi-Agency Working Within A Behaviour and Education Support Team Morag Gornall, Senior Educational Psychologist, CYPS Leicester City Psychology Service
17	The Development of Resilience. A Case Study of a Residential Children’s Home. Tim Watson, Specialist Senior Educational Psychologist for Looked after Children, Cheshire Children’s Services
18	Using Person Centred Approaches to Help Young People make the Transition to Secondary School Elaine Kinsella, Educational Psychologist (Special Education Support Service) Wirral Council
19	Using a participatory research framework to enable children and young people to have a voice about racism in their school Susan E. Posada, Senior Practitioner Child and Educational Psychologist, Stockport MBC
20	An exploration of unconscious anxiety in the planning and implementation of Integrated Services - A systems-psychodynamic approach Xavier.Eloquin, West Sussex

Keynote Address
Thursday 19th November 13.45 – 15.15

Children's Services – Serving Children

Helen Denton, Executive Director of Children in Lancashire

Born in Blackpool, Helen started her career as a secondary teacher in Moss Side Manchester before a spell as head of home economics in a school in Hong Kong.

On returning to the UK, she completed her Masters degree, worked for the Department for Education & Science and then began her career in local government with Oldham Metropolitan Borough Council, Initially appointed as an Assistant Education Officer, she gained experience across a range of areas before becoming an Assistant Director with broad responsibilities across the inclusion services.

A move to Leeds City Council followed, to be Head of Service for Children and Families and she was then appointed as Assistant Education Director for Sefton Metropolitan Council.

In 2003, Helen took up the post of Director for Learning for Education Walsall, part of Serco's Education and Children's Services group. In 2005 she was promoted to Managing Director, Education Walsall, Serco Education and Children's Services where she took on the strategic and contract management of the service. Her particular focus was on improving performance and developing strong relationships and partnerships with all those engaged in supporting children and young people.

In September 2007, Helen took up the position of Operations Director for Serco's Education and Children's Services Group, where she focused on problem solving, developing innovative ways to improve delivery and performance, and looking for and celebrating good practice across services.

Helen joined Lancashire County Council in June 2008, becoming Executive Director for Children and Young People

Session 1 (1-5)
Thursday 19th November 15.15 – 16.30

1. Neurodevelopment Disorders - Co-morbidity and Community – An Information Processing Paradigm?

Barry Bourne, Self Employed Educational Psychologist

There has been an increasing awareness during the past 10 to 15 years of high co-morbidity rates amongst what some researchers/practitioners (see Alloway T & Gathercole S 2006; Brown T 2009.)

refer to as neurodevelopment disorders (e.g., SpLD; ADD/ADHD; Dyspraxia; ASD). Informal observations from casework over the past few years of such high co-morbidities, led to a piece of action research, involving an in depth analysis of the cognitive profiles and personal data of 84 children referred for assessment in the age range 8 to 15 years. Additional supportive evidence was also gained from the analysis of the Provision Map of a unique local state special school for pupils with Specific Learning Difficulties and associated difficulties. High co-morbidity rates were demonstrated from both sources. In addition there was also anticipated confirmation from the casework data of the crucial underlying and common deficiencies in information processing in both visual and auditory domains across co-morbid conditions (i.e. communality), with evidence of significant impairment in Working Memory and Visual Processing functions (see Pickering S 2006; Alloway T & Gathercole S 2006). The implications for an Information Processing paradigm to account for such high co-morbidities are discussed, as are the implications of the findings for the working practices of Teachers, EPs and Parents.

2. Establishing the Foundations to Integrated Children's Services in the Early Years

Cathy O'Connor Senior EP Early Years Wirral MBC

Our ambition is to 'provide seamless services in partnership with parents to provide the best outcomes for young children on the Wirral'

There has been much activity within Local Authorities nationally to link up services for children. This workshop will describe the journey for EPs and their partner agencies, across the Wirral, who have radically changed their models of service delivery to better reflect the needs of the children and families with whom they work. The seminar will discuss the process of change and explore the psychology which was used to underpin it. The strategy has established links with the Healthy Child Programme, Surestart and Allied Health professionals. It is embedded in developmental plans across Children's Services and has been instrumental to rethinking the operation of the Special Educational Support Service across the Wirral.

