

Derbyshire County Council Emotional Literacy Support Assistant (ELSA) pilot project report 2017/2018

1. Executive Summary

The Emotional Literacy Support Assistant (ELSA) programme is a targeted, evidence-informed intervention designed to enable within-school preventative early intervention to support the social, emotional and well-being needs of children and young people.

The Derbyshire County Council ELSA pilot project was funded by the Local Authority to improve the provision of early intervention for the emotional health and wellbeing of vulnerable children and young people in county schools. Participation in the pilot group was offered to all primary and secondary schools within the Chesterfield, North East Derbyshire and Bolsover (NEDB) area and was facilitated by the Educational Psychology Service.

The evaluation aimed to assess whether the ELSA training and supervision is successful in increasing the skills, knowledge and confidence of school employed teaching assistants (TAs) to deliver bespoke ELSA programmes with individuals and groups of pupils in their schools.

Mixed methods were used to gather data including a series of questionnaires and a post-completion focus group. 21 adult TAs training to become ELSAs and 18 head teachers from infant, junior, primary and secondary schools participated in the evaluation.

The results indicated that training was perceived to be useful, informative and effective in enabling TAs to design bespoke intervention plans for pupils, set SMART targets and evaluate progress over time.

Participants reported that: ***“The training, resources and supervision sessions have helped my knowledge in this area go from strength to strength. Seeing the positive impact the sessions have on the children’s emotional and social wellbeing has been rewarding and has further secured my confidence.”***

Head teachers reported that ELSA programmes were: ***“...effective in re-integrating children and young people into the mainstream classroom and reducing barriers to learning.”***

The focus group discussion produced three main themes and 11 subthemes. There was agreement between trained ELSAs about the effectiveness of the programme and the benefits the training had brought schools in regard to supporting the social, emotional and wellbeing needs of pupils. The importance of group reflective supervision was particularly highlighted as it provided on-going support, development of skills and the opportunity to share experiences and reflect on practice. A number of difficulties were also discussed including lack of space and time for sessions, competing roles in schools, difficulties with referral processes, and communication with school staff and parents.

The ELSA programme is recognised as an evidence-informed intervention programme that teaches ELSAs to design bespoke intervention plans tailored to the specific needs of each pupil or group of pupils, and enables schools to intervene early when social, emotional or well-being needs are identified. The setting of targets and progress evaluation allows schools to evidence the impact and response to intervention.

1. Introduction

The Emotional Literacy Support Assistant (ELSA) programme is a targeted intervention developed by Sheila Burton within the Southampton Educational Psychology Service (EPS) and then considerably developed by Educational Psychologists (EPs) in the Hampshire EPS in order to enable school staff to support the emotional needs of children (Burton, 2008). The programme currently involves five to six days of training provided by EPs for school employed teaching assistants (TAs), followed by on-going support via bi-termly reflective supervision sessions with an EP. The programme has gathered an evidence base through peer reviewed publication of results of analyses, as well as local authority evaluations and reports. It is now available to schools in more than 100 local authorities (ELSA Network, 2018).

The role of an ELSA involves the development of bespoke intervention programmes working towards specific, measurable, achievable, realistic and timely (SMART) targets, either individually with a child or young person, or in small groups. Sessions are not expected to continue for more than one school term (6-8 sessions) and interventions are tailored to the needs of individuals, therefore SMART targets are defined and reviewed following each session allowing for reflection and responsiveness to needs. An essential aspect of the ELSA programme are group reflective supervision sessions facilitated by an EP. Bi-termly reflective supervision provides ELSAs with the opportunity to reflect on their practice, share their experiences and discuss strategies and resources. On-going contact with, and support from an EP enables further professional development following the initial training (McEwen, 2019; Osborne & Burton, 2014). Peer-reviewed published research has shown that the ELSA programme has a positive impact on the: wellbeing, emotional regulation, relationships, resilience, academic attainment, school attendance and social skills of children and young people involved (Burton, 2008; Hills, 2016; Krause, Blackwell & Claridge, 2020; McEwen, 2019; Wilding & Claridge, 2016).

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This report provides the results of the evaluation findings from the ELSA pilot project that was completed during the academic year 2017/2018. The evaluation aimed to identify the effectiveness of ELSA training and supervision provided by the Derbyshire County Council EPS to increase the skillset and confidence of TAs to implement the ELSA programme in their schools.

2. Methodology

Design

The research was based on a social constructivist paradigm. The primary research question was: Does the ELSA training and EP reflective supervision enable TAs working within schools to implement the ELSA programme? The research used mixed methods to evaluate the effects of the ELSA training and subsequent EP reflective supervision on participant confidence delivering ELSA sessions with children and young people in their schools. The evaluation included pre and post questionnaires completed by adult participants training to become ELSAs, a post intervention questionnaire for head teachers, evaluation questionnaires following each training day for quality assurance, and a thematic analysis of a post intervention focus group with trained ELSAs.

Participants

All head teachers of schools in the NEDB area were sent emails with information about the ELSA pilot project and information on how to register their interest for participation. School representatives were invited to attend one of three information sessions presented by the EPS. At the end of the information session, schools were invited to complete an application form if interested in being a part of the pilot project. Information about the schools as well as current interventions in use in the schools was gathered. Schools were also asked to indicate why they would like to be a part of the ELSA pilot project and what their anticipated outcomes were. A copy of the application form is attached in Appendix A.

Ethical considerations were made, discussed and approved by the EPS senior leadership team. Ethical standards were maintained in regard to gathering data: the purpose and type of data to be collected was communicated clearly to all adult participants and written consent was gained prior to commencement of data collection. Data was stored securely for the duration of data collection and evaluation, then destroyed. Participants of the focus group took part voluntarily, opting in to attend. The consent forms and accompanying information sheets followed standard Derbyshire EPS format for research within the LA. Participation in the research was voluntary and withdrawal of consent did not exclude delegates from the training and programme. Copies of information sheets and consent forms are attached in Appendix B.

The following inclusion criteria were applied for selection of schools:

1. Nomination of a staff member that met the criteria for the ELSA role (ELSA, 2009);
2. Commitment from the school head teacher to release the selected staff member for six days training and six reflective supervision sessions per academic year;
3. Commitment from the school head teacher to provide the staff member with an appropriate space, time for planning and ELSA sessions and a budget of £500 to purchase necessary resources;
4. No involvement in another county funded research project during the academic year 2017/2018.

A total of 22 schools met inclusion criteria to participate in the ELSA pilot project and informed consent for the collection of data was gained from adult participants (ELSAs) and school head teachers. 21 of the 22 adult participants and 18 head teachers consented to their involvement in the research.

Procedure

Prior to commencement of the first day of ELSA training, ELSA participants were asked to complete a pre-training questionnaire. This questionnaire included demographic data, participants' perceptions of existing skills and information about the current provision for social, emotional and wellbeing needs available in their schools. Participants were also asked to identify a personal outcome they would like to achieve by being a part of the ELSA pilot project.

