

The Professional Development Programme for Educational Psychologists in Scotland: A Summary of the 2003-2004 Projects

Billy Bonar, Douglas Fisher and Noreen Phillips, PDP Coordinators

*The Professional Development Programme (PDP) is managed by the Association of Scottish Principal Educational Psychologists (ASPEP) in collaboration with local councils and funded by the Scottish Executive Education Department (SEED). This is the ninth cycle of the programme, which involves groups of psychologists in cross-boundary project work and other professional development activities, around agreed themes, over a period of about one year. The outcomes of this work are disseminated to colleagues and others in the field of education. This booklet gives a summary of the activities and findings of the three themes addressed by the 2003-2004 programme, namely, **The Role of Psychological Services in supporting National Priority 3; Multiagency Working in the context of For Scotland's Children;** and **The Role of Psychological Services in implementing Better Behaviour / Better Learning.** The purpose of this document is draw the attention of colleagues in applied psychology, education and related fields to the valuable work undertaken in these areas. Those wanting more information should contact the authors, who will be pleased to discuss their projects. Copies of the more detailed reports and INSET materials can be downloaded from the PDP website (www.ltscotland.com/pdpl/) and copies of detailed reports can be purchased via the Coordinators. A list of project participants and their contact details is given at the end of this booklet.*



THE ROLE OF PSYCHOLOGICAL SERVICES in supporting NATIONAL PRIORITY 3

Billy Bonar, PDP Senior Coordinator

The remit for this strand of the 2003-04 cycle of the PDP was “[elaborating] the role of Psychological Services in supporting National Priority 3”:

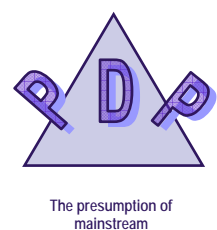
To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and Gaelic and other lesser languages.

This is set in the context of Inclusion and Equality and putting the presumption of mainstreaming into effect. The Scottish Executive has set out the intention of the presumption of mainstreaming as:

...to establish the right of all children and young persons to be educated alongside their peers in mainstream schools unless there are good reasons for not doing so. It is based on the premise that there is benefit to all children when the inclusion of pupils with special educational needs with their peers is properly prepared, well supported and takes place in mainstream schools within a positive ethos. Such inclusion helps schools develop an ethos to the benefit of all children, and of society generally. It also helps meet the wishes of many parents that their children should be educated alongside their friends in a school as close to home as possible.

(SEED, 2002)

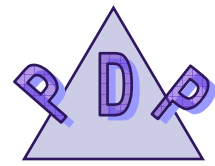
In setting this remit, the profession, as represented through the Association of Scottish Principal Educational Psychologists (ASPEP), was seeking to build on much of the work of



the previous four PDP cycles and, in particular, the reports on *Autistic Spectrum Disorder and Inclusion* (PDP, 2003a) and *Evaluating Inclusive Practice* (PDP, 2003b) that arose from the 2002-03 PDP cycle.

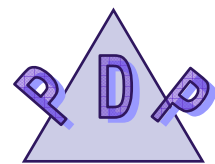
The group members were conscious of the considerable work already done in the context of Inclusion and were determined to add to that work in practical ways. This led to a three-fold identification and division of tasks:

- ◆ to study the current research and thinking in relation to Inclusion in order to develop a practice framework for educational psychologists
- ◆ to study the attitudes, values and skills of educational psychologists in relation to supporting National Priority 3
- ◆ to develop an auditing tool to be used collaboratively with schools in designing Classroom Educational Plans (CEP)



Supporting National Priority 3: the identification and division of tasks

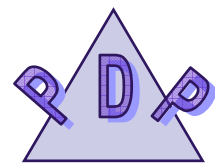
The first task was undertaken by **Aileen Bracken, Susan Brown and Gary McIlree**. It was inevitable that the work led by Professor Alan Dyson and Mel Ainscow respectively should lie at the heart of this section of the report. As well as delivering the main presentation to the full 2003 Continuing Professional Development (CPD) for Educational Psychologists in Scotland Conference, Professor Dyson was invited by the whole group to deliver a workshop presentation at the conference, which was instrumental in clarifying the whole group's thinking. Members of this sub-group also attended a conference addressed by Mel Ainscow. The section of the report written by this sub-group is entitled *The Role of the Educational Psychologist in Developing Inclusive Schooling and Equality: A Framework for Practice*.