In our interactive workshop we would like to open discussion and debate as to the role of EPs in this type of work.

The session will be led by the head of the Special Educational Support Service/PEP and the Senior EP for Early Years. We hope to include partners from other agencies in an analysis of our current successes and our plans for the future.

3. Engaging Children and Young People

Clare Anderson, Janet Morris & Esther Pettifer, Dorset

It has been argued that the educational psychologist's role is that of *'enabling children and young people to have greater control over and understanding of their own learning and its context in order that they may take actions available to them to undertake positive change'* (Todd, Hobbs and Taylor, 2000).

Dorset EPS believes that feedback to children & young people is essential for ensuring they are fully engaged in any process. Through writing reports for children and young people we are communicating respect, we help young people to remember our involvement, engage in the consultation process and increase their motivation to work towards the agreed objectives.

During the course of this workshop we will share examples of reports written to young people in Dorset following EP involvement. We will describe how we talked with children, young people and adults (including parents/carers and teaching staff) about the reports and how we subsequently acted on these views. This workshop begins by looking at effective ways in which EPs can use their records of involvement to assist young people in achieving their desired outcomes. This is considered as an essential step in the process of achieving positive change for young people. There will also be the opportunity for EPs from other services to share the circumstances when they have most effectively engaged children in action planning processes and engage in discussion regarding ways of developing these skills

4. Critical Incident Intervention

Lorraine Silver, Acting Senior Educational Psychologist, Bridgend County Borough Council

During 2008 a number of young people in the Bridgend County Borough area apparently took their own lives. There was wide media coverage and sensationalism linking the unexpected deaths. The critical incident placed tremendous strain on existing resources.

The seminar will highlight the effectiveness of multi agency working across a range of children's services during this difficult period, including professionals working in the community with children and young people, their families and their carers. The seminar will outline structures put in place during the critical period to manage the various responses to the suicides by addressing the needs of groups of vulnerable young people, particularly young people who had suffered loss and young people who had made a suicide attempt. Experiences have been shared and responses evaluated across agencies and it is felt that in the event of a similar situation arising in the future, response guidelines could be adapted to other emergency situations which may have a significant impact in the community. The

role of the Educational Psychology Service at the time of the critical incident will be emphasised and the application of psychology at different levels (e.g. systems theory, social constructionism, counselling psychology, CBT and solution focused approaches).

The second part of the seminar will focus on one example of good practice which demonstrates how Educational Psychologists can work in diverse, unique and therapeutic ways with vulnerable young people. By listening to the views of pupils affected by the suicides three Yr 10 pupils were supported to produce a suicide prevention website for Bridgend County Borough Council. The website was designed as a messaging system to provide information to young people through survivors of their own age group, with the aim of progressing this to a wider audience via social networking sites. By listening to and empowering young people Educational Psychologists can work in creative ways and engage a range of professionals not normally associated with our role.

5. A Service Cannot Be Measured By Time Allocation: Developing a Psychological Service which is Accessible to the Whole Community

Min O'Hara, Principal Educational Psychologist, Calderdale (DOUBLE SESSION)

An outline of how we have developed a service which:

- Has moved from a School Psychological to an Every Child Matters Service
- Is delivered in various forms in the community
- Works with vulnerable children and families
- Intervenes early in a preventative way
- Is not a gatekeeper to statements
- Works collaboratively with Teams around the child
- Educational Psychologists intervene to change the outcomes for children
- allows EPs to judge the most effective responses

Calderdale has developed from a traditional reactive service based on Time Allocation into an Open Access Service where Educational Psychologists work in teams, with high levels of supervision and joint working, to decide upon the appropriate level of intervention, ie a needs led response team.

In the workshop the following issues underpinning the approach will be developed and discussed:

- Time Allocation is a meaningless concept
- Quality of Service should be defined by EPs and not left to others
- Locational teams of three Educational Psychologists covering geographical areas (individual Educational Psychologist not tied to schools)
- Delivering community psychology through local consultation meetings

- Different levels of consultation, including telephone consultations and a Model Pathway of Decision-Making
- Light-touch approaches, based on solution-orientated management
- Team supervision based on allocation meetings
- EPs spend time discussing processes rather than test used
- Balancing workload using retrospective time evaluation
- Targeted therapeutic work
- Ability for rapid response at critical incidents

Outcomes

- High levels of staff satisfaction
- Significant evidence of staff development
- High levels of satisfaction from schools, parents, services and council
- Ability to deliver a continuous service in the light of staff absences
- Enabling a service which discussed 2%, and worked with 1% of school population in the last school year

Session 2 (6-10) Thursday 19^h November 17.05 – 18.20
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6. Double as no 5

7. Writers' Workshop: Writing for a peer reviewed journal

Stephanie James: Editor, Educational Psychology in Practice

Many EPs are undertaking research as part of service delivery or as part of doctoral research.