The six questionnaire items were as follows:

1. I understand how various factors impact on children and young people's emotional health and wellbeing.
2. I can recognise when a child or young person is experiencing difficulties related to emotional health and wellbeing (e.g. bereavement, self-esteem, social skills, attachment).
3. I have access to information and I know where to seek resources on how to support children and young people experiencing emotional health and wellbeing difficulties.
4. My school/setting offers a range of emotional health and wellbeing targeted, evidence based early intervention to meet pupils' needs.
5. I have the skills, knowledge and support to implement a range of effective interventions to support individual children and young people experiencing emotional health and wellbeing difficulties.
6. I have the skills, knowledge and support to deliver effective group interventions with children and young people experiencing emotional health and wellbeing difficulties.

Participants were asked to respond to each item with a score between 1 and 5 where 1 indicates 'Not at all confident' and 5 indicates 'Very confident'. A copy of the questionnaire is attached in Appendix C.

Quality assurance data was collected at the end of each training session in the form of a repeated questionnaire. As well as rating the training session against a number of statements, participants had the opportunity to share their views and make suggestions of how to improve the training. A copy of the quality assurance questionnaire is attached in Appendix D.

Following completion of the six days of training and four reflective supervision sessions, a post-evaluation questionnaire was emailed to all ELSA participants. The items on the post-completion questionnaire were the same as the items on the pre-completion questionnaire with the exception of an additional item relating to each participants' personally identified outcome goal. A copy of the post-evaluation questionnaire is attached in Appendix E.

A post-completion questionnaire was emailed to the head teachers of participating schools to gather additional information about the impact of the ELSA programme in schools. A copy of the questionnaire for head teachers is attached in Appendix F.

ELSAs were invited to participate in a focus group to provide feedback on the project. The focus group was held in a quiet room in a LA building easily accessible to all participants. Participants were asked to attend during school hours at the end of their typical working day. Head teachers approved participants' attendance during school hours. The focus group session lasted approximately 60 minutes and was recorded using a digital audio recorder. The file was stored confidentially on a secure computer. The focus group audio was transcribed verbatim with names of participants omitted. Participants were informed at the beginning of the focus group session of how the data would be stored and that it would be anonymised. All participants agreed to the audio recording of the focus group session.

4. Results

Of the 21 ELSA participants consenting to be part of the research, 19 were female and two were male. The average number of years participants had held their current position in school was 7.3 years. The longest a participant had worked in their current role was 16 years. One participant was new to the position at the beginning of the academic year. Roles in schools included: teaching assistant, nurture lead, higher level teaching assistant, positive play lead, teaching assistant for SEN, learning mentor, designated safeguarding lead, pastoral lead, pupil welfare manager, nurture and wellbeing manager and behaviour lead. 71% of participants' existing school roles were related to supporting children and young people with emotional health and wellbeing needs.

The level of skill and existing knowledge that participants reported at the beginning of the training was high. Three quarters of participants scored 3/5 or higher (where 1 indicated 'not at all confident' and 5 indicated 'very confident') on items relating to their perceived skills in implementing individual and group interventions. Schools were also recognised for offering a range of emotional health and wellbeing interventions. Some participants reported that they did not have access to information and resources to support children and young people effectively. All participants reported that they were aware of the factors that impact children and young people's wellbeing and were able to recognise when a child or young person is experiencing difficulties related to wellbeing.

Infant, junior, primary and secondary school staff were represented with the majority of participants working in primary schools. Table 1 shows the percentage of participants working in different types of schools.

School type	Percentage of participants
Infant School	19%
Junior School	23.8%
Primary School	42.9%
Secondary School	14.3%

Table 1: Types of schools represented

Quality assurance questionnaires completed following each training day provided consistently positive feedback. Table 2 shows an average of the total response scores for all training days by item. Suggestions made by training ELSAs to improve the training included: Examples of what an ELSA session looks like through role play and modelling, more examples of SMART targets and opportunities to practice setting SMART targets, opportunities to plan a programme and individual sessions, planning sheets and proformas for setting targets and planning programmes, and examples of targets and pre-post evaluation templates. Participants expressed positive feedback in regard to the content and the method of delivery of training days. In particular the use of practical activities and opportunities to try out resources and strategies in sessions were highlighted. Participants also indicated that the handouts and information provided for each topic of training were beneficial.

Item	1 Lowest Value	2	3	4	5 Highest Value
My understanding of this training and what I was here to learn.		1%	6%	53%	40%
My evaluation of the trainer's delivery skills and presentation.			2%	27%	71%
My evaluation of my existing skills before attending the training.	1%	22%	47%	24%	6%
My evaluation of the new skills and knowledge that I had at the end of training.			3%	66%	31%
My assessment of the value of the training content for my professional practice.			4%	47%	49%
My level of intention to try to put these skills or knowledge into practice.			2%	26%	72%
My assessment of the training day: enjoyable and engaging.			2%	31%	67%
My assessment of the training day: informative and educational.			1%	24%	75%

Table 3: Average scores for the six training day's quality assurance feedback

Post completion evaluation

11 of the 21 participants responded to the post-evaluation questionnaire. A paired samples t-test was used to analyse the participants' responses. The difference between scores on all items was found to be significant at $p < 0.05$ indicating that the difference in the scores was not due to chance alone but that there had been a significant positive change in participants' scores. Table 4 depicts the t-scores and significance levels for each questionnaire item (pre-training and post-training data).

Variable	M	SD	t-value	Significance (2-tailed)
I understand that factors that impact children and young people's emotional health and wellbeing	1.000	.447	7.416	.000
I can recognise when a child or young person is experiencing difficulties	.818	.404	6.708	.000
I have access to information and resources to support children and young people	1.272	.646	6.528	.000
My school/setting offers a range of emotional health and wellbeing targeted, evidence based early interventions to meet pupils' needs	.818	.981	2.76	.020
I have the skills and knowledge to implement interventions with individuals	1.000	.447	7.416	.000
I have the skills and knowledge to implement group interventions	1.181	.750	5.221	.000

Table 4: Change in skills, access to resources, knowledge and understanding

Participants identified that, since completing the ELSA training and attending reflective supervision sessions, they were more confident that they understand the factors that impact children and young people's mental health and wellbeing. They were also confident that they can recognise when a child or young person is experiencing difficulties related to emotional health and wellbeing. Participants were confident they have access to information and know where to seek resources on how to support children and young people. Participants also reported that they are confident that their school offers a range of emotional health and wellbeing targeted, evidence based early interventions to meet pupils' needs. A key outcome for participants was the reported confidence in their own skills, knowledge and support to implement a range of effective individual and group interventions to support children and young people experiencing emotional health and wellbeing difficulties.

