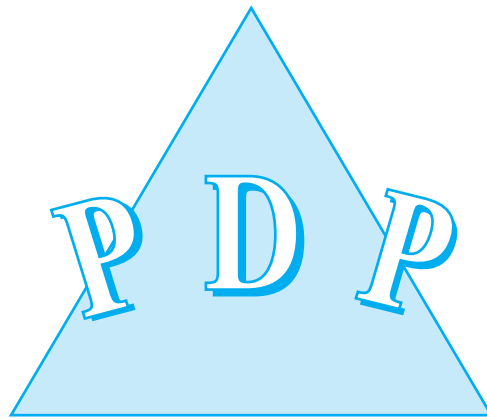


1998 -1999



Professional Development Programme
for Educational Psychologists in Scotland

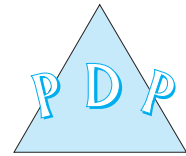
A Summary

The Professional Development Programme for Educational Psychologists in Scotland: A Summary of the 1998-99 Projects

Jenni Barr, Billy Bonar and Cyril Hellier, Coordinators

The Professional Development Programme (PDP) has evolved from the former PDI following discussions with the Scottish Office Education and Industry Department.

*The Programme involves groups of psychologists in cross-boundary project work and other professional development activities, around agreed themes, over a period of about one year, and the dissemination of the outcomes of this work 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 1998-99 programme, namely **Critical Events for Schools**, ict@psych.serv.scot and **Consultation with Children**. The purpose of this document is to draw the attention of colleagues in applied psychology, education and related fields to the valuable work undertaken in these areas; those wishing more information should contact the authors, who will be pleased to discuss their projects and provide copies of the more detailed reports which have been completed. A list of project participants is given at the end of this booklet.*



Professional Development Programme

CRITICAL EVENTS FOR SCHOOLS

Jenni Barr, PDP Senior Coordinator

Rationale

There is now a heightened awareness among the general public of the impact that major critical events can have on the physical, emotional and social well-being of individuals and communities. Large-scale tragedies such as the Lockerbie disaster, Hillsborough and the shootings in the primary school in Dunblane (or secondary school in Littleton, Denver) have been well documented in the media.

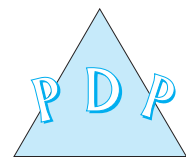
More is known, too, about appropriate and effective professional responses. Indeed, three members of this PDP group were still involved in support teams offering a response in Dunblane three years on.

Only in the past ten years have the effects of trauma been acknowledged as relevant to children; until then it was assumed that any disturbances experienced by children were probably short lived. In addition, many children, even by the time they enter school, have had to cope with feelings of loss or grief, perhaps through a parent leaving home, the death of a friend or relative, or the experience of bullying or abuse.

A main premise for this PDP group therefore, was that it is not just the major events that invite a response. Small-scale events and incidents which are unexpected, sudden and distressing are common and impact significantly on individuals and their school communities. Most schools can expect to have to deal at some point with such an event and its repercussions and to encounter children who are experiencing loss, bereavement or trauma. The effectiveness of a school's response will depend on prior understanding of the issues involved and on detailed contingency planning.

Issues

The PDP group encompassed a wide range of experience and interests. By August



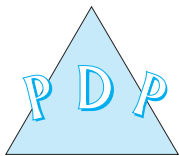
**Critical Events:
Responding to Children**

the group had an issues paper to debate, prepared by **Ian Liddle (Stirling)**. This paper addressed the questions, what is there in current disaster psychology that is of relevance for our practice; and given the structure and remit of psychological services in Scotland, which roles might be feasible to adopt? This paper was also used to clarify priority tasks for the PDP team. A revised version of the paper is provided in the main report under the title *Critical Events for Schools: Issues for Educational Psychologists*.

Liddle looks at the context within which educational psychologists work, many in smaller services and Councils since local government reorganisation in 1996. For many of these Councils, emergency planning has not yet assumed a high priority. Indeed, most Councils recognise that in the event of a medium to large-scale disaster, there would need to be a strong reliance on shared expertise and a pooling of resources with neighbouring Councils. Liddle looks at what this may mean for psychological services in terms of preparation, skill development for psychologists and the types of roles which can be of value following a critical incident.