Dissemination of research findings through publication in a peer reviewed journal is a desirable outcome.

Whether you are experienced or new to writing, this interactive workshop will attempt to offer support and guidance to ensure that, from its conception, the research design, data collection, reporting of results, subsequent discussion and implications for practice are each considered from the perspective of publication.

8. Behaviour, Emotional and Social Difficulties (BESD): do we underestimate, the Autistic component?

Richard Melling (Brent EPS) and Jeremy Swinson (Witherslack Group)

Recent research into Social Communication Competence and Functional Adaptation of over 8000 children in the SW of England suggests that seeing Autism as a "distinct illness" may be unhelpful, as it can cause sub-threshold autistic impairments in non-diagnosed children to be misinterpreted.

In this seminar we shall report the findings of our own research into the cognitive and behavioural profiles of over 150 children, the majority of whom were referred to Educational Psychology Services in connection with an Autistic Spectrum Disorder or a behavioural difficulty. Our data raises questions about the degree to which the social and communication difficulties observed in children considered to have "BESD" should be interpreted in a different way to the social and communication difficulties found in children considered to have an Autistic Spectrum Disorder.

We shall argue that in the light of such research findings Educational Psychologists may need to begin to challenge some of the traditional distinctions that still seem to loom large both in the SEN arena, and in the larger world of Children's Services in general. It is anticipated that the seminar will involve participatory debate, relating both to the research findings presented and their implications for collaboration between Child Psychologists and other agencies.

9. Warwickshire Critical Incident Support Group (CISG) a multi-agency response model

Martin Osborne, & Tara Midgen, Senior Educational Psychologists - Warwickshire Educational Psychology Service

Warwickshire's CISG is a successful multi-agency group committed to providing a high quality service to schools involved in a crisis. It sits alongside and liaises with other services provide by the County Council including the Emergency Planning Unit and Psychological Welfare Group. Its primary function is to provide a coordinated response and effective support to schools and communities who have experienced a critical incident. The service facilitates and empowers staff to develop coping mechanisms from within their own resources and build the capacity to cope more effectively with a range of sudden and traumatic incidents. This is based on the premise that schools are well placed to provide the structure, routine and emotional support following a critical incident.

The multi-agency membership of the group comprising members from the EPS, CAMHS and School Health is critical to its successful functioning. This helps to minimise the panic and disruption that can so often arise in the event of a critical incident. Responses are determined in accordance with a 3 level model that takes into consideration the nature, size and severity of events. In the past 6 years the CISG has responded to 46 incidents.

This seminar will describe the formation and operation of the CISG including group practice in response to incidents. Participants will have the opportunity to reflect on their own practice through the discussion of case examples. In addition, other aspects of the CISG's work including the development of guidelines for schools and the delivery of training will be discussed.

10. Visual Approaches to Child Centred Transition

Krystyna Scorer, EP, Wakefield Family Services, Mandy Pickard, Wakefield Primary Behaviour Service Advisory Teacher, Kay Sanders, Assistant Head and SENCo, Wrenthorpe Primary School, Wakefield.

When young persons move between Key Stages of their education (for example Junior to Secondary), it is vital to provide continuity of support and to embrace the voice of the young person, especially if they are at all vulnerable.

In Wakefield we are successfully deploying a Child Centred support framework using visual tools which have been successfully used with vulnerable children to enable their transition. The framework uses Transition Books, Graphics such as MAPS and PATHWAYS, and the preparation of a Transition Plan at a Transition Meeting; the child is always central and is supported throughout the process by appropriate adults or peers.

This work is in line with Government implementation of the SEAL Curriculum in Schools and links to all 5 Outcomes of Every Child Matters.