The end of training questionnaire asked participants to score their perception of their own skills at the beginning of the training and at the end of the training. No significant difference was found between the pre training scores when first reported before commencement of training, compared with pre-scores on the post evaluation questionnaire. Although there was no significant change in scores, descriptive statistics indicated that some pre-training scores on items decreased on the confidence scale following completion of the training while others increased. These differences indicate a change in participants' perceptions of their own skills, confidence seeking out

support and resources and confidence in the provision that their schools provide in relation to social emotional and wellbeing of children and young people.

When asked to indicate the degree to which participants had achieved their personally identified outcome from the beginning of the training, seven participants scored 4/5 and four participants scored 5/5 indicating they had achieved their outcome 'completely'. Additional comments provided by participants included:

"The training, resources and supervision sessions have helped my knowledge in this area go from strength to strength. Seeing the positive impact the sessions have on the children's emotional and social wellbeing have been rewarding and has further secured my confidence."

"This is just what our schools need. We still have a long way to go and we will achieve our goals..."

"I feel that whilst I had a good understanding of how various factors impact on children and young people's emotional wellbeing, I now have the skills/support to support them. I now have more strategies in which to support them and people to ask for advice should I need it."

"Introducing ELSA in our school has benefited so many children and families. The targets have been SMART and measurable,... I have received support from other ELSA's when needed, we have shared resources."

Three head teachers responded to the post-completion questionnaire for head teachers. All three head teachers reported that their school ELSAs were implementing interventions with individuals or groups of pupils. Head teacher reported that ELSAs were working with vulnerable children and young people on areas such as emotional literacy, self-esteem, social skills and social communication, attachment, anger management, friendship skills and anxiety. Head teachers reported that programmes were effective and time-limited usually completed within six weeks. ELSA programmes were reported to be effective in re-integrating children and young people into the mainstream classroom and reducing barriers to learning.

All three head teachers reported that they perceive their trained ELSA TA to be highly confident in implementing interventions following completion of the training and on-going supervision sessions. They also reported that the work of their ELSA is highly valued in their schools.

Further evidence of the value that schools place on ELSA work is that all 22 schools that were involved in the pilot project purchased on-going EP reflective supervision for the following academic year.

Thematic Analysis

Five participants volunteered to take part in a focus group following completion of the training and four reflective supervision sessions with an EP. The focus question for discussion was: 'How has the ELSA training helped your current work and professional development specific to the role that you have in your workplace.' Figure 1 summarises the thematic map with main themes and subthemes identified.

Thematic analysis followed Braun and Clarke's (2013) six step process. Themes were checked for dependability by a second evaluator from the EPS, experienced in the method. A sample of the coded transcript is attached in Appendix G.

Participants' feedback during the focus group was predominantly positive. All five ELSAs reported that they are currently applying learnt skills in their schools and implementing the ELSA programme. Differences were reported in the number of ELSA sessions and the regularity with which programmes were being implemented. All ELSAs reported having commenced at least one ELSA programme with a pupil at the time of the focus group.

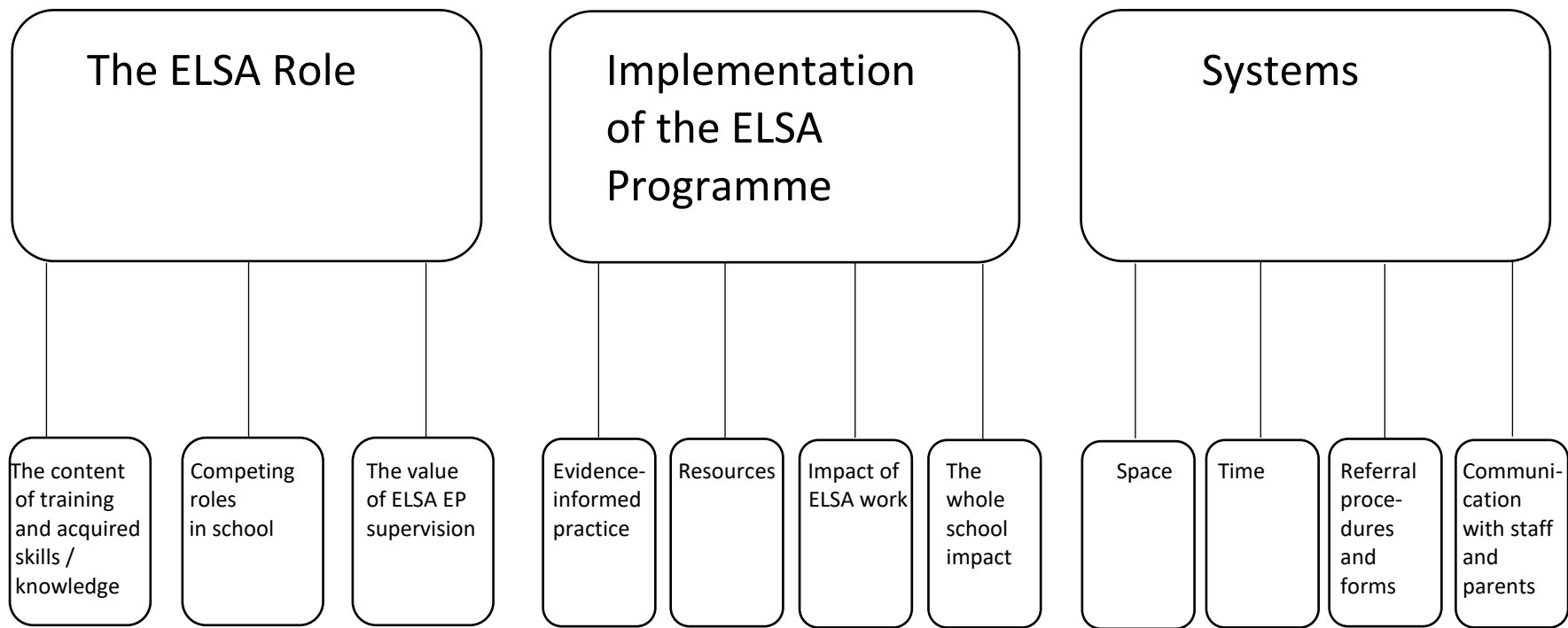


Figure 1. Thematic Map

Theme 1: The ELSA role

Subtheme 1.a: The content of training and acquired skills / knowledge

Participants reported that following completion of the ELSA training and commencement of the ELSA programme within schools with on-going ELSA EP supervision, they recognised an increase in their confidence working with children and young people with social and emotional needs. Participants reported:

“...I have learnt so much from it and I feel so much more confident...”

(Participant 2)

“I think one thing that the training certainly helped me, was open my eyes to a wide variety of things and methods, so now I don’t just think ohh I don’t know what else to do. Now I know exactly where to go...”