Task one: a framework for practice

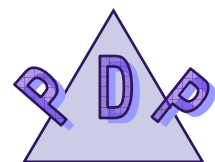
This section takes as its starting point the challenge issued by Professor Dyson at the CPD Conference, i.e. are EPs fully prepared to articulate and embrace an expanded role for themselves within a wider model of Inclusion, building capacity, risk and resilience, and improvement for all learners? This section of the report is a detailed contribution to how Psychological Services might meet that challenge. After a general introduction, issues are raised under the following headings:

- ◆ starting with existing practices and knowledge
- ◆ differences as opportunities for learning
- ◆ scrutinising barriers to participation
- ◆ making use of available resources
- ◆ developing a language of practice
- ◆ creating conditions that encourage risk taking and lead to school improvement
- ◆ managing change



Task one: the main headings

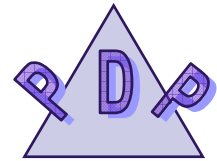
The first sub-section takes as its starting point the practice of 'ordinary' teachers in order to understand how classrooms might become more inclusive. The second sub-section focuses on the need for a change of perceptions of learners and learning from that which sees learners as being unable, because of their limitations or disadvantages, to benefit from the curriculum and methods on offer and therefore in need of specialist intervention, to a view that all students are unique, which in turn offers unlimited opportunity for development of practice. The following sub-section explores the notion of barriers to participation as used in the *Index for Inclusion* (Booth and Ainscow, 2002). The fourth sub-section tackles the paradox of the "perverse incentive" to "inflate" demands on traditional "special needs" budgets, which both multiplies categories of exclusion (and the numbers of children so categorised) and diverts resources from general support provision in ways which are often demonstrably inequitable at the level of the individual learner. The Classroom Educational Plan, developed as the group's third task, is flagged up as one practical tool in trying to ensure the efficient and equitable management of resources. The fifth sub-section deals with the issue of developing a culture of ownership and collaborative problem solving be-



Task one: summary of content

tween class teachers and support staff such as educational psychologists. In the sixth subsection, Ainscow's (1995) conception of Inclusion as a continuous process which is essentially a process of school development is explored. The final section looks at the important contribution that psychological services can make to the process of change. Ainscow's (Ibid) typology of six "conditions" that are features of improving schools is cited and elaborated:

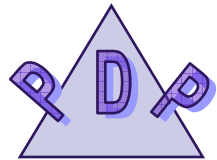
- ◆ effective leadership
- ◆ involvement of staff, students and community in school policies and decisions
- ◆ collaborative planning
- ◆ coordination strategies, particularly use of time
- ◆ enquiry and reflection given attention
- ◆ staff development policies that focus on classroom practice



Task one:
the features of improving schools

The second task, completed by **Barbara Bennett, Maura Kearney and Chris Scott**, was to survey educational psychologists with a view to identifying the attitudes and values that they hold in relation to Inclusion, and the skills they possess that are most needed in putting the presumption of mainstreaming into effect.

This section of the report offers a brief survey of the national and international legislative context before offering definitions of *attitudes* and *values* from the research literature. The purpose and design of the study are then explained. The key findings of the survey presented in the section entitled *A Study of the Attitudes, Values and Skills of Educational Psychologists in Supporting National Priority 3 and Putting the Presumption of Mainstreaming into Effect* are:

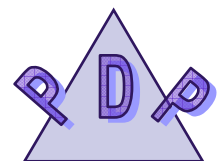


Task two:
Identifying EP attitudes,
values and skills:
main survey findings

- ◆ EPs report positive attitudes toward implementing National Priority 3 and putting the presumption of mainstreaming into effect: their attitudes are strongly influenced by working alongside their EP colleagues and working alongside pupils
- ◆ 96% of respondents believe that the prevailing attitudes and values of Education Services are supportive of a presumption of mainstreaming
- ◆ in general terms Primary Schools are perceived to be more inclusive than Secondary Schools
- ◆ 92% of respondents indicate a need for a restructuring of school settings in order to implement further the presumption of mainstreaming

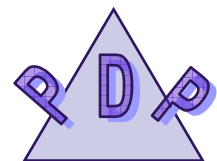
In concluding this section, the authors make the following recommendations:

- ◆ EPs should actively look to share their experiences of inclusion with EP colleagues; this may be achieved through service discussion groups and by seeking opportunities for shadowing locally and nationally
- ◆ EPs should have an awareness of planning tools and structures that can be linked with the design of inclusive schools (e.g. the Classroom Education Plan)
- ◆ EPs should maintain a dialogue with Education Services Managers and ensure that there is a clear understanding within schools of the distinction between 'inclusion' and 'integration'
- ◆ EPs should consider ways to address staff attitudes and values in secondary schools, especially at the point of pupil transfer from primary to secondary
- ◆ EPs should consolidate their existing skills and their effective application towards an implementation of National Priority 3



Task two:
recommendations for EPs

Margaret Crankshaw, Jenny Hobbs and Muriel MacKenzie carried forward the third task involving the design and limited piloting with teachers of an auditing tool intended to aid the development of a Classroom Educational Plan (CEP). The subsequently amended CEP auditing tool is presented in the section entitled *Supporting Inclusive Classrooms: A Collaborative Approach to Developing Classroom Education Plans with Teachers*. The tool is also available on the cd-rom that accompanies the PDP Yellow Folder that con-



Task three:
developing a CEP

tains the group's full report. It is freely available for use by psychological services with schools and/or councils. The sub-group members recommend each of these possible means of implementation.

The CEP is a practical response to the argument that the attempt to integrate children with special needs into mainstream by importing techniques from special schools that focus on individualised provision has failed (Ainscow, 1997). In contrast Ainscow describes teaching strategies such as:

- ◆ utilising careful use of questioning to draw out previous knowledge
- ◆ linking the discussion to children's everyday experience
- ◆ periodic clarification of the task
- ◆ use of paired discussion and subsequent reflection by the teacher

The CEP audit tool provides a framework for class teachers to reflect on inclusive classroom practice, and to develop and subsequently review their own action plan. It draws on self-evaluative frameworks for inclusive practice such as *Framework for Intervention*, *Index for Inclusion*, and *How Good is Our School: Inclusion and Equality, Part 2*. It focuses on six key areas:

- ◆ developing a sense of community
- ◆ classroom management
- ◆ appropriate support structures
- ◆ physical environment
- ◆ curriculum
- ◆ involving children in their own learning

Thus the three sub-groups that have contributed collaboratively to producing this PDP report have delivered an impressive body of work that meets both their own aspirations and the expectations of the profession in setting the remit. Together the three sections offer a cogent digest of the latest research and discussion of the current issues, original research into the current attitudes, values and skills of educational psychologists, and development of a practical tool that can be utilised at the level of the individual class teacher, the school, the school cluster or a whole council in order to further the process of increasing Inclusion.

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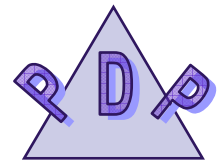
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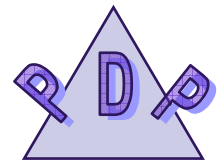
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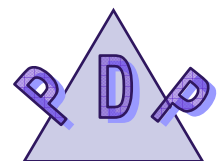
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Task three:
what problems does a CEP
address?



Task three:
the key areas of the CEP



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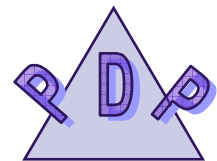
MULTIAGENCY WORKING in the context of *FOR SCOTLAND'S CHILDREN*

Douglas Fisher, PDP Coordinator

This PDP group's starting point was the Scottish Executive's report *For Scotland's Children (FSC)* and the *Action Plan* that followed, both published in 2001. The key tenet of *FSC* is that in order to improve services and outcomes for children, especially for those who are most disadvantaged, it is better for all agencies to work together in an integrated approach. This approach ought to apply not only to universal services such as education and health, but also to targeted provision as delivered by social work and voluntary agencies.

The group adopted a solution focused approach in order to establish the key headings for the study. In turn, these headings give the full report its structure :

- ◆ the background to the collaborative approach and a rationale for its study
- ◆ the theoretical considerations in collaborative working
- ◆ some practical examples of collaborative work in operation
- ◆ the views of professionals working collaboratively
- ◆ a possible model to assist in the development of collaborative practice
- ◆ a pilot of the model



Solution focused structure

Background and Rationale

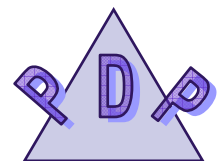
The group was able to set out its investigations against a background of key reports and publications, drawing from local, national and international documents. These included the seminal *Kilbrandon Report (1964)*, the former Strathclyde Regional Council's *Young People in Trouble (1988)*, the White Paper *Scotland's Children (Scottish Office 1994)*, UN declarations on children's rights, and finally *FSC* itself. Key points pulled from *FSC* are:

Any intervention in the life of a child, including the provision of supportive services should be based on collaboration between relevant agencies.