Those attending the session will understand how Child Centred Transition:

- Encourages meaningful participation of children who cannot make their views known in a usual way.
- Captures a child's strengths and capacities.
- Promotes a child's confidence, self-esteem and independence.
- Develops multi-agency teamwork
- Is applicable at every transition stage.

Those attending will learn how to plan, organise, structure and support a Child Centred Transition. They will receive handouts usable directly in their transition work and will learn how to use and create graphics.

Session 3 (11-15)
Friday 20th November 9.15 - 10.30

11. The role of Educational Psychology in the Safeguarding of Children in the UK

Kevin Woods, Neil Humphrey, Caroline Bond, Peter Farrell, Kath Tyldesley, University of Manchester

This seminar presents findings from the Association's 2009 professional practice research project, with its focus upon the profession's current and potential contribution to the safeguarding and protection of children and young people. Data are presented from a survey of over 50 local authorities across the UK, with more in-depth insights gained from four site visits made by the research team. The seminar is an opportunity for colleagues to debate the findings of the project team, and to consider how the profession might best now

respond to the current national priority to safeguard and protect children.

12. Assertiveness Skills – A practical approach to supporting children

Claudia Noël – Michael Educational Psychologist Camden Educational Psychology Service (EPS)

There are a number of shy, quiet and unconfident children who blend into the background and get missed in the classroom. Statistics show that some 20% of children are born shy and another 20% of children develop shyness (Swallow, 2000). These children are at risk of being bullied at school. The DSCF Youth Cohort Study, (June 2008) highlights a strong relationship between being bullied and poor outcomes at age 16. Bullying has remained a high profile, national topic and schools are increasingly supporting these 'at risk' children through group work and individual support.

In this presentation I will share my approach to helping schools to support these vulnerable children. Psychological approaches such as CBT and PCP were drawn on to develop a fun, interactive and effective assertiveness skills programme.

Information will be shared about how I set up and ran a number of these assertiveness skills programmes across both primary and a secondary school in Camden.

I shall present background information about assertiveness skills, including why they need to be taught, how they might be taught, how they relate to current programmes such as SEAL and examining available resources. I will also present information about the development of the assertiveness skills programme and will draw on case studies, photos and video clips.

The programme has been evaluated by parents, teachers and the children themselves. I shall end the presentation with some discussion about the success of the programme, practicalities of the programme, areas for improvement and examining how this approach can be incorporated into EP practice.

13. Self Harm, Suicide and Attacks on Schools

Peter Emmerson, Chris Lewis & Richard Cains. West Sussex

A significant number of young people self-harm or have suicide intention, but only a small proportion come to the attention of professional support services. Many factors contribute to this behaviour, but the assessment of the risks an individual presents is not an exact science. We would like to identify some of the false assumptions associated with suicidal behaviour and to share what is known about influences and risk.

Schools in the UK have thankfully been spared serious attacks such as shootings, with the

exception of Dunblane in 1996. (Shootings are, in effect, planned suicides which involve the killing of others). We will consider what research can tell us about the profiles of such individuals and, as interactively as possible, ask you what issues and problems these questions pose.

14. Inter-Disciplinary Working And The Risk Of Collaboration

Mathew Chuard

The advent of children's services has led to a greater emphasis on, or, some may argue, created pressure towards, inter-disciplinary working. Whilst much has been highlighted about the obvious advantages of such an approach, less appears to have been said about the challenges. Beyond the very practical issues that inevitably arise, such as co-ordinating diaries, deciding who chairs the meeting, or who records minutes for example, there are also underlying, less tangible, psychological issues that must be understood and managed in order to provide the basis for productive inter-disciplinary working. Reflection upon the psychological aspects of group life may provide some understanding and insight into the seemingly innocuous or larger scale issues that appear to prevent effective work between members of different professions.

Many of the difficulties that arise from being a member of any group is the tension between the 'wish to join together and the wish to be separate: between the need for togetherness and the need for a separate identity' (Stokes, 1995, p.19). This tension manifests itself in the course of inter-disciplinary working through the necessity to maintain a sense of professional identity whilst at the same time allowing the boundaries of that identity to be open to question and revision as an essential part of collaboration. The extent to which professional identities are open to revision and questioning will be dependent upon a number of factors, but the degree of openness will greatly impact upon the creative and collaborative capacity of the group. Drawing upon the work of Melanie Klein (1946) and Wilfred Bion (1962), and using examples from my own practice, factors that affect the extent to which professional identities are open to review and revision, and the impact that this has upon creative and collaborative working amongst inter-disciplinary teams will be explored in this presentation.