(Participant 1)

One participant reported that she felt her role in the school had gained status and value as a result of the ELSA role. Three other participants agreed that their status in school had improved as a result of the training, leading to a stronger sense of job security. All participants reported a sense of pride in their ELSA role and an increase in positive communication with teachers and other support staff. School staff were reported to recognise the purpose of the ELSA programme and to be actively referring pupils to ELSA.

All focus group participants reported that the training had improved their ability to work effectively with children and young people by improving specific skills and increasing their knowledge. Participant four reported that the training:

“...covered a good range of topics”.

(Participant 4)

All participants agreed that the training was intense and there was a lot of information covered. When asked about the content of the training participants reported that:

“it was good to start with...”

(Participant 1)

“It could be a bit overwhelming.”

(Participant 2)

“I was glad it was spread out over a few weeks because sometimes you were overwhelmed by the end of the day.”

(Participant 4)

Subtheme 1.b: Competing roles in school

One of the challenges reported by participants was in regard to competing roles in school. Because some ELSAs have multiple roles in school, including safeguarding, behaviour management, nurture group / positive play and family support work, these roles at times encroach on their protected time for ELSA specific work. Competing roles primarily lead to difficulties managing time for planning and carrying out ELSA sessions.

“One afternoon is supposed to be my planning time however, for example today, I’ve been on the phone to social care and it just takes up all your time...”

(Participant 5)

One participant noted the impact that the ELSA programme had on increasing her productivity and effectiveness within her role at school:

“...I’m being more effective, I’ve had more impact on the 14 children that have ended and been successful, 12 out of those 14 have been successful, compared to how long would I keep 20 on for?”

(Participant 4)

Pupils that had completed a bespoke programme were no longer requiring on-going intervention. In the past the same pupils would have continued intervention sessions with no clear strategy for graduation from intervention.

Another participant talked about the difficulties maintaining boundaries between different roles within school.

“I do get dragged into various things.”

(Participant 1)

Subtheme 1.c: The value of ELSA EP supervision

Participants reported that the group ELSA EP supervision sessions were particularly important for sharing resources, sharing experiences and gaining expertise and professional development opportunities. One participant talked about the bond developed with EPs during the training and the sense of security ELSA supervision with an EP provides:

“...if you are struggling, you can contact any of the EPs.”

(Participant 4)

Having on-going contact with trained ELSAs was also reported to provide a morale boost and peer support when faced with challenges within the role. Participants reported that within the ELSA EP supervision groups they had a shared experience and understanding of the role which supported their wellbeing.

“...they are really valuable, those sessions, in just sharing and the morale booster...”

(Participant 1)

“...hearing each other’s frustrations, sometimes, not moaning but you realise that everybody’s got the same worries and concerns...”

(Participant 4)

“Yeah we sort of felt that, you know, oh actually yeah we are all doing the same thing, you always think everyone’s better than you, but then you realise we are all doing the same thing, so it’s good confidence thing, and it focuses you again...”

(Participant 2)

Theme 2: Implementation of the ELSA programme

Subtheme 2.a: Evidence-informed practice

All participants reported that they were currently implementing the ELSA programme with at least one pupil within their school. Programmes were described as being effective in improving the skills of the children and young people they worked with. The effectiveness of ELSA was related to the ability to tailor programmes to the specific needs of individuals and groups.

“I like the fact that the programme is bespoke for each individual...”

(Participant 4)

The bespoke nature of ELSA programmes and the importance of setting SMART targets and involving the child / young person in the process in order to ensure programme effectiveness was also noted.

“I do my targets with the child, I say: What do you think to this...”

(Participant 5)

Participants valued the ability to shift the focus on the programme and related SMART targets as the needs of the individual develop. This unique nature of ELSA was recognised as being a result of the breadth of training provided and access to a range of resources and strategies. For example a participant reported:

“...with the SMART targets you can go whichever way you want to go with it depending on the child or the situation.”

(Participant 5)

Participants also reported that their confidence had increased over time and they recognised the importance of evaluating programmes for effectiveness for their personal development. For example two participants agreed:

“...you still develop all the time, yeah, the more you do the more confident you feel.”

(Participant 2)

“...it’s a lot of trial and error and learning from experience.”

(Participant 1)

Subtheme 2.b: Resources

Resources were discussed repeatedly during the focus group specifically in relation to the sharing of resources between ELSAs during supervision sessions, the quality of resources accessible on the ELSA support website and Facebook page, and access to existing resources in schools.

Participants reported:

“...I keep finding things in people’s back cupboards...”

(Participant 1)

“...resource wise I think [supervision is] good to share resources, like we talked about apps that I’ve used and you didn’t use did you...”

(Participant 5)

“[The website has] some lovely things on transition that is quite good.”

(Participant 3)

“...I find the ELSA support website just brilliant!”

(Participant 1)

“The ELSA network, some great resources on, it’s about building your bank isn’t it.”

(Participant 2)

All participants agreed that the resources discussed and presented during training were not essential for their daily work. The majority of resources used frequently in sessions were made by ELSAs within the ELSA network, rather than purchased publications. One suggestion made by the participants in the

focus group was for ELSAs in training to wait until they had commenced work in school and completed at least one reflective supervision session before purchasing expensive resources.

“...you don’t actually need to buy lots of resources...”

(Participant 1)

“...I just think maybe wait a bit off till you’ve done all the training, go and do a couple sessions, then maybe your first supervision, say what do you need?...”

(Participant 5)

“...made me more confident, looking at the right resources, for a specific child or issues that you have in school, that’s the one, you know what to look for.”

(Participant 5)

Participants reported that the volume of resources available could at times be overwhelming and that they can spend a lot of time looking at, and searching for, resources they had seen. It was also noted by one participant that the budget of £500 provided by the school for resources was more than sufficient.

“ There’s too many often though, because often I think, I know I’ve seen something brilliant and then I can spend the next hour trying to find it again.”

(Participant 1)

Subtheme 2.c: Impact of ELSA work

Participants shared feedback they had received to date from teaching staff, parents and pupils in response to the ELSA programme.

“[Parental feedback] Thank you for the help with the bereavement work, I would not have known how to explain it to my child, it’s been extremely beneficial.”

(Participant 4)

“... teachers know and will come to me – too much so – with every problem...”

(Participant 3)

“Yeah, especially the friendship groups, in particular we have noticed a huge difference.”

(Participant 4)

All participants agreed that the ELSA programme was valued within their schools and that teaching and support staff were increasingly recognising its purpose and effectiveness. One participant reported that:

“...teachers have seen a difference, a significant difference. A significant impact in that 6-8 week period...”

(Participant 4)

Participants had received positive feedback from teachers and parents in regard to changes in pupils' behaviour and wellbeing in school. Pupils had also reportedly engaged well in sessions and are involved in the setting of targets and evaluation of their progress.

Subtheme 2.d: The whole school impact

Three participants reported that they had shared the knowledge and skills learnt at ELSA training with other staff in school. This had led to positive outcomes for pupils that were not formally participating in the ELSA programme.

