

## TaMHS report April 2011 – July 2012

### Emotional Literacy Support Assistant Training (ELSA)

During the academic year 2011-2012 the ELSA Programme was delivered to 35 professionals (Cohort 2).

**Figure 1 Details of Cohort 2 (ELSA Training)**

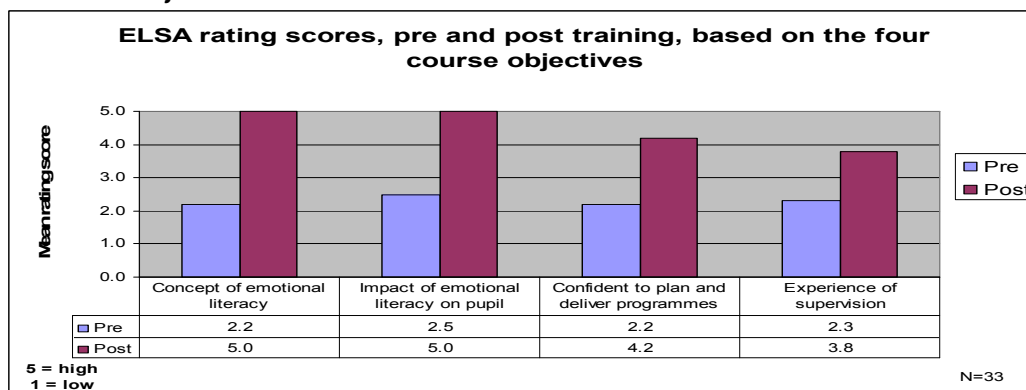
<b>COHORT 2</b>	
Delivered between:	January 2012 – May 2012
Delivered as:	13 sessions (3 hours)
Delivered to:	35 Trainees
Comprising of:	TA (25); PSA (4); HLTA (1); TA/PSA (2) SEN TA (3);

Since the introduction of the ELSA programme (combining figures from Cohort's 1 & 2) 50% (34:67) of the Plymouth Mainstream Primary Schools have at least one member of staff trained as an ELSA, with the majority of Primary Schools having 2 or more trained ELSA's.

At the beginning of the training of Cohort 2 all participants were required to complete a likert-type rating scale<sup>1</sup> relating to prior knowledge of the training objectives. At the end of the training participants were asked to complete the rating scale again, based on their knowledge of the objectives as a consequence of the training. The rating scales asked participants to rate themselves between 1 (low) & 5 (high) for the following statements:

- I understand what is meant by the concept of emotional literacy
- I understand the impact of emotional literacy on pupil success in school
- I feel confident to plan and deliver programmes of support to children identified within my school as likely to benefit from additional help to increase emotional literacy
- I have experience of peer supervision, using problem solving approaches to build supportive relationships, share ideas and resources

**Figure 2 Course objectives**



<sup>1</sup> Likert R A (1932) A technique for the measurement of attitudes. Archives of Psychology, 140, 55. 76-77 273.

The results, from a response rate of 33 participants, demonstrate that on the pre training questionnaire the majority of professionals rated themselves low (scores 1- 2) across all the dimensions. However, in comparison, the post training questionnaire shows a marked improvement with all the professional's ratings themselves high with a score of 4 - 5 across all dimensions.

### **Secondary Age Mental Health Supporter Training (SAMHS)**

The SAMHS programme was designed to support professionals working with secondary aged young people (Secondary Aged Mental Health Supporters).

During the academic year 2011-2012 the SAMHS Programme was delivered to 44 professionals (2 cohorts). Cohort 1 was delivered to professionals from Ridgeway Secondary School and cohort 2 was delivered to professionals from a range of settings and professional backgrounds.

**Figure 3 Detail of Cohort 1 & Cohort 2 (SAMHS Training)**

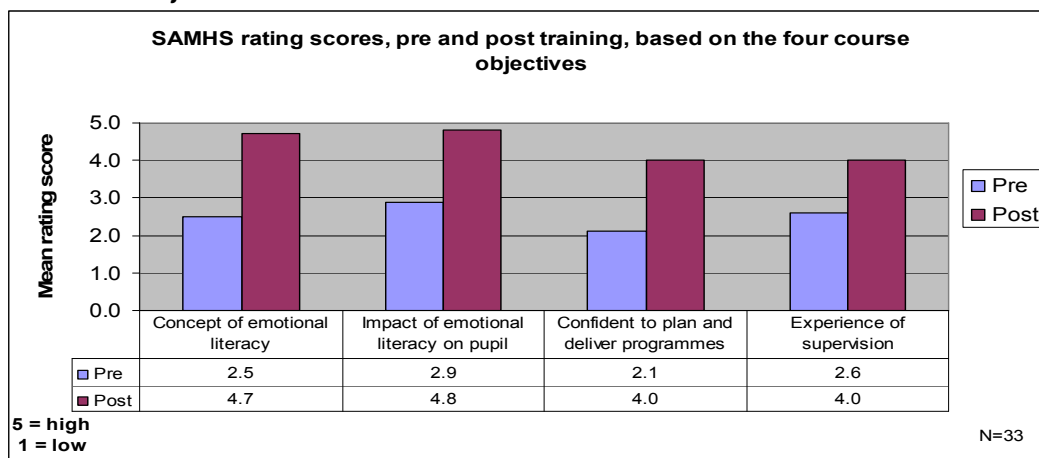
	<b><u>COHORT 1 Ridgeway Secondary School</u></b>	<b><u>COHORT 2 Seymour House</u></b>
Delivered between:	September 2011 – December 2011	February 2012 – July 2012
Delivered as:	2 whole days & 11 twilights (2 hours)	17 sessions (2 hours)
Delivered to:	25 trainees	19 trainees
Comprising of:	TA (16); HLTA (2); ESP TA (2); Pastoral Support (3); Counsellor (1) LSA (1)	Assistant SENCO (1); Learning Mentors (5); Effective Learning Assistants (2); Student Support Advisor (1); Special School Teacher (3); Higher Learning Teaching Assistant (1); Project Development Officer (1); Community Project Co-ordinator (1); TA (3); Volunteer Support Worker (1)

