

Symposia

Perspectives on professional engagement with vulnerable children

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Paper 1

Competence, confidence and creativity: Meeting the needs of professionals who support vulnerable children

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Objectives:

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Method:

Paper 4
Safeguarding the safeguarders

**DECP Annual Professional Development
Event 2012**

Perspectives on professional





**Competence, confidence and creativity:
meeting the needs of professionals who
support vulnerable children and young
people**

Tony Cline and Seán Cameron



What do Educational and Child Psychologists need to provide a *competent* service?



Autonomy...


Knowledge and skills ...

Responsibility

Practitioner.

The Intuitive

What do educational and child psychologists need to provide a *confident* service?



Without professional wisdom (reflective practice) cannot...

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Without empirical evidence, professional practice cannot...

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What do educational and child psychologists need to provide a *creative* service?

- *Familiarity with the applied psychology research*
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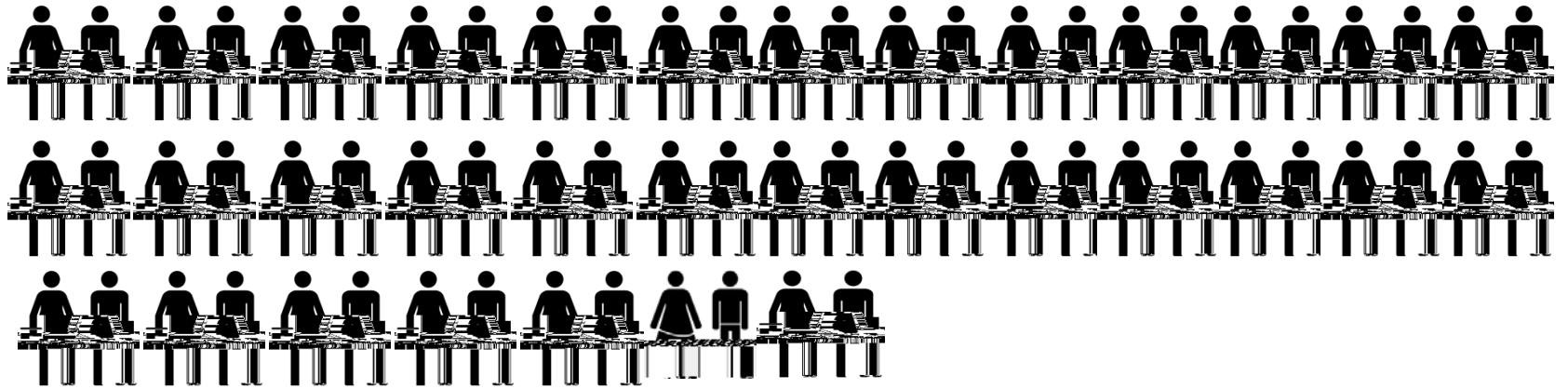