Participants reported that:

“I have risen wellbeing in school as well, ...we have done the ‘bucket fillers’, now the staffrooms have bucket fillers and we have mini prizes each term, just to boost that...”

(Participant 4)

“...I spoke to the staff that were going on the residential, and told them and gave them some of the techniques that I taught the children...”

(Participant 1)

“Yeah we have a book of successes...”

(Participant 5)

“...I mentioned it to the head teacher, you're always praising the kids and you need to praise the adults in the school. So I had seen something on the whiteboard, a teacher had done a fabulous display, so I just wrote, your display looks fabulous and she was really pleased.”

(Participant 2)

One example was the sharing of the 'circle of friends' strategy with midday supervisors, another was the sharing of anxiety management and relaxation strategies with staff supporting pupils on a residential trip. One participant

reported that she has implemented positive psychology strategies with staff to improve staff wellbeing and resilience. Mindfulness was also discussed as being implemented in a number of classrooms by teaching staff as a result of ELSA recommendations and resources.

Theme 3: Systems

Subtheme 3.a: Space

A consensus was gained in relation to the organisational challenges impacting ELSA work. Participants reported difficulties with access to appropriate space for ELSA sessions. For example:

“...there’s no room whatsoever!”

(Participant 4)

With the exception of one participant, who reportedly has a designated room for ELSA and other nurture based work, participants reported that they often struggle to find a room to use for ELSA sessions due to competing activities / programmes, and external agencies working in school.

“I have my own room. I just say no, even if it’s outside agencies, it’s my room.”

(Participant 3)

“I don’t have a room as such, I just work wherever. All ours are shared.”

(Participant 1)

Subtheme 3.b: Time

Despite the importance of time and space for the ELSA programme emphasised to school representatives at information sessions and throughout the training, participants reported that the time allocated for ELSA preparation and sessions varies between schools. One participant reported:

“...I struggle to make time.”

(Participant 5)

Busy times of the year such as Christmas, SAT preparation and end of year activities, lead to the cancellation of ELSA sessions. Participants also reported that their own competing roles often lead to other requirements taking precedence over preparation time for ELSA sessions. This inconsistency in both space and time, was identified as affecting the effectiveness of the ELSA programme. One participant reported that pupils that miss out on sessions often feel upset and let down.

“...I just feel as though if I did have a little bit more time, it would be better,...I want it to be 100% effective.”

(Participant 2)

Organisational factors are influential in determining the success of the ELSA programme in a school. Time and space are of particular importance. A reflection of the value placed on the programme by schools is that participants reported planned increases in protected ELSA time in the next academic year.

“Yeah I mean from September hopefully touch wood, I’ll reduce that a lot.”

(Participant 5)

“...they gave me an extra two afternoons that I wasn’t actually working... one afternoon is just your planning time...”

(Participant 1)

“...the expectation will be to see more children...”

(Participant 4)

A shared perspective reported by participants is that the ELSA programme is recognised as an evidence-informed programme designed to meet the social and emotional needs of children and young people in schools and having seen the impact of the programme to date, schools are ensuring the programme continues into the future.

“...they are prepared to pay the £200 for ELSA next year.”

(Participant 5)

Subtheme 3.c: Referral procedures and forms

Another area of difficulty discussed was the referral process within school. Two participants raised the challenge of too many referrals as a result of the success of the ELSA programme. One participant reported that the school had developed a referral process by which teachers were required to demonstrate implemented strategies within class to support pupils before referring to the ELSA programme.

“...everyone loved it at the beginning, and of course we had 29 referral forms, and it’s about ‘but what have you put in place first?’, so before they can have the ELSA programme, ‘what have you done as a teacher?’ So we have produced this guidance booklet, to say well actually you need to put this, this and this in place...”

(Participant 4)

“I gave each teacher, it was in the information, what we are about...”

(Participant 2)

Participants reported difficulties accessing appropriate templates for the referral of pupils, communication with parents / carers and pre and post evaluation. One participant reported that she lost considerable amounts of time searching for information needed and suggested that ELSAs in training would benefit from speaking to a practising ELSA to share examples of templates.

“There was just one thing when I thought about the training, the ELSA training, where I think I felt like out of my depth, at the first point when you start to put it into practice, was for me anyway, maybe everyone else was OK with it, but I felt that I didn’t have enough knowledge of just the basics of the paperwork to use...”

(Participant 1)

“...it would have been nicer to have a session on or maybe part of a session where you did concentrate a bit more on some of the assessments and forms and the paperwork you can use...”

(Participant 1)

“If you have an ELSA come in and talk about this is how I do the first session or these are the forms I use.”

(Participant 2)

Subtheme 3.d: Communication with staff and parents

All participants reported that, with time, communication with staff in schools had improved and that there was currently a better understanding within schools of the purpose of the ELSA programme. Participants used a variety of methods to inform teaching and support staff of the ELSA programme through presentations at staff meetings, information sheets and conversations. One participant reported that the school senior leadership team had recognised ELSA as an evidence-informed programme that can be used to meet the needs of pupils receiving pupil premium funding:

“...good evidence for pupil premium.”

(Participant 5)

Participants reported that communication with parents prior to commencement of the ELSA programme primarily consists of an information letter. Parents have the opportunity to contact the school ELSA for more information or

withdraw their child from the programme. Participants reported that no parents had refused their child to participate to date.

“I asked for permission and didn’t get any back.”

(Participant 5)

“...we just let them know when it’s going to start and said, we are putting them on this programme but it’s part of the curriculum.”

(Participant 2)

“...it’s an information letter, this is what your child, if you have concerns and want to know about it please contact your school ELSA.”

(Participant 1)

Feedback from parents was sought during and following completion of the programme in various forms.

“Parent wise I tend to ring them every few weeks and I let them know how they are going, and that’s been useful at the end of the programme...”

(Participant 4)

One participant reported using an online communication system that allows parents to send messages to teaching staff, others reported having regular discussions with parents. One participant provided verbatim feedback from a parent:

“[Parental feedback]...my child is coming into school much happier...”

(Participant 4)

5. Discussion

The results of this evaluation add to the existing body of evidence demonstrating the positive effect of the ELSA training and reflective supervision on raising within school competency to improve the social and emotional skills and wellbeing of children and young people (Burton, 2008; Hills, 2016; Krause, Blackwell & Claridge, 2020; McEwen, 2019; Wilding & Claridge, 2016). ELSAs report feeling empowered to work with children and young people experiencing social and emotional difficulties as a result of the skills, knowledge and resources gained through ELSA training and reflective supervision. The current research also confirms previous reports of an increased sense of status; and participants feeling valued within schools as a result of the ELSA training and the ELSA role (Osborne & Burton, 2014).

