



PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION

Implementation plan for the ELSA project created by Education Psychologist, Sheila Burton in Hampshire

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>What needs to change e.g. teacher behaviour, student behaviour, attainment?</p> <p>Guernsey Educational Psychology Service</p> <p>04.11.2021</p> <p>The 'why? / what?'</p> <p>The need: emotional literacy in school: Raising emotional awareness/resilience Self-esteem/active listening and communication skills Emotional regulation/working with puppets Social skills/autistic spectrum difficulties and social stories Friendship skills/writing therapeutic stories Loss, bereavement and family break-up/supervision</p> <p>What are the essential qualities of an ELSA?</p> <p>Good rapport with challenging and emotionally vulnerable youngsters Ability to work independently and creatively Willing to plan and evaluate programmes of support Desire to learn</p>	<p>What are the essential 'active ingredients' of the intervention?</p> <p>What activities and behaviours will you see when it is working?</p> <p>What is ELSA?</p> <p>ELSAs are Emotional Literacy Support Assistants working in their own schools ELSAs help children recognise, understand and manage emotions to increase success ELSAs plan and deliver individual (and small group) support programmes ELSAs receive training and supervision from educational psychologists</p> <p>Psychology Service Commitment</p> <p>Deliver training to develop ELSA skills Advise on planning programmes of support Provide group supervision (and sometimes individual support) Advise on useful published resources Assist in dissemination of 'home-grown' resources and ideas, and in problem-solving general ELSA issues</p> <p>Supervision will support the 'active ingredients' of the intervention</p> <p>Half-termly in groups of 10 with one or two EPs 'Clinical' supervision (not managerial) Problem-solving approaches modelled Peer group support – sharing ideas/resources</p>	<p>How will it be done?</p> <p>What blend of activities are required?</p> <p>School commitment</p> <p>Release ELSA for training and supervision sessions Designate time for planning and delivery of ELSA support to pupils Provide suitable space for ELSA work Allocate funds to develop bank of resources over time Maintain ELSA role within school. Provide a line manager in school</p> <p>The ELSA programme</p> <p>It is a long-term partnership between the Educational Psychology Service and school It is a tried and tested means of building capacity in schools It is a relatively inexpensive way of providing quality support to vulnerable youngsters</p> <p>Dates of Training</p> <p>Le Rondin, Kelven Room – all day</p> <p>Friday 4th February Tuesday 15th February Tuesday 1st March Friday 11th March Friday 18th March Additional date TBC</p> <p>Dates of Supervision</p> <p>Morning only in North Room at Le Rondin on: Wednesday 11th May OR Thursday 12th May AND Wednesday 15th June OR Thursday 16th June</p> <p>Ongoing commitment of half a day per half term</p>	<p>How will you know that it is working?</p> <p>Do staff feel the approach is feasible and useful?</p> <p>Short term</p> <p>Medium term</p> <p>Long term</p>	<p>How will pupils & teachers, school and outside agency benefit?</p> <p>Benefits for pupils and teachers</p> <p>Pupils feel very supported by having 'special time' and being listened to Pupils develop greater self-awareness Pupils learn to talk about difficulties Pupils develop coping strategies Pupils interact more successfully with others Pupils feel better about themselves Pupils manage better in school</p> <p>Benefits for school</p> <p>Access to prompt support for pupils in need Positive changes in pupils with behavioural, emotional or social difficulties Improved learning for target pupils and their peers New skills/ideas cascaded to other staff Increased confidence in managing 'problems' from within</p> <p>Benefits to the Psychology Service</p> <p>Indirect input to increased number of pupils Continuity of support through regular supervision Development of working relationship with the ELSA through regular contact Ability to contribute to school development Time and cost-effective support to schools</p>