

Symposia

Perspectives on professional engagement with vulnerable children

Prof Tony Cline, University College London

Significant adults who support vulnerable children and young people can obtain advice from a variety of supporting from

evidence base may be developed. Studies are outlined which illuminate the attitudes and decisions of direct contact of professionals working with out of age children, children with special needs in mainstream settings and young people who are sexual abusers

Paper 1

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

Prof Tony Cline, UCL & Dr Sean Cameron, UCL "

Objectives: This presentation will introduce and summarise the background to this symposium, outline its main themes and consider some of the issues that are raised for educational psychology practice, training and research. Tm-0009rc(w/W/11Tf5H9);1769t005tc90031

Method: Grounded theory methodology is applied to data gathering through 10 semi

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

Atkinson, Tand Claxton, G. (2000) *The Intuitive Practitioner*. Buckingham: Open University.

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

Without professional wisdom (reflective practice) cannot...

- Adapt to local circumstances;
- Operate intelligently in areas where research evidence is absent, sparse or incomplete.

Without empirical evidence, professional practice cannot...

- resolve competing approaches;
- Generate cumulative knowledge;
- Avoid fads, fancies and personal favourites.

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

• Familiarity with the applied psychology research Fmpvnce Bills I To Cabas.) T Bay 1881

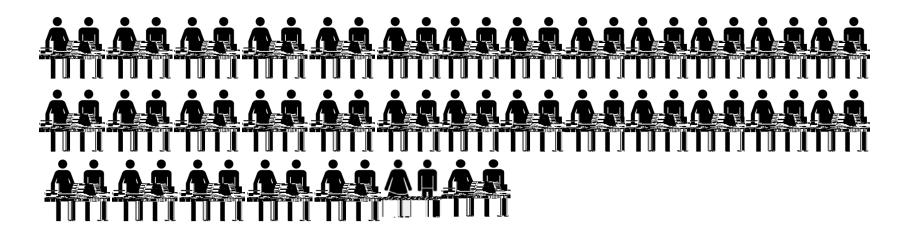


The Pillars of Parenting is a Social Enterprise set up to empower residential and foster carers of children and young people who have been rejected, neglected and abused.

Meeting the *Psychological* needs of children in care

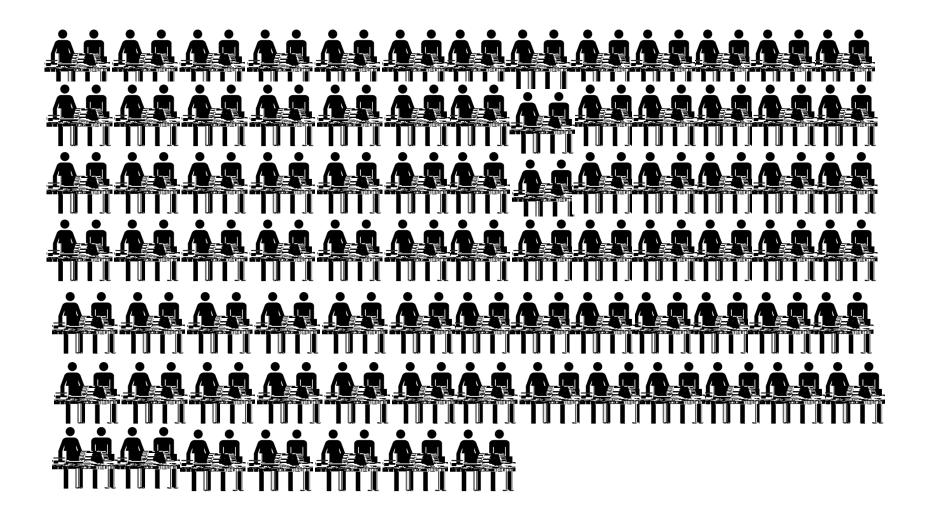
- Meeting their parenting needs
- Supporting their adaptive emotional development
- Enabling them to build on their signature strengths
- The experience of Living Psychology
- Reference source: Cameron, R Jand Maginn, C. (2009) Achieving Positive Outcomes for Children in Care. London: Sage.

There were 65,500+ children in care for the year ending 31 October 2011



(Each symbol equals 1000 children) Source:

http://www.dcsf.gov.uk/rsgateway/DB/SFR/index.shtml



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?