He does so by considering issues under the headings of:

- ▲ psychologist training
- ▲ immediate and short-term responses to a critical event
- ▲ medium-term responses
- ▲ longer-term responses
- ▲ issues of (school) staff development and preparation.



**Critical Events for Schools:
Issues for Psychologists**

One conclusion is that both Councils and schools are likely to expect that psychologists will be active participants at a range of levels when dealing with a crisis, and will demonstrate high levels of skill in areas such as debriefing, psycho-educational interventions and EMDR (terms explained later in this summary). Training in these areas was provided for members of the PDP group, who also offer a critique of these approaches in the report.

Liddle also highlights the need for:

- ▲ a bank of usable materials to offer through staff development to schools and other establishments
- ▲ an initial database of reading materials for psychologists and teachers
- ▲ a database of appropriate curricular materials which schools can incorporate into their own programmes.

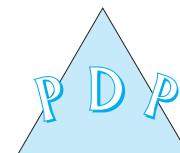
These were assembled by the PDP group and are provided with the report.

Finally, Liddle highlights a conflict, pointing out that schools tend to want psychologists to be able to get involved quickly as part of a response team; yet when not facing a crisis, schools like to be able to count on a planned pattern of time-tabled visits, subject to as little disruption as possible. The need for psychological services and Councils to have their own contingency plans and procedures in place for those times when crises arise is thus emphasised.

Head Teacher Survey

Brenda Wallace and Stewart Biggar (Glasgow and Newton Stewart) undertook a survey of 820 representative schools, covering all sectors, in urban and rural settings in four Councils, in order to gather information on:

- ▲ schools' understanding of what constitutes a critical event
- ▲ reported incidence of critical events as experienced by these schools in the previous two years
- ▲ whether incidents were seen by the schools as having been particularly difficult to deal with
- ▲ whether they had affected or were affecting the schools in an ongoing way
- ▲ the forms of support which the schools had been able to access to manage these situations
- ▲ the types of support, given hindsight, which would have been desirable.



Critical Events: Schools' Views

Approximately one quarter of schools reported experiencing one or more critical event during the past two years, and of these one third were reported as ongoing, suggesting a continuing need for access to appropriate support.

Incidents could be categorised under the following three headings:

- ▲ death, illness, accident
- ▲ vandalism, assault, threats
- ▲ system stressors.

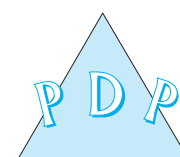
Across Councils similar supports had been accessed. Broadly, these can be categorised as:

- ▲ Council supports
- ▲ external supports
- ▲ counselling support.

Schools often referred to self help and mutual support, particularly when dealing with loss and bereavement. Although there were positive comments about the more formal counselling services, most respondents highlighted a difficulty in obtaining ready access to these supports at the point where they would have been most valuable.

When identifying supports which, with hindsight, might have been desirable, head teachers identified:

- ▲ a need for clear guidelines, and for an action plan or checklists to assist when responding
- ▲ a need for practical support such as staff cover, panic buttons, mobile phones
- ▲ a need for staff training to ensure preparation and planning in advance of any event occurring
- ▲ access to personal support, as appropriate, with particular reference to suitably trained counsellors for staff, pupils and parents.



Schools' Views: Identifying Useful Supports

Wallace and Biggar conclude that a wide range of events was reported, but there were significant similarities in the types of support required, whether the school was in an urban or more rural area. Many head teachers considered that it ought to be possible to be better prepared, even though these events are, by their nature, unexpected.

The need for advance planning and preparation for critical events is now well documented (Yule and Gold 1993, Houghton 1996) and it was in recognition of this that the Staff Development Package was produced by the PDP team.