15. Video Interaction Guidance as a method of assessment and intervention to support positive interactions

Heather Sked, Educational Psychologist Highland Council

Video Interaction Guidance is a proven method used to improve interactions between people. It involves the filming of periods of interaction and skilful editing, to feedback the positive aspects of the interaction, as a means of focusing on what's working well and building capacity in the individual to continue to do more of what is currently working.

This workshop focuses on my use of this method of assessment and intervention (as a practitioner and as a supervisor), to support interactions between pre-school age children and the key adults in their lives, developing the adults' appreciation of the strategies they are using successfully to interact with the children. It is suggested that this may in turn support the children's development of emotional literacy.

**Keynote Address
Friday 20th November 11:05 – 12.20**

Consultation, psychology and the wider systems in which we work: constraints and opportunities

Patsy Wagner, Principal E.P. and Lead Practitioner R.B. Kensington and Chelsea Education Psychology Consultation Service

Brief overview:

In this session, I would be interested to try out some ideas with EP colleagues about the opportunities available to us in the current climate that make a difference in our work with schools, parents and in multi-agency working. I am interested in how psychology can be an inspiration and a source of our resilience and effectiveness.

Some of the ideas I am interested to explore, therefore, are:

- The current climate and context and their possible effects
- The practice of Consultation as an overarching model and approach that connects us in ways that make a difference
- The psychologies that best inform consultation and inspire our practice
- The constraints and opportunities of multi-agency working
- Frameworks for effective working with parents and schools and other agencies

**Meet the AEP General Secretary,
Friday 20th November 12:25 – 13.00**

Kate Fallon

**Keynote Address
Friday 20th November 14:00 – 15.15**

Being human and becoming a person

Steven Rose, Emeritus Professor, Open University.

What makes humans different from our nearest evolutionary neighbours?

And how does the newborn human become a person?

I will discuss these issues in the context of evolutionary and developmental systems theory

16. The Successes and Challenges of Multi-Agency Working Within A Behaviour and Education Support Team

Morag Gornall & Anastasia Andre-Warren, Senior Educational Psychologist, CYPS Leicester City Psychology Service

The Close to School strategy in Leicester incorporated a Behaviour and Education Support Team (BEST+), bringing together professionals from health (mental health and speech and language therapy), educational psychology and social care. The aim was to support three city secondary colleges to reduce exclusions, increase engagement with education and support families. A principle of the BEST Plus project was swift and easy access to the services and skill mix of the team, bypassing normal referral channels. The team was based within the colleges to enable true partnership working. Each college had different concerns and expectations and ways of working emerged to adapt to these diverse needs.

The two-year project ended in August 2008 and has now been evaluated. Data show that the young people had improved attendance and reduced short-term exclusions 6 months after the end of the project. Analysis of post-intervention questionnaires showed improved parent/child relationships and positive thoughts about the future. Nearly all found it useful to work with someone who was separate from, but in frequent contact with, the school. The colleges felt that positive outcomes were quick response to referrals, individual support and group work.

This presentation will illustrate the challenges and successes of working collaboratively with a diverse group of professionals. Implications will be discussed in the context of current thinking around best practice in multidisciplinary team working. A focus on cases which exemplify multi-agency work in practice will form part of the presentation.

17. The Development of Resilience - A Case Study of a Residential Children's Home.

Tim Watson, Specialist Senior Educational Psychologist for Looked after Children, Cheshire Children's Services

This research emerged within my remit as the Senior Specialist Educational Psychologist for Looked after Children. As part of this role I am part of a multi-agency group that supports a residential children's home in Cheshire. This home is a project that was begun in 2004 and has a focus of providing medium term care and support of education for looked after children whose family or other care placements have been significantly disrupted. The home can have up to six children at any one time, who are aged between 8 – 12 years

on admission. It is owned by Cheshire County Council and managed by a separate charity trust in partnership with Cheshire Children's services.