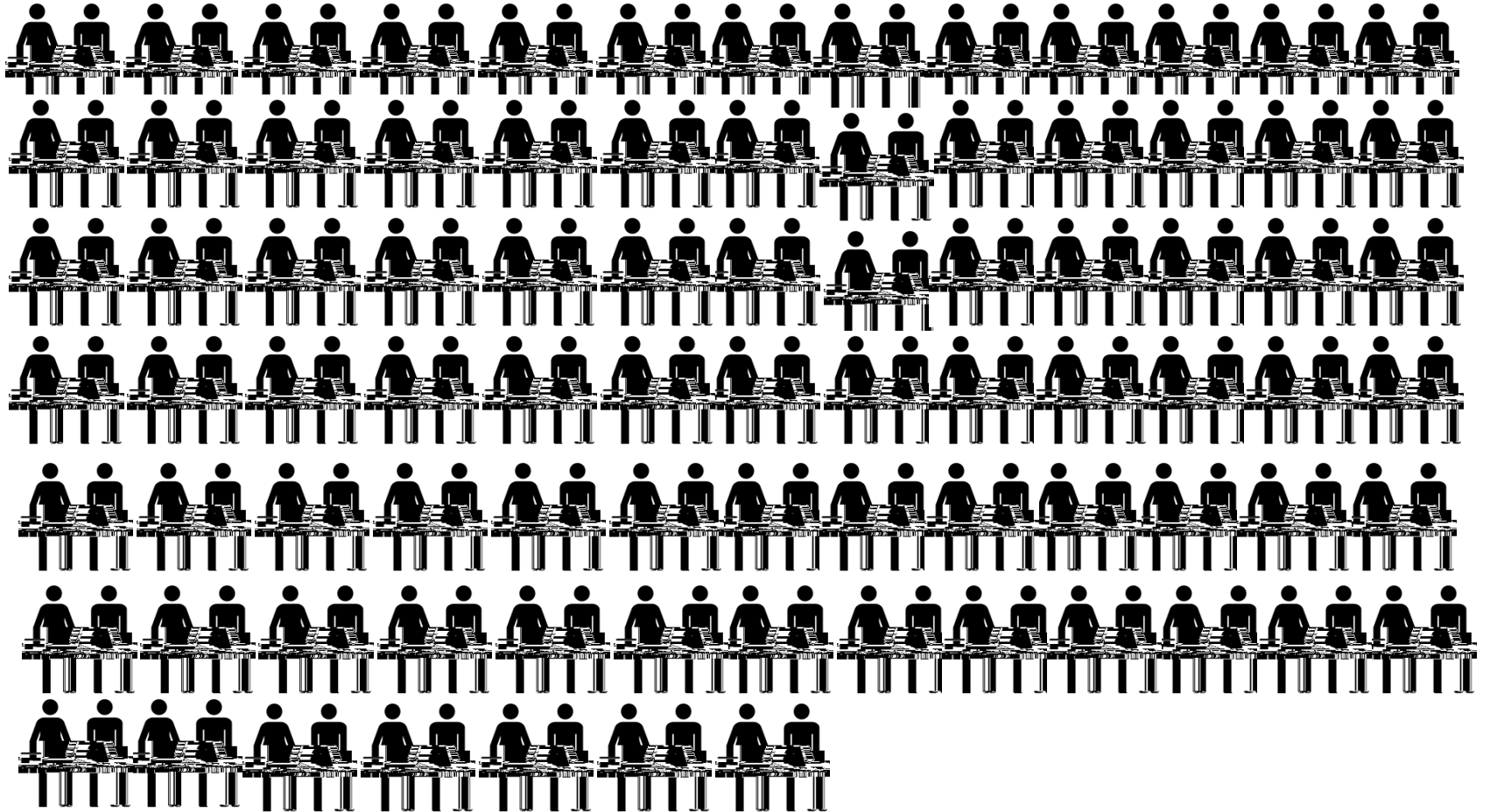
Pillars of Parenting

Living Presence

Meeting the *Psychological* needs of children in care

- *parenting needs*
- *adaptive emotional development*
- *signature*
- *strengths*
- *The experience of Living Psychology*
- *Achieving Positive Outcomes for Children in Care.*





Today's menu for this symposium

Introductory comments (Sean).

Dr Anne Marie Baverstock. *Decision making factors - involved in the consideration of retention of children out of age cohort: application to professional practice.*

Dr Charlotte Friel. *Teacher perspectives on Inclusion*

Dr Sarah Hatfield. *Safeguarding the 'Safeguarders'.*

Concluding Comments (Tony).



Decision making factors involved in the consideration of retention of children

Who is retained in one LA?

- School Census data (PLASC)
- Significant association between retention and:
 - Gender (male)
 - Season of birth (summer born)
 - EAL
 - SEN
 - Low achievement
 - Learning Difficulties
 - BESD (using SEN descriptor)



A grounded theory model

How can this model aid professional practice?

- “Developmentally young” conceptualisation might be operating
- Model can stimulate discussion where retention is being considered
- Developed the model into set of questions for direct and indirect consideration



Thank you for listening.

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Model into questions

- What is the school's stance on retention as a practice?
- What are the general characteristics that might lead to the consideration of retention out of age cohort?
- What is the spectrum of provision available to the child both practically and conceptually?
- What are the key influencers on the decision to retain?

Retention out of age cohort decision making factors framework

WHAT IS THE SCHOOL'S STANCE ON RETENTION AS A PRACTICE?

- Does the school regard retention as intervention in its own right?
- Does the school consider repetition of a year as helpful or irrelevant?
- Does the school believe in the concept of "catch up"?