The Staff Development Package

A subgroup of the project team - **Ian Liddle, Alison MacDonald, Mike O'Connor, Alison Russell, Kate Watson and John Young (Stirling, Glasgow, Alloa, Alloa, Glasgow and Edinburgh respectively)** - sought to design a Staff Development Package which could be used flexibly with schools, but which would be comprehensive in its provision of support materials. The design was to reflect a mixed methodology, allowing scope for ideas to emerge through discussion and role-play formats as well as through more standard presentation of information. It would also require to be adjustable, to take account of size and previous experience of any given audience.

The group settled on a modular format, so that Sections could be delivered individually or in various combinations. This would also allow scope to vary the length of presentation, which could range from two hours to several days.

The materials were developed by the subgroup in the period between August 1998 and March 1999. As well as sharing the contents with colleagues, the subgroup ran a two-day workshop in March 1999 for a volunteer group of psychologists from twelve different services. Materials and workshop scenarios were trialed and rehearsed, feedback obtained and new tasks explored. This valuable exercise enabled adjustments to be made to the overall package. The appraisal by participants was highly positive.

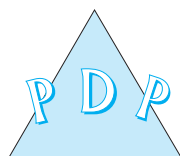
The final content of the *Staff Development Package for Working with the Effects of Trauma* is presented in six stand-alone Sections:

- ▲ Transitions, Change and Crises
- ▲ The Nature and Incidence of Critical Events for Schools
- ▲ Loss, Bereavement and Trauma: Grief and Crisis Reactions in Children
- ▲ School Readiness and Contingency Planning
- ▲ School Response to a Crisis
- ▲ Protection and Vulnerability.

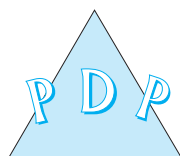
The Staff Development Package is provided with the main report on two computer disks, in Word in PC and Mac formats. Each disk contains a folder for each Section, with subfolders for text, notes for presentation, handouts, overheads, exercises, tasks, checklists, etc., as relevant. To allow readers to access the script as a reference for their own information, the main text is presented in standard reader format, but for INSET use it can be amended and printed in larger, bold type.

Lists of Curricular Materials

Each section in the Development Pack and each paper in the report includes its own comprehensive reference list and, where appropriate, bibliography. However, an additional set of lists of curricular materials has been prepared by **William Allison, Laurence Cairns, Christine Munro and Karen Telfer (Paisley, Airdrie, Airdrie and Airdrie respectively)**; these are included in the main report. From an extensive survey of available materials and writings, the compilers offer an accessible digest under the following headings:

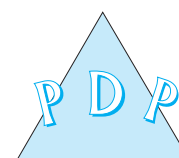


Critical Events:
Staff Development Pack



Staff Development Pack:
Contents

- ▲ Scene-Setting and Awareness Raising
- ▲ Inservice Materials
- ▲ Guidelines for Working with Children
- ▲ Materials for Working with Children
- ▲ Activities for Children
- ▲ Further Information
- ▲ Books for Young Children under 8 Years
- ▲ Books for Children 8-12 Years
- ▲ Books for Teenagers
- ▲ Books for Parents
- ▲ Books for Professionals.



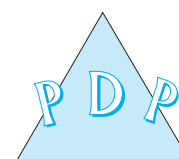
**Staff Development Pack:
Curricular Materials**

A final section contains details of leaflets prepared for distribution as guides for parents, teachers, young children and teenagers, available for customising by adding a Council logo and details of local contact numbers and addresses. Colour versions of these leaflets can be obtained from the writers or downloaded after August 1999 from the PDP website at <http://www.scet.com/pdp/>

Training in CISM and EMDR

Critical Incident Stress Management (CISM) is an integrated crisis intervention approach which includes the provision of:

- ▲ pre-incident information
- ▲ pre-incident stress education
- ▲ post-incident stress education
- ▲ support services
- ▲ counselling and other long-term interventions
- ▲ CISD (debriefing, defusing, demobilisation)
- ▲ follow-up and monitoring.