The specific and tailored nature of the ELSA programme, in particular the importance of setting clear outcomes and reviewing progress with pre and post evaluation, is highly valued by ELSAs and their head teachers. The tailored approach to the specific needs of individual children and young people and structured evaluation of progress against specific targets reflects the strengths identified in internationally recognised effective, evidence-informed interventions (Clarke, Morreale, Field, Hussein, & Barry, 2015; Durlak et al., 2011; Payton et al., 2008).

Wilding and Claridge (2016) suggested that having clearer outcomes and targets set in collaboration with parents could reduce the uncertainty about completion of the programme for some. Parental feedback reported by one participant in the focus group was very positive and linked with the on-going communication between the ELSA and parent. Participants reported to have explored ways in which they could include children and young people in the process of setting targets and evaluating progress in order to increase their sense of agency within the change process. Gathering views and seeking feedback from children and young people participating in ELSA programmes has been demonstrated to be not only possible, but also valuable in evaluating the effectiveness of the programme by Hills (2016).

EP reflective supervision was recognised as influential in maintaining and developing the skills and knowledge of participants as well as providing opportunities for sharing experiences and gaining confidence. These results reflect the results of research into the role of EP supervision in the ELSA programme and provide further support for the importance of on-going EP reflective supervision over time (McEwen, 2019; Osborne & Burton, 2014).

Of particular note in the current evaluation was the subtheme of 'whole-school impact' which has not been reported or discussed elsewhere in the literature. Participants reported the range of ways in which they had actively shared the skills and knowledge gained through ELSA training and supervision with the whole school. Participants recognised the importance of the knowledge and its applicability to school staff to increase wellbeing within schools as well as up-skilling other staff members to embed learnt skills throughout school.

Systemic concerns raised by participants in regard to lack of space and time for the ELSA programme reflect the difficulties schools are currently experiencing with regard to resources. With reducing budgets and increased demands of the national curriculum, ELSAs reported difficulties ensuring they had appropriate space and time for ELSA sessions. This issue is readily discussed as an area of concern within the ELSA network (2018). The ELSA training manual (Burton, 2009) emphasises the importance of the school commitment to ensure their ELSA has appropriate space, allocated time for planning and sessions, and budget to purchase required resources. Despite these criteria being clearly outlined and agreed upon by head teachers in the

selection process for the pilot project, many participants continue to struggle to maintain space and time for the ELSA programme.

Suggestions were made by participants with regard to possible changes to the training such as future cohorts having more time devoted to learning how to plan programmes and set targets, as well as opportunities to explore examples of forms and discuss issues such as communicating with parents and teachers. As a result of these suggestions, changes have been made to the ELSA training schedule. A further four cohorts of ELSAs have now been trained and suggestions have been incorporated into the training. Practising ELSAs had the opportunity to speak to trainee ELSAs about their experiences, to share their expertise and offer appropriate guidance.

Limitations

A limitation of this research is the potential for inherent bias as a result of voluntary participation in the focus group. Only five of the 21 consenting ELSA participants accepted the offer to take part in the focus group. As the views of the remaining trained ELSAs were not gathered, the reported themes may not be a true reflection of all ELSAs' experiences. Despite the limited number of participants, all head teachers of participating schools committed to continuing the ELSA programme within their schools and purchased on-going ELSA EP reflective supervision for following academic years. A possible reason for only five participants taking part in the focus group was that it coincided with the end of the academic year.

Another limitation of this research was the potential power relationship between the researcher as an employee of the EPS, and the participants. The participants had developed a relationship with the researcher during the training days however, the researcher was not a supervising EP for any of the participants at the time of the focus group. Efforts were made by the researcher to encourage participants to share their honest views and opinions. The thoughts, views and ideas gathered through the focus group were both positive and negative and participants offered advice on how to improve the training. In this sense the data collected in the focus group and through questionnaires can be perceived to be a true reflection of participants' experiences without bias. Although the results of the current research are based on a small sample from a single LA the commonality of themes with previous research suggests credibility and transferability of the results.

Parental involvement has been highlighted as important to ensure skills learnt in intervention sessions are shared and generalised across environments (Wilding & Claridge, 2016). Future research could explore the effectiveness of an electronic communication system between school staff and parents to ensure effective communication and outcomes in generalisation of skills through parental involvement in the ELSA programme.

The results of the evaluation indicate that the ELSA programme is effective in developing within school competency in supporting the social,

emotional and wellbeing needs of children and young people. This paper provides further evidence for the effectiveness of EPSs in supporting the social, emotional and wellbeing needs of children and young people and the importance of working collaboratively with schools to ensure positive outcomes. Evaluation of the ways in which EPs work with school staff to develop skills and to bring about systemic change will be beneficial in the future.

Conclusion

The ELSA programme is recognised as an evidence-informed intervention that does not replace existing interventions in schools, but rather complements other programmes. The tailor-made approach and ability of ELSAs to design bespoke programmes tailored to the specific needs of each child or young person allows schools to intervene early when social, emotional and wellbeing needs arise. Setting targets and evaluating progress also means that schools can evidence progress in social and emotional skill development.

As a result of the positive feedback gathered through evaluation of the ELSA pilot project in Derbyshire, the ELSA training and EP reflective supervision will continue to be offered as an on-going purchased service to schools throughout the county.

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Appendix A

Derbyshire ELSA Project 2017-18 http://www.elsanetwork.org/	
School	
Primary/Secondary	
No of pupils in your school	
Address	
Telephone number	
Member of staff designated for the ELSA project	
Briefly outline why you would like your school to be involved with the ELSA project.	
Outline any areas in your school you think having an ELSA in your school could impact and why:	
<ul style="list-style-type: none">• <i>Behaviour</i>• <i>Attainment levels</i>• <i>Social skills</i>• <i>Resilience of students</i>• <i>School ethos</i>• <i>etc</i>	
What provision/interventions does your school currently provide to support emotional wellbeing, resilience and social skills for pupils?	

Are you prepared to dedicate your ELSA time (one day per week for ELSA work and periodical supervision meetings) and a budget for resources and on-going supervision from the EPS?

YES

NO

Have you identified an appropriate staff member who would fulfil the following criteria to be a successful ELSA?

- *Able to build positive relationships with children*
- *Has a desire to learn and is open to learning new things*
- *Creative and motivated*
- *Can work independently*
- *Can plan and develop individualised programmes and reflect on their work*
- *Will be able to write succinct lesson plans and complete evaluations*
- *Can work collaboratively with teachers and other staff in your school*
- *Available to complete 6 full days of training between September 2017 – December 2017*
- *Available to work at least one full day per week as an ELSA at school*
- *Available to attend on-going group supervision led by an EP*

YES

NO

Please tick and sign below

I agree with the following statement:

As the representative of the school I understand that participation in the pilot ELSA project will include data collection for research purposes.

I can confirm that we are committed to engaging with this process in terms of data collection from staff and pupils

Signature:

Name and title:

Date:

Appendix B

Emotional Literacy Support Assistant (ELSA)

Research Pilot Project Consent Form

Information for adult participants

What is this project about?