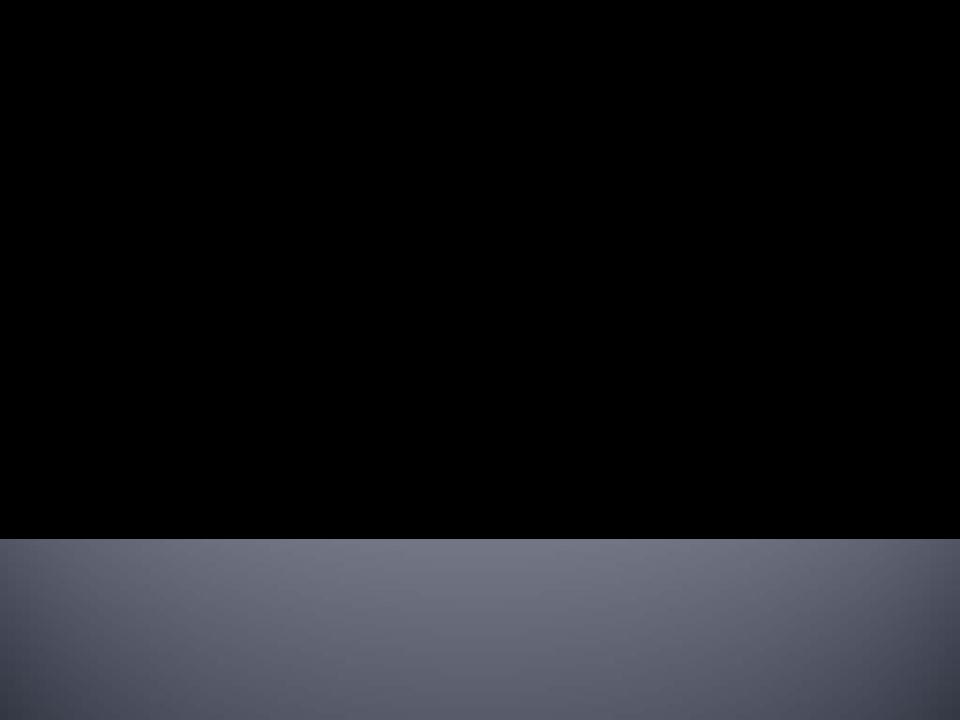
- Are there concerns about developmental? E.g. Special Educational Needs (SEN), particular types of difficulties, what is the severity of the child's needs?
- Are there particular maturational factors that require consideration? E.g. physical size, independence & self-help skills
- With whom does the 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...

There is no single definition of inclusion (e.g., Odom, 2000;).....

This research used the following:

"... the process

What research said about inclusion

The research base looking at inclusion suggested:

- some benefits to inclusion, with no significant drawbacks (e.g., Farrell, Dyson, Polat, Hutcheson & Gallannaugh, 2007; Kalambouka, Farrell, Dyson & Kaplan, 2005).
- it is a dynamic and interactive process, with the school environment potentially impacting upon inclusion (e.g., Dyson, Howes & Roberts, 2002; Lindsay, 2007).

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.

Resealth aims...

Teachers' attitudes appeared to be an influential factor in the realisation of inclusion in schools.

- As a result this research aimed to explore the relationship between teachers' attitudes towards the ideology of inclusion and towards the actual inclusion of individual students with special education needs.
- It was hypothesised that teachers who hold positive views towards inclusion in general would be more positive about the actual inclusion of a student with special educational needs in their class.

The survey...

77 general education primary teachers completed a survey looking at their views around inclusion in general and the actual inclusion of a statemented student with special educational needs in their class.

The survey was based on that developed by Stoiber, Gettinger and Goetz (1998) in Wisconsin, USA. It consisted of:

- s a question relating to the actual inclusion status of a student with special educational needs.
- **Signature of the inclusion of the incl
- * the Accommodation and Preparedness scales.
- s the Barriers and Improving Inclusion scales.

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).

Jugaling?

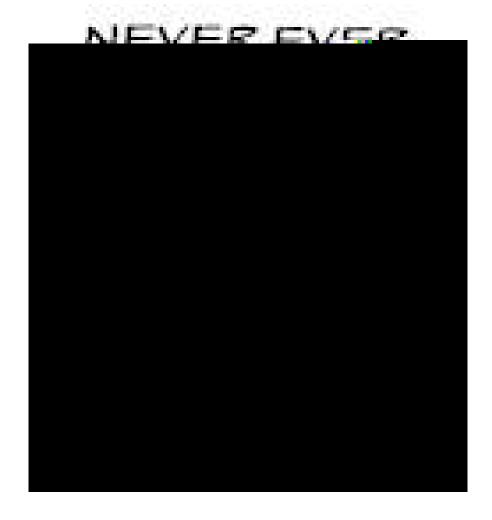


Ways forward...

This research suggests some was forward for working with and supporting teachers involved in inclusion. For example:

- § Be aware that teachers can hold apparently conflicting views about actual and specific inclusion (i.e., seem positive about inclusion while simultaneously being negative about its practice).
- š It may be useful to explicitly acknowledgoe(xp00scf...c) tho hobalancgsi

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References

Booth, T. & Ainscow, M. (Eds.). (1998). From Them to Us – an international study of inclusion

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

lacktriangle

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.

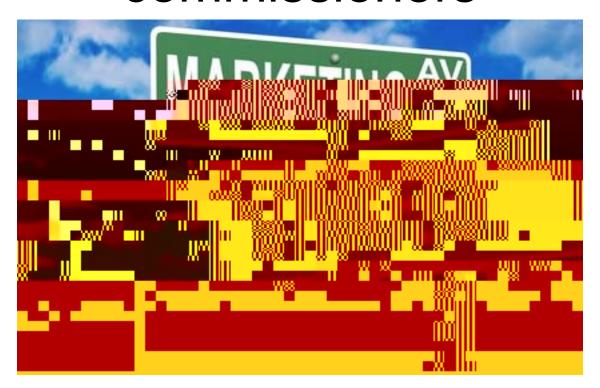


Impact of research

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



Engagement with commissioners





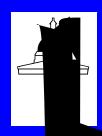
Team processes



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

engagement with

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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"