Getting it right in the early years lays the foundation for the whole life of the child.

Recent relevant publications by The Scottish Executive are: *New Community Schools Pilot Programme in Scotland (SEED, Insight 7, 2003)*, *Sure Start Scotland (Scottish Executive, 2003)*.

FSC reported that amongst the barriers faced in providing an integrated approach is the belief that many of the services being asked to participate are themselves chaotic and close to crisis. The group also point out that the terminology used can be complex and that there need to be certain foundations in place in order to assist successful collaborative working.

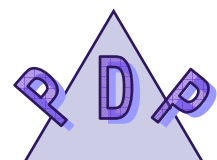


Multiagency collaboration:
the foundations

Some Theoretical Considerations

Major sources for this section can be found in the works of Atkinson et al (2002), Tomlinson (2003) and especially Huxham (1996). The headings examined under this section included:

- ◆ collaboration
- ◆ why examine collaboration
- ◆ factors and dimensions
- ◆ process for better collaboration
- ◆ outcomes for children and families
- ◆ information sharing
- ◆ common themes



Multiagency collaboration:
re-examining the
theoretical constructs

- ◆ accommodation
- ◆ finance
- ◆ communication
- ◆ organisational
- ◆ personal relationships
- ◆ time and effect
- ◆ roles
- ◆ data collection
- ◆ training
- ◆ stability
- ◆ leadership

Introduced in this section is the term *collaborative advantage* as defined by Huxham (1996):

Collaborative advantage will be achieved when something unusually creative is produced ... that no organisation could have produced on its own and when each organisation, through collaboration, is able to achieve its own objectives better than it could alone.

Practical Examples

Via a series of examples of multiagency working the group has set out how complex this task is and provides information on what can lead to successful outcomes. The illustrations used consist of:

- ◆ two at national level
- ◆ two at council level
- ◆ two within local communities involving local groups

Common themes found across these indicatives are drawn up for the reader to examine under the headings of:

- ◆ key factors for success
- ◆ barriers to success

Partners' Perspectives

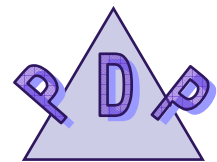
Over the course of their investigation, the group interviewed or worked with various professional and voluntary agencies to obtain their views on collaborative work.

1. *Interviews with children's services planners*

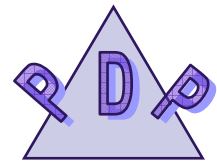
A schedule of prepared questions was used in each interview. The emerging themes suggested that the following are areas for development:

- ◆ the need for better transfer of strategy into practice
- ◆ the need to monitor implementation of plans
- ◆ the need to realign budgets to provide interconnected tasks and financial flexibility
- ◆ the need to build evaluation into multiagency working
- ◆ the need to recognise that experiences of service users will be an essential performance indicator
- ◆ the need for a shared knowledge of roles / core values and beliefs

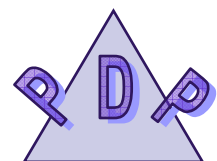
One particular theme emerged from all of the interviews. In all of the council areas there was a feeling that there is currently very little evidence of training in the processes of multi-agency working.



The prize:
collaborative advantage:



Successfully dealing with
complexity



Successful collaboration:
meeting the essential
needs

2. The views of educational psychologists

In order to gain the specific perspective of educational psychologists, a workshop was held at the Educational Psychologists' Annual Continuing Professional Development Conference in September 2004. The workshop produced feedback at two levels. The information provided by the educational psychologists illustrated their current experiences of multi-agency working. Additionally, the workshop confirmed the usefulness of a pilot list of prompt questions to be used with people from a variety of professional groups and representatives of charitable organisations.