The aim of the research is to investigate the impact of the Emotional Literacy Support Assistant (ELSA) training and supervision pilot project on participants' confidence implementing individual and group intervention programmes within schools. The project has been funded by the Local Authority to improve the provision of early intervention for emotional health and well-being of vulnerable children and young people in schools.

What will happen if I take part?

You will be asked to complete questionnaires before and after participating in the pilot project. You will also be asked to participate in a focus group with other ELSAs following the training and following completion of the project to provide qualitative data. The Head Teacher at your school will also be asked to complete an evaluative questionnaire following completion of the training.

Do I have to take part?

Your participation in the research is voluntary and you can withdraw your participation at any time. It is up to you if you would like to take part. If you **DO** want to take part in the project please keep this information sheet, then sign the consent form below and return to the ELSA researcher. If you **DO NOT** want to participate in the research, please notify the ELSA researcher.

How will the information about me be used?

All information you provide will be de-identified and kept securely. When the report of the research is produced based on the findings it will not be possible to trace which individual has given their views. Raw data gathered will be destroyed once the report is finalised (this is expected to be around July 2018).

What will happen to the results of the project?

The findings will be written up in a report with intention to be published. The results will also provide additional information about the effectiveness or lack of effectiveness of ELSA training within the context of the county. It will provide information for changes and improvements to be made to training and supervision within the county and the ELSA community.

Who do I contact if I need more information?

If you would like further information about the research or would like to discuss the research please contact the researcher:

Ph.: 01629 532735 Email: ELSA.EducationalPsychology@derbyshire.gov.uk

Research Consent Declaration:

Please tick if you agree:

I declare that I have read and understood the purpose and method of data collection for the ELSA research pilot project and I understand the purpose for which my consent is being sought.

I agree to my participation in all aspects of the ELSA research pilot project.

I understand that I can withdraw my consent to participation at any time.

I understand that all information gathered will be de-identified.

I understand all information gathered will be stored securely until the results of the research are published in a report (approx. July 2018).

I understand that all information gathered will be destroyed once the report is produced.

I understand that my identity will not be disclosed in the report.

Name _____

Signature _____

Date _____

**Emotional Literacy Support Assistant (ELSA)
Research Pilot Project Consent Form
Information for Head Teachers**

What is this project about?

The aim of the research is to investigate the impact of the Emotional Literacy Support Assistant (ELSA) training and supervision pilot project on participants' confidence implementing individual and group intervention programmes within schools. The project has been funded by the Local Authority to improve the provision of early intervention for emotional health and well-being of vulnerable children and young people in schools.

What will happen if I take part?

Your selected ELSA staff member will be asked to complete questionnaires before and after participating in the pilot project. They will also participate in a discussion focus group with other ELSAs following the training and following completion of the project to provide qualitative data. You will receive an evaluative questionnaire to be completed following the training to evaluate the skills your ELSA has gained through participation in the project and how these skills are applied in school.

Do I have to take part?

Your participation in the research is voluntary and you can withdraw your participation at any time. It is up to you if you would like to take part. If you **DO** want to take part in the project please keep this information sheet, then sign the consent form below and return to the ELSA researcher. If you **DO NOT** want to participate in the research, please notify the ELSA researcher.

How will the information about me be used?

All information you provide will be de-identified and kept securely. When the report of the research is produced based on the findings it will not be possible to trace which individual has given their views. Raw data gathered will be destroyed once the report is finalised (this is expected to be around July 2018).

What will happen to the results of the project?

The findings will be written up in a report with intention to be published. The results will also provide additional information about the effectiveness or lack of effectiveness of ELSA training within the context of the county. It will provide information for changes and improvements to be made to training and supervision within the county and the ELSA community.

Who do I contact if I need more information?

If you would like further information about the research or would like to discuss the research please contact the researcher:

Ph.: 01629 532735 Email: ELSA.EducationalPsychology@derbyshire.gov.uk

Research Consent Declaration:

Please tick if you agree:

I declare that I have read and understood the purpose and method of data collection for the ELSA research pilot project and I understand the purpose for which my consent is being sought.

I agree to my participation in all aspects of the ELSA research pilot project.

I understand that I can withdraw my consent to participation at any time.

I understand that all information gathered will be de-identified.

I understand all information gathered will be stored securely until the results of the research are published in a report (approx. July 2018).

I understand that all information gathered will be destroyed once the report is produced.

I understand that my identity will not be disclosed in the report.

Name _____

Signature _____

Date _____

Educational Psychology Service ELSA Pilot Research 2017-2018
Information for school staff

What is this research about?

The aim of the research is to investigate the impact of the Emotional Literacy Support Assistant (ELSA) training and supervision pilot project. The project has been funded by the Local Authority to improve the provision of early intervention for emotional health and wellbeing of vulnerable children and young people in schools.

What will happen if I take part?

You will be asked to complete questionnaires before and after participating in the pilot project. A discussion focus group with other ELSAs will be conducted following the training and following completion of the project to evaluate the impact and provide qualitative data. A questionnaire will also be completed by your school Head Teacher or SENCO to evaluate the impact of the project and your training as an ELSA.

Do I have to take part?

Your participation in the research is voluntary and you can withdraw your participation at any time.

How will the information about me be used?

All information you provide will be de-identified and kept securely. When the report of the research is produced based on the findings it will not be possible to trace which individual has given their views. Raw data gathered will be destroyed once the report is finalised (this is expected to be around July 2018).

What will happen to the results of the project?

The findings will be written up in a report with intention to be published. The results will also provide additional information about the effectiveness or lack of effectiveness of ELSA training with the context of the county. It will provide information for changes and improvements to be made to training and supervision within the county and the ELSA community.

Who do I contact if I need more information?

Any member of the Educational Psychology Service below who is involved in the project would be happy to be contacted if you would like more information:

Email:

ELSA: Educational Psychology Team
ELSA.EducationalPsychologyTeam@derbyshire.gov.uk

Phone:

01629 532735

Website:

<http://www.elsanetwork.org/>

Appendix C

ELSA evaluation questionnaire for adult participants - Pre Training

Please note all responses will remain anonymous in any presentation of findings

Name: _____ Date: _____

Please describe your current role in school

How long have you held this post? _____

Please name all emotional health and wellbeing training you have completed in the past 5 years

Please list the outcomes you hope to achieve as a result of participating in the ELSA pilot project:

Please answer the following questions by rating 1 to 5 on each scale. There is a space for additional comments, examples and reflections.

I am confident that:

1. I understand how various factors impact on children and young people's emotional health and wellbeing.

Not at all

1

2

3

4

Very Confident

5

Further comments:

2. I can recognise when a child or young person is experiencing difficulties related to emotional health and wellbeing (e.g. bereavement, self-esteem, social skills, attachment).