WHAT ARE THE GENERAL CHARACTERISTICS THAT MIGHT LEAD TO THE CONSIDERATION OF RETENTION OUT OF AGE COHORT?

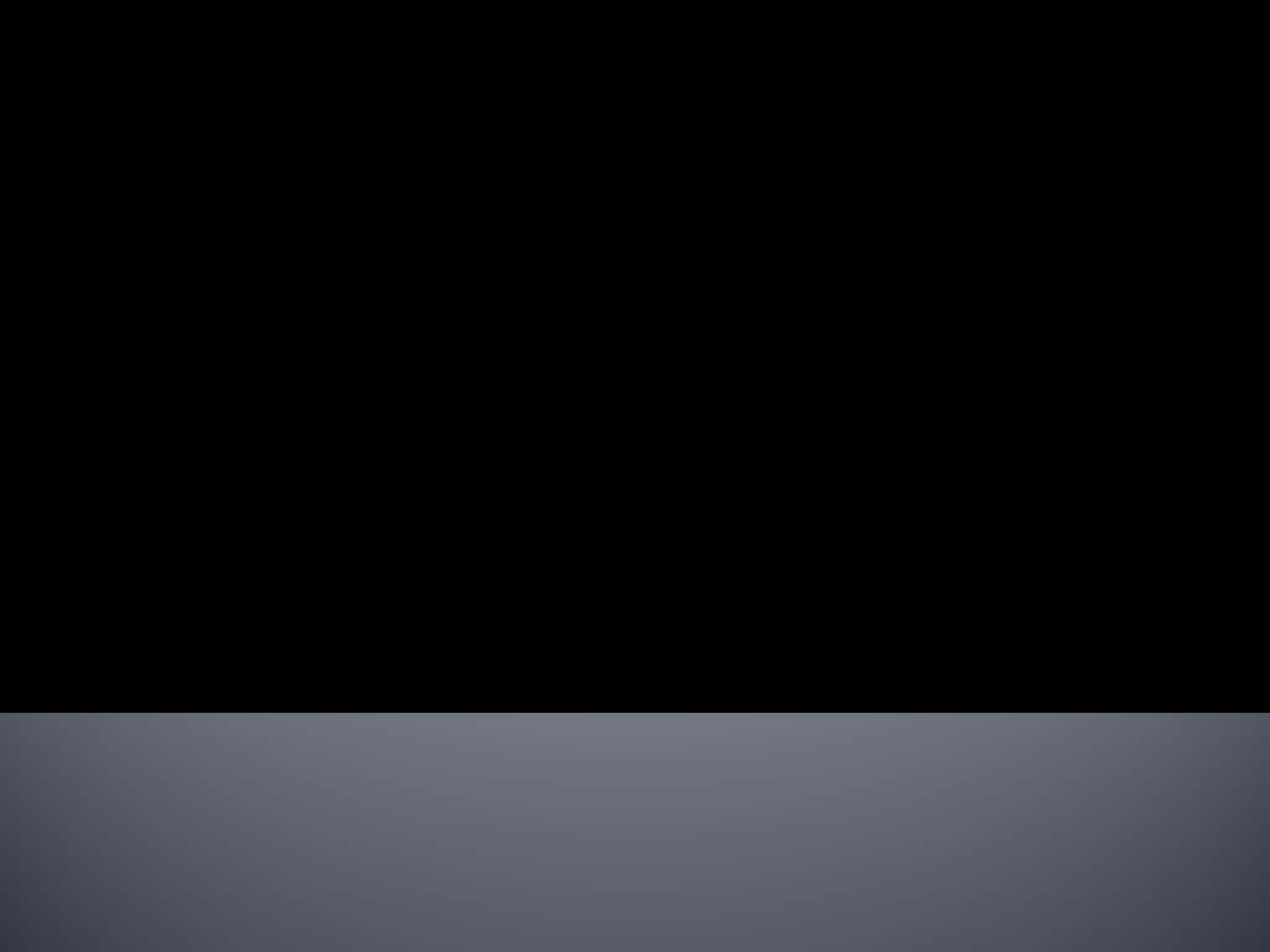
- Are there concerns about developmental? E.g. Special Educational Needs (SEN), particular types of difficulties, what is the severity of the child's needs?
- Are there particular maturational factors that require consideration? E.g. physical size, independence & self-help skills
- With whom does the child have significant relationships?
- What is the length of the child's school experience? E.g. have they had interrupted schooling, are they summer-born, did they defer school start date?
- Does gender play a part in the consideration of retention?