Through the introduction of the SAMHS programme 50% (8:16) of the Plymouth Mainstream Secondary Schools/Academies and 4 Secondary Age Special School Provisions have at least one member of staff trained in either ELSA or SAMHS, with Ridgeway Secondary School totalling a massive 25 staff members.

At the beginning of the training of both cohorts 1 & 2 all participants were required to complete a likert-type rating scale<sup>2</sup> relating to prior knowledge of the training objectives. At the end of the training participants were asked to complete the rating scale again, based on their knowledge of the objectives as a consequence of the training. The rating scales asked participants to rate themselves between 1 (low) & 5 (high) for the following statements:

- I understand what is meant by the concept of emotional literacy
- I understand the impact of emotional literacy on pupil success in school
- I feel confident to plan and deliver programmes of support to children identified within my school as likely to benefit from additional help to increase emotional literacy
- I have experience of peer supervision, using problem solving approaches to build supportive relationships, share ideas and resources

**Figure 4 Course objectives**



The results, from a response rate of 33 participants, demonstrate that on the pre training questionnaire the majority of professionals rated themselves low (scores 1 – 2) across all the dimensions. However, in comparison, the post training questionnaire shows a marked improvement, with the majority of professional’s ratings themselves high (scores 4 - 5) across all dimensions.

A 3<sup>rd</sup> Cohort of SAMHS Training is currently being prepared by the Team in preparation for delivery during the new academic year 2012-2013.

### **Targeted Group Work**

Between 1<sup>st</sup> April 2011 – 31<sup>st</sup> August 2012 the TaMHS Team have delivered 17 Targeted Groups (98 sessions) to 98 children/young people, across 13 schools.

<sup>2</sup> Likert R A (1932) A technique for the measurement of attitudes. Archives of Psychology, 140, 55. 76-77 273.

The delivery of Targeted Group Work provides a framework to identify how many children/young people can have their needs met through the network of targeted support within the school and how many, with emerging mental health difficulties, need a supported referral into CAMHS.

Taking a random sample of secondary schools accessing targeted group work the CaMHS database<sup>3</sup> identifies that the emerging mental health needs of 4 out of 5 (80%) vulnerable pupils from school X were contained through the network of targeted support within the school without the need for a more specialist referral into CAMHS (3 months on). The other 1 of 5 (20%) was highlighted as having a clear level of need and a referral into the neuro-developmental team was accepted for this young person. In the interim the targeted group work was able to support this young person whilst waiting an appointment.

Again a random sample was identified from primary schools accessing targeted group work. The CAMHS database identifies that the emerging mental health needs out of 4 out of 5 (80%) vulnerable pupils from primary school X were contained through the network of targeted support without the need for a more specialist referral into CAMHS (5 months on). Again the other 1 of 5 (20%) was highlighted as having a clear level of need and a referral into the neuro-developmental team was accepted for this young person. In the interim the targeted group work was able to support this young person whilst waiting an appointment.

### **Triangular consultations**

(Parent/School/CAMHS meetings to agree strategies to support children and young people and better manage their need)

Children and young people have had their needs met through triangular consultations, which include follow up sessions to ensure that initial strategies are working.

Between 1<sup>st</sup> April 2011 – 31<sup>st</sup> August 2012 the TaMHS Team and Primary Mental Health Work Team have facilitated 190 individual cases for triangular consultations. Of these 92 individual cases have received at least 1 consultation review to date.

The CaMHS database identifies that, following on from the total of 190 triangular consultations; the emerging mental health needs of 120 pupils (63%) were contained through the network of targeted support within the school without the need for a more specialist referral into CAMHS.

However, for 70 of the pupils (37%) the triangular consultation process supported appropriate referrals being made to CAMHS. Of these 18 referrals had been rejected previously by CAMHS as not appropriate; 6 referrals were rejected post triangular consultation as not appropriate and 3 referrals were made through either the GP or School within 3 months of being closed to TaMHS.

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<sup>3</sup> Information gathered from the e-PEX database

TaMHS have also acted as a single point of access for schools to appropriately refer to Relate's Children and Young People's counselling service, which continues to develop and support vulnerable children and young people.

### **Project Challenges**

Recruitment and retention has been an issue throughout the course of the project due to its fixed term nature. This has impacted on TaMHS ability to maintain a consistent approach to service provision although the team has continued to deliver a very effective service to schools that has expanded into a number of additional schools since the pilot has ended. Additional challenges relate to the funding for the programme being calculated over a financial year whilst schools operate over an academic year.