3. The views of multiagency partners

Following the Conference workshop, a whole morning event was arranged with representatives from education, health, social work, voluntary agencies and parents from within one local council area. Participants were invited to meet to discuss their experiences of multi-agency working. A key factor was that all attending had the experience of working within the same council area and, thus, within the same tactical, strategic and operational frameworks. Significant factors under the following headings were established:

- ◆ key success factors
- ◆ barriers
- ◆ preparation for joint working
- ◆ multiagency meetings
- ◆ evaluation

Developing a Model of Practice

Working against a tight timescale, and in the light of the cautionary statements of Huxham and Vangen (2000) against assuming that collaboration for its' own sake is always worth the effort, the group drew up, and piloted, a model that assisted in understanding the complex interactions and factors for multiagency initiatives. Once again there are key elements, which are elaborated in the article:

- ◆ practical issues
- ◆ developing a framework
- ◆ the dimensions
- ◆ readiness
- ◆ process
- ◆ outcome
- ◆ the matrix
- ◆ levels – individual, group and organisational
- ◆ degree of service integration

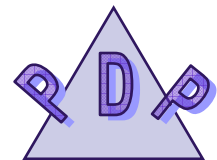
Piloting the Model

Based on the information gained from the multiagency event, the research team carried out a pilot of their model. As well as making qualitative comments, the participants in the pilot were also asked to rate the various elements of the study session and the strategies used in the proposed model. In the majority of cases the presentation and model were seen as tools that would be useful in the training of all staff in collaborative working.

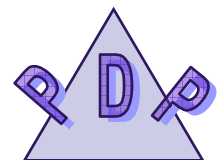
Overview

The general consensus from theoretical and practitioner perspectives is that multiagency working is a 'good thing' and a necessary approach to meeting the needs of children, particularly those from disadvantaged circumstances. It is also high on the political agenda. However, there are evidently significant concerns that many multiagency approaches fail to impact on cycles of disadvantage.

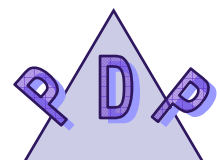
Working together across organisations is time consuming and therefore needs to be more effective in terms of outcomes. With this in mind, Huxham and Vangen (2003) advise that



Successful collaboration:
identifying the
significant factors



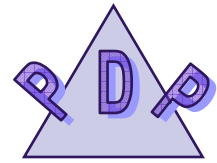
A model of collaborative
practice:
the key elements



Can you have too much of
a good thing?

“unless potential for real collaborative advantage is clear, it is generally best, if there is a choice, to avoid collaboration”. However, there are many situations when it is necessary to work together.

Practical examples and research reviewed in the paper demonstrate factors which can affect the success of multiagency working and demonstrate that it is a complex, dynamic process. Adopting a reflective, solution-focused approach to problem solving within the multiagency team appears to provide a structured way to prepare and review progress. In order to assist in this, in addition to the model formed by the group, extensive material to be used for staff development in the area of collaborative working has also been devised. This is freely available in an adaptable form on the CD-ROM which accompanies the full PDP report.



Multiagency collaboration:
your training needs met

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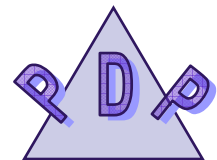
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THE ROLE OF PSYCHOLOGICAL SERVICES in implementing *BETTER BEHAVIOUR / BETTER LEARNING*

Noreen Phillips, PDP Coordinator

Better Behaviour / Better Learning (SEED, 2001) is a significant report for Scottish Education, drawing on several concurrent developments such as:

- ◆ effective joint working between agencies
- ◆ better integrated children's services
- ◆ clear protocols for the processes of assessment, planning and intervention

The specific reference to a staged approach to intervention with behavioural issues draws on years of involvement by educational psychologists in schools, and highlights the two-way link between good discipline and effective learning and teaching.

Reflecting national priorities and a changing legislative and philosophical context, the key topic to be explored by the PDP group referred specifically to recommendation five of the *Better Behaviour / Better Learning* Report of the Discipline Task Group. In chapter one of the full PDP report, "Implementation of *Better Behaviour / Better Learning* with Specific Reference to the Staged Approach to Intervention with Behavioural Issues", **Mandy Ewan** proposes "...the key question requiring to be addressed centred around the role of the [educational] psychologist in developing this type of approach, taking into account the CPD demand created by the inclusion agenda". The following outcomes for the project were agreed:

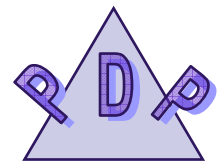
- ◆ to produce a basic reference regarding staged intervention in relation to behavioural issues for educational psychologists, which is grounded in applied psychology
- ◆ to produce a working tool for educational psychologists to support the development of staged intervention in relation to behavioural issues in local councils, in collaboration with others

At the time of publication of the main PDP report the latter project outcome was on-going. It is again referred to towards the end of this summary document.