I received support from all concerned to embark on this research with the main aim to ascertain if this home provides an environment where a young person's resilience can be developed and built upon. From the outset of the design of this research to its written completion, took approximately 16 months (July 07 – Nov 08).

The research explored the concept of resilience with particular reference to the Circle of Courage (C of C) model which has been presented in a published form by Brendtro, Brokenleg and Van Bockern (1990 and 2002). Brendtro et al developed this by looking at the four basic practices of self-worth through Native American culture: 'significance' with 'belonging', 'competence' with 'mastery' (achievement), 'power' with 'independence' and 'virtue' with 'generosity'. The themes of resilience were mapped onto these four areas of belonging, achievement, independence and generosity. Semi-structured interview schedules for the young people and the staff at the house were designed as a result of this mapping activity. A simplified questionnaire for external agencies that support this home was also devised based on similar themes. The young people also completed Resiliency Scales (Psych Corp 2007, Harcourt Assessment) to help provide further evidence towards the research.

Data gathered and analysed was taken from the responses of eight young people, nine members of staff and twenty-five professionals from external support agencies. Analysis of the interview responses from the young people and the staff was organised under the main C of C headings. There was a focus on the positive and also areas that were of concern or needed further development. A separate section was also formulated to explore the C of C philosophy around team work and job satisfaction. The external agency questionnaire responses and the resiliency scale scores were collated and looked at in depth and thus further increased the validity of the evidence.

Several limitations and factors which affected the research process and findings are highlighted in the final report. One of these limitations is that this work is clearly based on a very small sample. It is therefore important that the results are not over-interpreted or over-generalised to other settings and that any conclusions are considered with some caution. Nevertheless, it is still a pertinent and relevant case study of a residential setting and therefore has something to offer the exploration of the dynamics within the residential sector and the Looked after Children system as a whole.

The main findings were as follows:

- For the majority of the staff and young people who were interviewed, the manner in which the sense of belonging (attachment / secure base) in the home is promoted and developed is a real strength.

- Opportunities for achievement (self – efficacy) are provided and encouraged but it is an area that needs increased effort so that it is maintained and highlighted in its various forms.
- Independence (autonomy) is promoted and planned for although not in a regular manner. This lack of regularity in approach may be highly appropriate due to the individual needs of the children. However, due care and attention needs to be given to this so that there is the correct balance between support and self-sufficiency.
- Evidence supporting the development and promotion of generosity (altruism) was limited. This is the area which encourages the young people to give time, skills, talents and advice. It is also the area which promotes skilling the young people to be listeners, to 'de-centre' and to reach out to help each other. It allows for opportunities to 'give back' to the community and further develop a valued social role.

The 'what' and the 'who' of resilience development in the home is recorded in the report, with reference to both the strengths and current 'gaps'. In addition clear reference is made to the importance of the knowledge that the staff team have about the young people and how this is or is not communicated. It is with all of this in mind that recommendations were made. These recommendations were listed as 'Implications for Practice' across three levels: at a wider system's level i.e. Children's Services and partnership with the charity; at the organisational and community level of the home; at an individual adult and young person level.

This study concludes by suggesting further possibilities of research. Examples include increasing the sample to other residential and / or care placements, use of control groups and investigating processes within assessment and care planning approaches in children's services.

18. Using Person Centred Approaches to Help Young People make the Transition to Secondary School

Elaine Kinsella, Educational Psychologist (Special Education Support Service) Wirral Council

Person Centred Planning is a fundamentally different process of planning which ensures that an individual and their family is firmly in the driving seat of the way their supports are organized and delivered. It has been used in adult services for many years to help ensure that people get the support they want. It has been shown to lead to improved outcomes for people and to help deliver better value for money services, oriented around the needs and wishes of each person. Person Centred Approaches are being used in children services more and more, and offer much promise in changing the way services are planned and delivered, with a strong focus on inclusion.

Wirral Children and Young People's department secured some funding from Wirral's Children Fund and On Track and used this to set up the 'Transition Plus' project. This Project is in the middle of supporting 40 young people in year 6 with their transition to Year 7. Four mentors from 4 different secondary schools have been using Person Centred Planning to gather information and plan with each young person, their families and primary schools in preparation for a hopefully smooth transition to Year 7.