Not at all

1

2

3

4

Very Confident

5

Further comments:

3. I have access to information and I know where to seek resources on how to support children and young people experiencing emotional health and wellbeing difficulties.

Not at all

1

2

3

4

Very Confident

5

Further comments:

4. My school/setting offers a range of emotional health and wellbeing targeted, evidence based early interventions to meet pupils' needs.

Not at all

1

2

3

4

Very Confident

5

Further comments:

5. I have the skills, knowledge and support to implement a range of effective interventions to support individual children and young people experiencing emotional health and wellbeing difficulties.

Not at all

1

2

3

4

Very Confident

5

Further comments:

6. I have the skills, knowledge and support to deliver effective group interventions with children and young people experiencing emotional health and wellbeing difficulties.

Not at all

1

2

3

4

Very Confident

5

Further comments:

*Thank you for your participation,
The ELSA team.*

Appendix D

ELSA TRAINING FEEDBACK QUESTIONNAIRE

Training Day #:

Date:

We would like to find out about the quality of each ELSA training day.

As such please tick one of the boxes below for each statement and then add any comments that you wish to make in the comment boxes.

Please note that 1 represents the lowest value end of the scale and 5 the highest value end.

Your responses are anonymous. Thank you.

	1 Lowest value	2	3	4	5 Highest value
My understanding of the objectives of this training day and what I was here to learn.					
My evaluation of the trainer's delivery skills and presentation.					
My evaluation of my existing skills before attending the training.					
My evaluation of the new skills and knowledge that I had at the end of the training.					
My assessment of the value of the training content for my professional practice.					
My level of intention to try to put the skills or knowledge into my practice.					
My assessment of the training day: enjoyable and engaging.					
My assessment of the training day: informative and educational.					

Please tell us how this training could be improved.

Please tell us what you liked most about this training.

How could the ELSA training be improved?

Any other comments?

Appendix E

ELSA evaluation questionnaire for adult participants – Post Training

Please note, all responses will remain anonymous in any presentation of findings

Dear XXXX,

On the first day of training you completed a questionnaire where you indicated that you would like to achieve the following outcomes:

‘To implement my skills within my school to offer support to those individuals who need it most.’

Please indicate to what extent you feel the ELSA training enabled you to achieve your desired outcomes:

Not at all					Completely
1	2	3	4	5	

Please answer the following questions by rating 1 to 5 on each scale. There is a space for additional comments, examples and reflections.

Please indicate your perception of your skills PRIOR to the training as well as AT COMPLETION of the training and four supervision sessions.

I am confident that:

1. I understand how various factors impact on children and young people’s emotional health and wellbeing.

Before the training

<i>Not at all</i>					<i>Very Confident</i>
1	2	3	4	5	

After the training and supervision

<i>Not at all</i>					<i>Very Confident</i>
1	2	3	4	5	

Further comments:

2. I can recognise when a child or young person is experiencing difficulties related to emotional health and wellbeing (e.g. bereavement, self-esteem, social skills, attachment).

Before the training

Not at all					Very Confident
1	2	3	4	5	

After the training and supervision

Not at all					Very Confident
1	2	3	4	5	

Further comments:

3. I have access to information and I know where to seek resources on how to support children and young people experiencing emotional health and wellbeing difficulties.

Before the training

Not at all					Very Confident
1	2	3	4	5	

After the training and supervision

Not at all					Very Confident
1	2	3	4	5	

Further comments:

4. My school/setting offers a range of emotional health and wellbeing targeted, evidence based early interventions to meet pupils' needs.

Before the training

Not at all					Very Confident
1	2	3	4	5	

After the training and supervision

Not at all					Very Confident
1	2	3	4	5	

Further comments:

5. I have the skills, knowledge and support to implement a range of effective interventions to support individual children and young people experiencing emotional health and wellbeing difficulties.

Before the training

Not at all					Very Confident
1	2	3	4	5	

After the training and supervision

Not at all					Very Confident
1	2	3	4	5	

Further comments:

6. I have the skills, knowledge and support to deliver effective group interventions with children and young people experiencing emotional health and wellbeing difficulties.

Before the training

Not at all					Very Confident
1	2	3	4	5	

After the training and supervision

Not at all					Very Confident
1	2	3	4	5	

Further comments:

Thank you for your participation,

The ELSA team.

Appendix F

Head Teacher feedback following completion of ELSA pilot training and supervision 2017-2018

We would highly value your feedback and comments regarding the ELSA pilot project and its impact on your allocated ELSA's confidence working with children and young people in your school. It may be too early to assess the impact of the sessions your ELSA has completed at school, however, if you have seen a change, your observations will be highly appreciated.

1. **Has your ELSA implemented an ELSA based intervention with an individual or group of pupils since completing the training? (Please select) Yes / No / Partially**

If your answer is yes please complete Questions 1A, 1B, & 1C:

1a) With what year group(s) is/was the ELSA based intervention(s) implemented?

1b) Gender of pupils?

1c) How regularly was the ELSA intervention implemented and for how long?

2. What was the primary need of the pupil(s) the ELSA intervention sought to address?
(Please select one or more)
 - Emotional Literacy
 - Social Communication difficulties
 - Self-esteem
 - Social Skills
 - Friendship skills
 - Anxiety
 - Attachment difficulties
 - Anger Management
 - Other (please specify)

3. Can you give details of the work that was done, and any outcomes?

4. How confident do you perceive your ELSA to be in implementing interventions following completion of the training and supervision sessions?
(Please select a number)

1 2 3 4 5
(Not at all) **(Highly confident)**

5. To what extent do you value the work of an ELSA in your school?
(Please select a number)

1 2 3 4 5
(Not at all) **(Highly valued)**

6. Do you plan to maintain the position of ELSA in your school in the coming academic year?

7. Is there anything you would like to add?

Thank you for your participation in the Derbyshire County ELSA pilot project, we value your time and support.

Sincerely,

EPS

Please return this completed form by email to:

ELSA, Educational Psychology Team (Childrens Services)
ELSAEducational.PsychologyTeam@derbyshire.gov.uk

Appendix G

Sample of coded transcript

1-5 I felt it was enough
1

start Yeah it was good to start with, because you could be a bit...
2

overwhelming It could be a bit overwhelming
4

spread I was quite glad it was spread out over a few weeks because sometimes you were overwhelmed by the end of the day
1

spread Yes if it was just a one week thing it would just be a bit too much.
4

try out ideas And it was nice to be able to go off and do a few things and get some ideas
F

spread So you felt the pacing was OK like that and definitely not in one week, we would never do that.
1-5
Yeah
2

spread Pacing was good
4

range And I thought it covered a good range of topics,
5

-u- Yeah
F

Has there been anything out of interest, that you've come across since the training, that you thought, this would have been really good if it was part of the training?
2

Nothing in addition to training.
supervision. Anything through your supervision groups, or anything like that?
1

Training content

Supervisors
- ongoing
develop
- ment