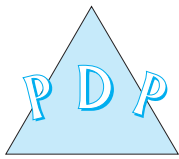
**Critical Events:
Crisis Intervention**

Those in the PDP group who had not already received training participated in a two day training event in September 1998. **Alison Russell**, already experienced in using the techniques, offers a paper in the main report which:

- ▲ outlines the development of CISM
- ▲ describes the component parts of CISM
- ▲ discusses in some detail the process of Critical Incident Stress Debriefing (CISD)
- ▲ highlights recent controversy about the use of CISD
- ▲ examines issues raised in using psychological debriefing with children.

A case study is included, entitled 'An example of the use of Psychological First Aid in a local Council setting', to illustrate some of the elements of CISM.

EMDR (Eye Movement Desensitisation and Reprocessing) is a specific intervention for the treatment of trauma. **Mike O'Connor** offers a paper in the main report which:



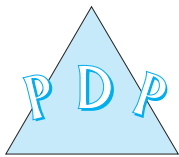
**Critical Events:
Therapeutic Intervention**

- ▲ discusses EMDR in the context of trauma
- ▲ describes the origins of EMDR
- ▲ outlines the components of EMDR and basic treatment effects
- ▲ discusses the underlying theory of EMDR.

He uses case study materials to illustrate the elements of the approach, and there is a section which specifies the training requirements. EMDR is a therapeutic technique that can elicit very powerful reactions from clients. For this reason it is essential that EMDR is only used by properly trained and experienced clinicians.

An opportunity was provided in November 1998 for several members of the PDP team to complete Level One EMDR training, and the offer was extended to other educational psychologists in Scotland. An Interest Group is being formed to offer support to practitioners as they gain experience in using the technique. Funds from the PDP are being used to assist the two experienced practitioners to complete training as *facilitators*, to enable them to offer supervision. In an area where there is a growing international body of literature on the use of EMDR with adults, this is an exciting new development: there is now a network of psychologists completing training in the use of EMDR, whose primary expertise lies in working with children.

And Finally.



**Critical Events:
Continuing Development**

Within the spirit of the Professional Development Programme individual group members have continued to further their professional development by attending a range of conferences related to the topic, including participating in a masterclass on Trauma and Memory. There have been other developments. One member has been asked to represent Scottish educational psychologists at the Association of Child Psychologists and Psychiatrists' national networking meetings on the use of EMDR with children. Another has been invited to represent the British Psychological Society on a European Task Force on Disaster and Crisis Psychology, which also involves setting up a network of British correspondents to offer ideas, comments and feedback. During summer 1999 three members of the group are due to speak - albeit arranged through contacts other than PDP - at important training events in Germany and in Italy. The contributors are supported in their planning for these events by the work of the project.

References

Houghton K (1996) Critical Incidents Involving Schoolchildren - Research Update: The Response from School Psychological Services. Education and Child Psychology, 1996, 59-75.

Yule W and Gold A (1993) Wise before the Event: Coping with Crisis in Schools. London: Calouste Gulbenkian Foundation.

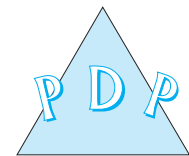
This group engaged in exploring what use might best be made of Information and Communication Technology (ICT) in developing and delivering psychological services. Through a number of bilateral and multilateral collaborations, some ten chapters have been written which, in total, raise and explore most of the salient issues. The members of the group are **Elizabeth Hannah, Jim Kane, Clare McGorry, Agnes Neilan, Nicola Smith, Barry Syme** and **Keith Wood** from **Glasgow, Lerwick, Glasgow, Kirkintilloch, Kilmarnock, Glasgow** and **Edinburgh** respectively.

In *Applications of Information Communication Technology and Management Information Systems in Psychological Services* **Clare McGorry** and **Jim Kane** explain that the key purpose of a Management Information System (MIS) is to apply ICT to help people and organisations perform better. A MIS ensures that the right information is delivered in the right form, to the right people, at the right time. The chapter goes on to show how necessary a tool a MIS is in delivering the four principles of Best Value: accountability, transparency, continuous improvement and shared ownership; how vital it is to developing a psychological services' contribution to Council developments which impact systemically on schools, children and young people; and how effectively it can enhance the development and monitoring of the minimum standards of service delivery. This section of the chapter raises the shared challenge for Councils and psychological services to ensure that levels of ICT skills and resources are upgraded to enable psychologists to carry out their work to a high standard.