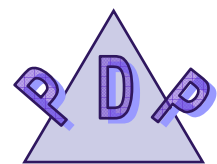
These outcomes were to be achieved by considering the following aims:

- ◆ to review the literature and outline the principles which underpin a rationale for staged intervention
- ◆ to determine the essential features of a staged intervention model, setting the current development of FFI approaches within this framework
- ◆ to investigate the readiness factors with regard to implementation and maintenance of staged intervention at council and school levels
- ◆ to develop a web based questionnaire on the basis of this collation of information regarding readiness factors with a view to surveying educational psychologists' views
- ◆ to determine the role of educational psychologist in the overall process

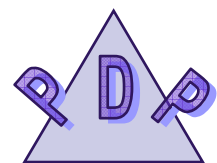
A national telephone survey of Psychological Services was conducted at the outset of the project to determine the manner in which councils had responded to recommendation five of *Better Behaviour / Better Learning*. The initial survey of services, reported in chapter one, showed that almost three-quarters of councils in Scotland had already started piloting such work. Sixty percent of councils were using some form of Framework for Intervention (FFI, the approach developed in Birmingham), but it was clear that for many councils this was incorporated as a part of a broader staged intervention approach. In almost two thirds of councils across Scotland Psychological Services were centrally involved in the overall planning within the authority, and involved in evaluation, delivering staff development and



Chapter One:
the role of Psychological
Services in implementation



Project :
planned outcomes and
aims



Educational Psychologists'
views:
national telephone survey

providing consultation and advice in around a third of councils.

In chapter two, "Setting the Context for Staged Intervention", **Mary Bendermacher** and **Gail Nowek** describe the broader context in which staged intervention approaches have evolved. They make the salient point that "... the justification for this approach comes from a need to respond to the wide range of government legislation and initiatives that define national and local priorities". They search for a theoretical source of the principles of staged intervention, and while the conclusion is that very little research outlines a clear and comprehensive rationale for the use of a staged approach, there are a number of sources which can be taken together to supply a rationale. A detailed framework is outlined on which to build an examination of the principles and essential features of staged intervention approaches by drawing on literature from the following fields:

- ◆ ecological systems theory
- ◆ transactional psychology
- ◆ school effectiveness research
- ◆ recent legislation

In chapter three, "Underlying Principles and Essential Features of Staged Intervention Approaches", **Gill Taylor** details these key principles and essential features that form the foundations of the staged intervention approach:

- ◆ employs a CPD / 'rights' model
- ◆ provides a structure of support with clear roles and responsibilities
- ◆ based on problem solving and peer assisted learning
- ◆ empowers teachers
- ◆ seeks the most effective but least intrusive intervention
- ◆ includes pupils and parents as equal partners
- ◆ encourages early identification
- ◆ offers flexibility and articulates with existing systems

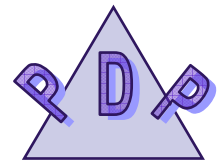
She also states that "[W]hile not exhaustive there was strong consensus within the group that the essential features reflected how effective staged approaches were evolving locally and also incorporated principles of good practice nationally". Finally, she looks at the practicalities of introducing new approaches where behaviour is an issue, and the importance for practitioners of developing key skills and attitudes which are needed for successful implementation. Support is drawn from Visser's work (2002) and again from the experience of the PDP group in drawing out key skills and attitudes. These are offered as:

- ◆ optimistic expectations
- ◆ emphasis on preventative work
- ◆ good communication
- ◆ offer boundaries and challenge
- ◆ use empathy and humour

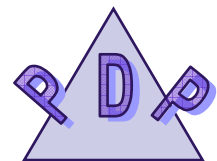
A key role for educational psychologists in assisting with change will be in ensuring that support is available to foster the development of these key skills and attitudes.