This seminar will look at what we have done so far in the project and share what we have learned. You will hear from a young person about how person centred planning has helped them to think about their future and the best way to be supported as they make changes and move school.

19. Using a participatory research framework to enable children and young people to have a voice about racism in their school.

Susan E. Posada, Senior Practitioner Child and Educational Psychologist, Stockport MBC

This seminar presents work conducted over a two year period in the Metropolitan Borough of Stockport. A Child and Educational Psychologist and a teacher from the Ethnic Diversity Service have worked with five schools, three secondary and two primaries, to set up and help run projects in collaboration with school staff. The seminar will present the objectives for the work; i.e. to enable young people to voice their opinions on issues relating to Racism in school and empower them to instigate change, if appropriate, within school. The background to, and the rationale for the work from the racism in schools research, the pupil participation and the Every Child Matters agendas will be outlined. The seminar will then go on to give examples of the pupil lead research projects within schools, how these were facilitated, the barriers experienced and the outcomes of these projects to date. Visual data will be presented, including a section from a film made by Year 9 students and samples from student PowerPoint presentations for assemblies, staff and governors meetings. Finally information will be given about the qualitative evaluation of the projects, the outcomes for the children/young people, and school systems. Recommendations for the Children and Young People's Directorate will be outlined and implications for practice in schools discussed. There will be some time for group discussion at the end of the seminar.

20. An exploration of unconscious anxiety in the planning and implementation of Integrated Services - A systems-psychodynamic approach

Xavier Eloquin, West Sussex

As a result of the Every Child Matters Agenda and subsequent Children's Act there has been a move towards Integrated Services within Children's

Service Authorities. This study seeks to explore some of the unconscious dynamics at play in the dissolution of a discrete Educational Psychology Service and redeployment into eight Integrated Service Delivery Areas, line managed by non-psychologists within these Integrated teams. Just over two years later the move has been reversed with the imminent prospect of the EPS once more becoming a discrete service line managed by EPs

Using semi-structured interviews and questionnaires I propose to explore the way unconscious dynamics affected planning and behaviour at various levels with an aim of developing insight and understanding of these events as well as highlighting potential pitfalls for other services about to embark on this journey. The two questions I intend to explore are:

1. where was the anxiety in the system? - and where did it come from? The hypothesis here is that at Government levels and below was the resolution that no child must ever be allowed to die again - ever.
2. How could agencies and individuals (mainly focusing on the EPS) support or resist the implementation of new plans and organisational structures that were not predicated on a realistic understanding of what is possible and necessary but, rather, based on a "paranoid-schizoid" stance (Klein, 1959) that was chiefly occupied with diminishing feelings of extreme anxiety within the decision making groups? My hypothesis here is that within the limited options available to professionals, a position of passive resistance was adopted that led ultimately to the failure of the Integrated teams and a return to a pre-integrated state.

provision for this particularly vulnerable group in our society.

Two starting points for change are: (a) what are the psychological needs of these children and young people and, (b) how can residential and foster carers be trained to meet these subtle and complex needs? An extensive review of the psychological literature led to two major areas for intervention – how to empower carers to meet their *parenting needs* and to how to provide them with *sensitive support for the post-trauma stress* that frequently results from parental rejection, neglect and abuse.

The public care system could benefit from a unified professional approach to child care and management which incorporates the best that psychology has to offer to the process of parenting children and young people who have had negative life experiences and help them to trust adults again, feel good about themselves, experience the satisfaction of achieving and to look to the future with optimism.

Reference source: Cameron, R.J. and Maginn, C. (2008) The authentic warmth dimension of professional childcare. *British Journal of Social Work.* **38** (6), 1151-1172.

Keynote Address

Saturday 21st November 09:30 – 10.45

Meeting the psychological needs of children and young people who have been rejected, neglected and abused: The emotional warmth dimension.

Dr Sean Cameron, University College London and Pillars of Parenting Social Enterprise.

In the UK, a majority of children and young people admitted into public care have been rejected, neglected and abused by their parents. These experiences can blight a child's life and indeed many end up jobless, homeless and friendless.

Such dismal outcomes have proved to be notoriously difficult to change. We now know that improving life outcomes for children in public care is unlikely to be achieved through extensive and expensive tinkering with the current educational and care systems and that what is required is an in-depth examination of the needs of these young people, together with a paradigm shift in present