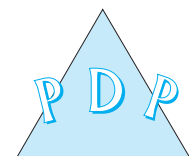
The chapter concludes with some practical demonstrations of the utility of a MIS to psychological services. The example is offered of how an existing MIS of over 5,000 records can be searched in such a way that, in only a few seconds, specific information can be found, sorted and presented in one operation. Calculations can then be made and information summarised and incorporated into a report in a process which typically takes less than half a minute to complete. Finally, it is shown how one particular psychological service assists the Council in making effective, efficient provision for children and young people through utilising the Review Management System, the Behaviour Support and Exclusion Monitoring Database and the Record of Needs Process Management System.

In the following chapter, **Barry Syme** seeks to support psychological services in the task of *Selecting a Management Information System*. It is explained that the group had originally aspired to create a generic specification for a MIS for psychological services. The issues which rendered completion of this self-appointed task difficult and probably undesirable are explored in detail and are germane to understanding the whole topic of ICT and Psychological Services. In summary they are:

- ▲ wide variation in familiarity with ICT within and across services
- ▲ wide variation in hardware and operating software within and across services
- ▲ Council ICT support ranges from none to compulsory conformity to corporate guidelines
- ▲ low level of training for both professional and clerical staff
- ▲ psychological services' ICT development often low priority: expenditure on hardware is limited and unplanned



ICT and Service Delivery



**Choosing the Right System
for the Best Value**

- ▲ a variety of adequate MIS is in use by Psychological Services: a good reason is required for changing
- ▲ ideally a Service would employ a consultant to develop a MIS: this is expensive and Service needs are not yet fully identified.

In the light of this, it was thought more helpful to identify what features and specifications Psychological Services should seek in choosing a MIS. Therefore the *MIS Evaluation Checklist* was developed to cover hardware, software, operating and training. The checklist is reproduced as an appendix in the full report. It was used by **Agnes Neilan** and **Nicola Smith** to evaluate two MIS, SCETWorks and Lotus Notes 5.0, as reported in the following two chapters of the full report.

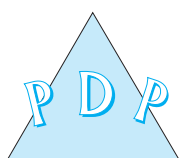
Each MIS was reviewed in overall favourable terms but with doubts being raised about whether either offers sufficient enhancement of facility and utility to justify substituting it for an existing system. Also, although training and technical backup are available with each, practical experience in some services suggests that a considerable investment in detailed planning, skilled communication and a period of trial and error is required for successful implementation of a new system.

The aim of the *ASPEP Survey*, conducted by **Elizabeth Hannah** and **Jim Kane**, was to ascertain the views of service managers regarding the envisaged benefits to management from, and problems with, the use of ICT within psychological services. The survey had two major components: there was a qualitative canvas of the views of service managers and there was a quantitative *snapshot* of access to hardware and software, compatibility of each within services and training for both professional and clerical staff.

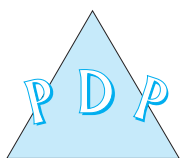
In the first component, the respondents were asked just two specific questions, the first of which was: “*In what ways might a management information system improve the efficiency and effectiveness of my psychological service?*” By far the majority of respondents saw the benefits of a MIS in terms of internal quality control and efficiency of working practices. Fewer identified external quality control but a surprisingly small number recognised the potential of a MIS as a tool in furthering professional development.

The second question was: “*The problems, REALLY, with introducing and maintaining information and communication technology into psychological services are...*” The responses were sorted into three categories: *personnel*, *systems* and *cost + cost benefit*. About half of the comments could be placed in the *personnel* category; both benefits and difficulties were identified under the headings of *motivation, training, monitoring and control* and *confidentiality*. The authors point out that most of these points are addressed in the following chapter: *The Internet and Electronic Mail*. The issues raised under the headings *systems* and *cost + cost benefit* are also elaborated in other chapters.