WHAT IS THE SPECTRUM OF PROVISION AVAILABLE TO THE CHILD BOTH PRACTICALLY AND CONCEPTUALLY?

- How willing/able is the school to match provision to need?
- To what degree does the school differentiate?
- Does the school consider individualisation of provision as part of its role?
- Does school placement become an issue ahead of retention?
- Is retention offered as an alternative to change of placement?
- Does the school consider the peer group of the child
- What are the curriculum expectations in the child's current class?
- What is the attitude towards play-based learning?

WHAT ARE THE KEY INFLUENCERS ON THE DECISION TO RETAIN?

- Is the child coming to a natural transition points? E.g. primary to secondary school , moving from Early Years setting to school
- Are there factors particular to the school that are influencing the decision? E.g. class organisation (vertical grouping), assessment time (SATs)
- Are there particular factors associated with the child and their family influencing the decision?
 - Would retaining have a negative psychological impact? E.g self-esteem, identity
 - What are the social needs of the child currently and in the future? Who do they currently associate themselves with?



Inclusion...

the process

What research said about inclusion



The literature on the inclusion of students with special educational needs in general schools pointed to the potential importance of the school based environment, including aspects such as the attitudes and behaviours of others within schools.

Research aims...



The survey...

- § *actual inclusion status*
- § *Thinking About Inclusion*
 - Expected Outcomes* *Classroom Practices* *Core Perspectives*
 - § *Accommodation* *Preparedness*
 - § *Barriers* *Improving Inclusion*

Survey key findings...



Teacher interviews...

- Survey findings suggested an attitudinal inconsistency around inclusion.
- 8 of the survey teachers participated in interviews to further explore the complexities of their views around this area.
- Here the inconsistent views looked at were a more positive view around actual inclusion and more negative view around inclusion in general (reflecting the typical pattern of response to the survey).
- Interviews were analysed using the Interpretative Phenomenological Analysis (IPA) approach. This attempts to explore participants trying to make sense of their world. It also acknowledges the researcher trying to make sense of the participants trying to make sense of their world (Smith & Osborn, 2003).

Juggling?



Ways forward...

§

§


Lessons on Inclusion...

NEVER EVER



References

- Booth, T. & Ainscow, M. (Eds.). (1998).



Safeguarding the Safeguarders

Dr Sarah Hatfield

DECP 2012

Key Point

- Commissioned research project around evaluation of development of services to support children displaying inappropriate sexual behaviour.



Research project

- Evaluate and inform development of training/practice
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Participants

- 24 participants (12 female/12 male)
- educational psychology, social care, education, clinical psychology and specialist workers from a jointly funded (social care/health authority) family centre
- 2 teams, over 10's and under 10's



Resilience

Of 24 participants, 18 remained working in the local authority in the same job title 14 months after the final training course.



Resilience

- Of the 18 remaining LA participants, 14 months after final training only 2 were still actively following team working procedures.
- The research focus moved to investigate why so many participants had left the new multi-agency team.

Research conducted during the



Resilience



Results

- No significant change in R levels (or components measured by RSA)
- Perception of supervisor/organisational support was not a factor in staff choosing to leave the team.
- Clarity of role in cases, management of own emotional needs, structure of the staff team and perception of the skills of their supervisors were involved in decisions to leave the team.