In chapter four, "Key Elements of Birmingham City Council's Framework for Intervention, its Adoption and Adaptation in Scotland", **Jim Kane** describes the development of FFI in Birmingham and outlines its essential features as:

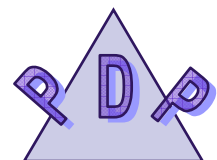
- ◆ it provides a systematic context for managing behaviour in schools
- ◆ it provides a principled context for action through its inclusive, proactive and cooperative style, and its "no-blame" philosophical base
- ◆ it is a vehicle for delivering current best practice in that it recruits those who are closest to the concern as solution finders and tackles concerns as defined by the concerned persons rather than as defined by managers or other "experts"



Chapter Two:
describing the context,
building a rationale



Chapter Three:
underpinning principles
and features



Chapter Four:
FFI in the Scottish context

- ◆ it is a whole-school approach, available to all staff in any location within the school
- ◆ It is a three level system: Level 1 is entirely environmental, Level 2 introduces Individual Behaviour Plans, and Level 3 introduces external agencies

He then looks at the position in Scotland and states that "...an appreciation and critique of FFI will be evidenced through observation of staged intervention in Scotland". In the less centralised Scottish educational context, some of the more prescriptive elements of the FFI approach have been softened, and there is a new emphasis in some Scottish councils on defining and fostering factors for readiness, which is again discussed in chapter six. Given the existence in many authorities of established staged intervention processes which co-ordinate referral to other agencies and construction of individual education (and / or behaviour) plans, the emphasis in developing the FFI approach in Scotland has frequently been at Level 1, that is, introducing it as a support framework for staff.

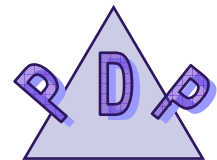
In chapter five, "Survey of Educational Psychologists' Views", **Ken Keighren** outlines the results of a survey, which looked at educational psychologists' views of staged intervention. He states, "[T]he survey indicated that the models of staged intervention developed in Scotland drew heavily on the Framework for Intervention model, but also linked into well established, existing practice, particularly in relation to positive approaches to managing behaviour". No clear pattern for responsibility for leading the initiatives within councils emerges from respondents, though half identify responsibility lying with combined groups, and psychological services are highly represented in these. Eight key readiness factors were recognised by the respondents as follows:

- ◆ positive school culture
- ◆ strong leadership
- ◆ involvement of key stakeholders
- ◆ voluntary nature of involvement
- ◆ identified needs and shared goals
- ◆ staff development
- ◆ effective school structures
- ◆ teacher attitudes

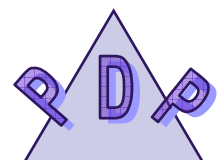
However, it was agreed that more evaluation of the approach would be required.

In chapter six, "Readiness and Maintenance Factors for the Implementation of Staged Models of Intervention", **Rhona Larney, Caroline Martin** and **Iain Kellock** aimed to reflect on the prerequisites for the successful implementation of a staged model of intervention. They also looked at many models of change in the research literature. Finally, they looked in detail at the eight "readiness and maintenance factors" highlighted by the survey of educational psychologists. They concluded by stating "...these factors should be deemed necessary and essential prerequisites to the successful implementation of a staged model of intervention in schools and local authorities".

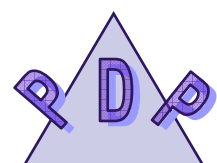
In chapter seven, "Summary and Conclusion on the Role of the Psychologist", **Jenni Barr** states that "[T]he psychologist is in a unique role, an integral part of the dynamic of school and local authority systems, familiar with an overview of the principles which underlie the systems in place and aware of the key principles for achieving successful organisational change". These skills are useful in ensuring the success of any staged intervention. The second part of the chapter looks at a working tool for educational psychologists to support the development of staged intervention in relation to behavioural issues. It is proposed to carry out a pilot of this tool and report the results at the Annual Continuing Professional Development Conference for Educational Psychologists in Scotland to be held in October 2004.



Chapter Five:
eight key readiness factors
for staged intervention



Chapter Six:
the essential prerequisites
in detail

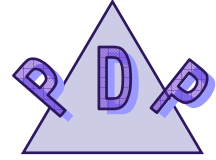


Chapter Seven:
What does it all mean for
the role of EP?

The work presented here is offered as an important contribution to looking at the responses of councils and psychological services to the implementation of recommendation five of *Better Behaviour / Better Learning*. It highlights the readiness and maintenance factors required in order to have a successful implementation of the staged model of intervention. These factors are useful indicators for educational psychologists to consider when looking at a staged model of intervention.

REFERENCES

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References