In *The Internet and Electronic Mail*, **Barry Syme**, in collaboration with **Clare McGorry**, provides a brief survey of the main issues in relation to Internet access and electronic communication. Fundamental questions such as: *what is the Internet?* and *what is a modem?* are answered. Advice is given on how to choose an Internet Service Provider (ISP) and how to browse the World Wide Web (WWW) before a discussion of how psychological services might best make use of the WWW, including how they might develop their own web sites and why. Electronic mail or E-mail is explained and its potential benefits to psychological services explored. Issues raised by respondents to the *ASPEP Survey*, such as *confidentiality* and *monitoring and control* are discussed under the headings of E-mail security and computer security. The point is made that operating software design is sensitive to these issues. If users are aware of the few situations when it may be possible that confidentiality may be breached and, it goes without saying, if there is also



ict@psych.serv.scot
an overview
Alas, poor country?



the.net@psych.serv.scot

proper adherence to professional and ethical standards, computer stored data are probably more secure than files in locked filing cabinets, and Internet and E-mail access are probably less open to misuse and abuse than access to telephones.

The chapter closes with the conclusion that Psychological Services cannot afford not to be on the Internet. The main barrier to Internet access would appear to be lack of training but there is a wide range of training opportunities available, so this difficulty can be readily overcome. **Clare McGorry** has compiled a voluminous list of web site addresses of interest to educational psychologists, which is provided as an appendix.

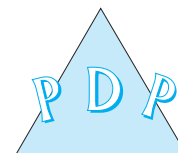
EPNET is a computer mailgroup set up by a group of principal educational psychologists and universities in England and Wales to promote information exchange amongst members of the profession. **Nicola Smith** carried out the *EPNET User Survey* by placing a brief questionnaire on the EPNET system in order to gain an overview of the system in use. She analysed her data in order to answer these five basic questions:

- ▲ How do we find out about EPNET?
- ▲ How long have we been using EPNET?
- ▲ How often do we use EPNET?
- ▲ How do we use EPNET?
- ▲ How useful do we find EPNET?

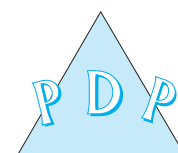
There are over 320 registered users of EPNET and most log in on a frequent and regular basis, although this conclusion is drawn from the responses of a self-selected group of fewer than 10% of registered users. There appears to be a major issue regarding the system's success as an information exchange, as fewer than a quarter of the respondents say that they personally offer information on the system. Other issues raised include the need for sifting and organising the contributions and a need for training material on how to use the system. Information on how to register as an EPNET user is provided as an appendix.

In *The Use of Voice Activated Computer Systems by Psychological Services*, **Keith Wood** examines one possible approach to reducing reluctance on the part of the less technically minded members of the profession to become involved in ICT. Two commercially available voice activated software systems were trialled and evaluated. Unfortunately, after considerable periods of voice training, each package performed almost wholly inaccurately on a selected test passage. It is also reported that the technical support available was inadequate. The chapter concludes that neither of the two systems trialled is sufficiently sophisticated to be capable of encouraging reluctant educational psychologists to use ICT. In pointing out that it was computer literate psychologists who experienced difficulty with the voice activated systems, the author again raises the issue of training.

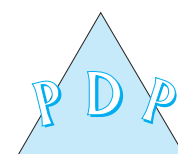
Elizabeth Hannah and **Jim Kane** collaborated to research and write the final two chapters on *Audioconferencing* and *Videoconferencing*. These chapters explain the main principles of the technologies involved in these two communication media. The advantages and disadvantages of each are explained and important issues, such as the need for strong chairing of meetings when using either medium, and the need to balance cost and opportunity with purpose and added value, are discussed. There is no doubt, however, that the techniques required to make the best use of these technologies are readily mastered and that potentially there can be enormous benefits from these technologies, particularly for psychological services operating in large or remote geographical areas.



**EPNET:
A tangled web?**



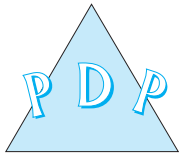
Giving technophobes a voice?