Impact of research

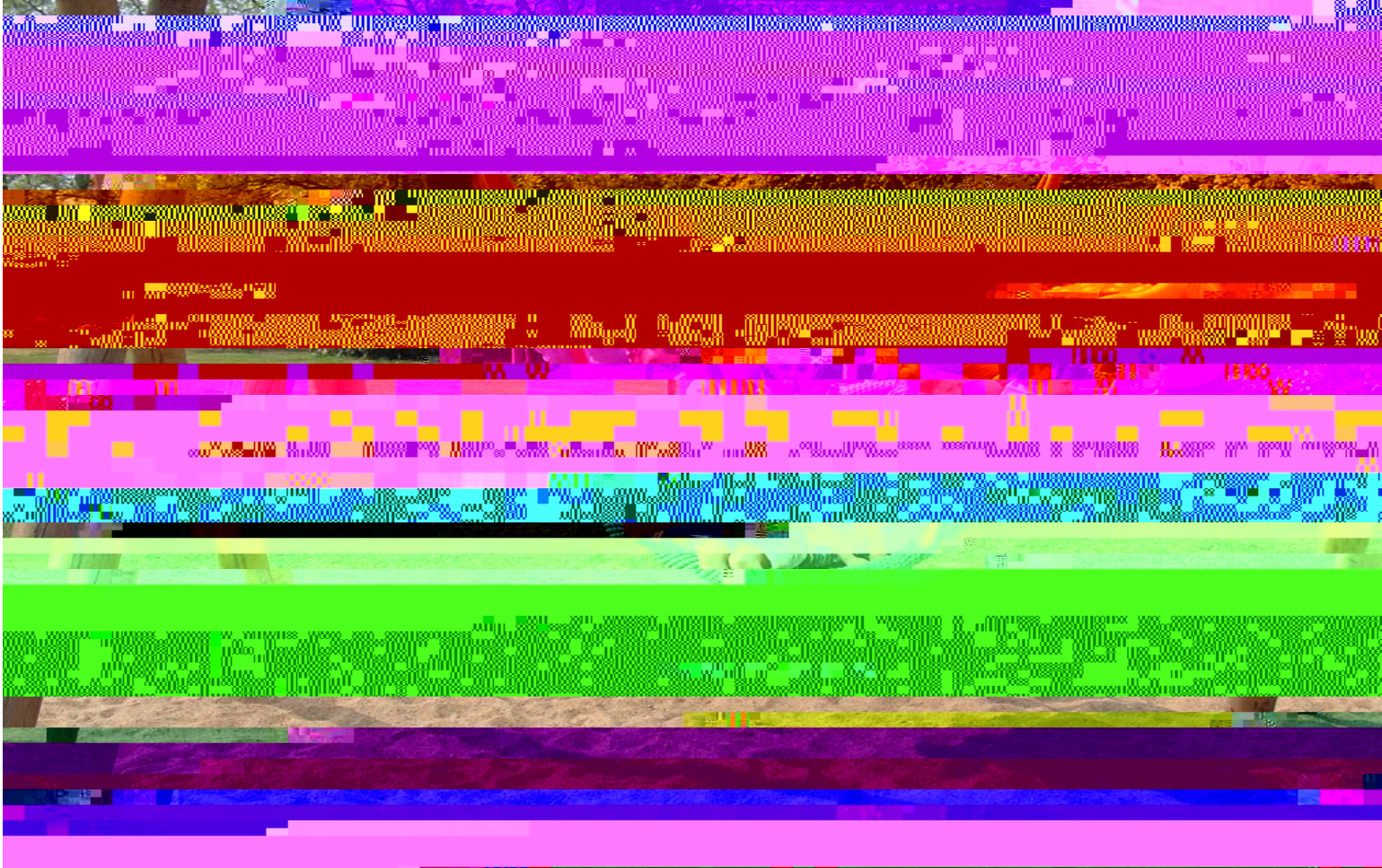
- Multi-agency approach maintained.
- Rota system of work partners/supervisor.
- Consideration of emotional need/
supervisory focus.
- Components of resilience, such as self-
efficacy, more useful measure for research.



Engagement with commissioners



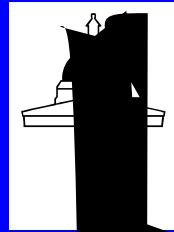
Team processes



References:

Friborg, O., Hjemdal, O., Rosenvinge, J. H., & Martinussen, M. (2003). A new rating scale for adult resilience: What are the central protective resources behind healthy adjustment? *International Journal of Methods in Psychiatric Research*, 12, 65-76.





Perspectives on Digital

engagement with

- concluding

Three objectives in our work with staff who are engaged with vulnerable children

- Confidence
- Competence
- Creativity

Four objectives in our work with staff who are engaged with vulnerable children

- Confidence
- Competence
- Creativity
- Contextual integrity and stability

Such studies inform our planning of staff consultation by leading us to take account of:

Professional engagement in times of change

- Shifting situations of and demands on:
 - Teachers
 - Social workers
 - EPs
- Payment by (contested) “results”