**ict@psych.serv.scot
more than just computers**

CONSULTATION WITH CHILDREN: CREATING A CLIMATE SO THAT CHILDREN CAN CONSULT.

Cyril Hellier, PDP Coordinator



Professional Development Programme

Background

The 1997/98 PDP entitled *Psychologists and the Children Scotland Act (1995)*, reflected on this recent legislation, both the detail of and the implications for psychological services in Scotland. Its conclusions pointed to the need to consider the operational issues arising in a developing policy context both within individual services and across Scotland. The Association of Scottish Principal Educational Psychologists (ASPEP) in seeking to develop the practice of psychologists and others in Education, identified a continuing need for the Professional Development Programme to focus on consultation with children. In the consultation process leading up to the project's definition, The Association of Directors of Education (ADES) requested that the training of psychologists who might be presenting in court for a local authority should be added to the work of this group.

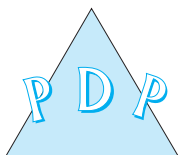
Participants who opted into this overall topic therefore focused upon three themes. Much collaborative work was undertaken on all topics, although at time of write up, specific responsibilities were taken by individuals and subgroups

The Legislative, Political, Theoretical and Comparative Context in which Consulting with Children is taking place.

This subgroup included **Liz Conn, Jane Hazelden, John Jamieson, Archie MacLulich and Mary McKenzie** (**Stirling, Edinburgh, Saltcoats, Western Isles and Gorebridge** respectively). It looked at current practice in relation to a political context which invokes the need to consult with children in a world increasingly demanding social inclusion. It is clear that despite the imperative to do this in the drawing up of Children Service Plans, very little evidence of actual practice exists. Research on Pupil Councils by specific bodies reflects the early stage of development of professionals in listening to and empowering children. As yet no national body exists to take this forward in a coordinated way and the group concludes that lip service is not equivalent to actual practice. Recent Scottish Office guidelines setting targets, for example in drawing up IEPs and directing the creation of a culture of consultation in schools and organisations, promote Article 12 of UN Convention on the rights of the child. However the processes needed to enact these aspirations are not evident and it is argued that psychologists appear to be in a pivotal position to support high quality development in schools in this respect.

Practice in other organisations is summarised including Children's Hearings, Children in Scotland, SOED/SCRE/University of Strathclyde and Who Cares Scotland. Castlemilk Youth Voice is offered as an illustrative case study of real participation aiming to promote social inclusion.

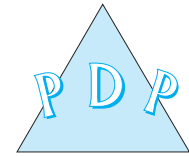
Finally this subgroup reflected on the practice of SPIN, (reported in PDP 1995/96), in seeking to offer a rationale and theoretical framework for the development of practice of consulting with children. Its focus on communication at a fundamental level, offers insights into the processes of consultation which are needed, if true consultation is to occur in staff - pupil relationships within the Education system. It also offers one methodology for staff development and for evaluation. It is intended that a fuller paper developing this theme will be available on the PDP web site.



Consulting with children:
the overall context

Creating the Context for Consultation to Develop

This subgroup included **Elly Alexander, Alison Gardener, Cyril Hellier, Madge Hashagen and Carol McGarry (Dunfermline, Clydebank, Perth, Dalmarnock and Glasgow respectively)**. It asserted that psychologists are in a unique position to work at the three levels of authority policy development, school development and case consultation in helping to create a climate of consultation. Effective practice is described as an ongoing process which examines all systems within an education authority. Specific initiatives including Circle Time, Pupil Councils, school procedures and involving children and young people in learning plans are outlined. Implications for Psychological Services at policy level are highlighted and implications for practice at pre-referral, referral and involvement stages are considered. It is clear that for true consultation to occur there will need to be significant changes in existing practices across Scotland. This will need to be from the time that involvement is being negotiated and will require that more emphasis is placed on involving the child/young person from the outset. Preparing children to participate actively in decision making meetings offers a focal point for the process to be worked at in schools and other organisations. Having piloted pupil booklets with this aim in mind, the group conclude that reactions from parents, teaching staff and pupils themselves is positive. Exemplar material on service guidelines, child friendly introductory literature and pupil reports for meetings is offered for services to consider in developing their own processes.



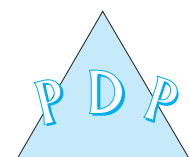
**Consulting with children:
authority, school and case levels**

Inservice materials for use with Primary schools are included; these were developed in the short life of the group and have yet to be piloted; the intention of the group is to report the views of school involved at the CPD conference in September 1999.

Final conclusions of the overall group centre on the need to combine the dual influences of Scottish Office performance indicators on involving children and young people and the Manual of Good Practice, both appearing at the time of writing up the project. They combine to exert a powerful force for change in this area of practice by all involved in the process of education, including the support services. The group welcomes this and sees the full report as being a relevant and useful document to facilitate developments in practice.

Developing Court Training for Psychologists

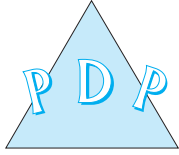
This subgroup included **Cyril Hellier, John Jamieson and Mary McKenzie (Perth, Saltcoats and Gorebridge respectively)**. It was not the intention to focus on work of psychologists in preparing children to be witnesses, as in Gersh et al (1999). Rather the link was made that helping children to participate in an unfamiliar and potentially daunting process of communication and decision making, has parallels for psychologists who feel relatively deskilled in the area of presenting in court. An outline specification for a day of training was negotiated with a private psychologist experienced in court work, which was trialled with a representative cross section of the profession and evaluated. The content of the course included an overview of the Scottish legal system, listening to children with understanding, written reports and preparation for going to court.



Presenting evidence in court

Just over half the psychologists involved in the evaluation had been involved professionally in some way in work for court purposes. A little over a third of those attending the course thought that they would make or would be likely to make personal use of the training over the next year; this is a surprisingly high figure although it is not clear how representative this is of the whole profession.

It was concluded that such training has potential preventative value for psychologists who are anticipating that they might be representing their authority in court. An optimum day, which takes account of the Scottish legal system and complements existing resources available from the British Psychological Society, was identified and seen to require the involvement of:



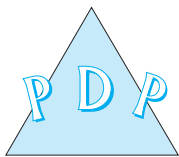
A preventative approach

- ▲ An experienced Local Authority solicitor who can speak with confidence about issues arising from educational legislation, placing requests, Recording, the Children Act etc. Implications about potentially overlapping and contradictory legislation would need to be addressed.
- ▲ An experienced Educational Psychologist who has acted on behalf of a local authority in court and who can speak about issues arising in out of authority placement, statutory assessment and custody issues.
- ▲ An independent psychologist who has considerable experience of working in court representing children.

The four sections on the pilot would remain as having continuing relevance, and could usefully be supplemented to give the following:

- ▲ An overview of the Scottish legal system.
- ▲ Listening to children with understanding - taking account of contextual effects on what children and young people say.
- ▲ Written reports for court - giving guidance and exemplars.
- ▲ Preparation for going to court.
- ▲ Case studies - an additional opportunity to discuss scenarios which combine the above and which can be discussed in small groups as well as with the panel of experts in a plenary session.

The handouts are made available as appendices to the full report and four videotaped sessions derived from the training day could potentially be made available by the authors to anyone planning such an in-service day.



Professional Development Programme

References

- Great Britain Parliament (1980)** Education (Scotland) Act. London: HMSO
- Great Britain Parliament (1995)** Children (Scotland) Act. London: HMSO
- British Psychological Society (1999)** Psychologists as Expert Witnesses in Scotland. BPS Leicester
- British Psychological Society (1997)** Expert Testimony:Developing Witness Skill. BPS Leicester
- Gersh I, Gersh A, Lackhart R, Moyses S (1999)** The Child Witness Pack: an Evaluation. Educational Psychology in Practice. Vol 15, No1. April.
- Professional Development Programme (1998)** Psychologists and The Children (Scotland) Act, 1995, Consulting with Children. SOEID