

TRAINING EVALUATION

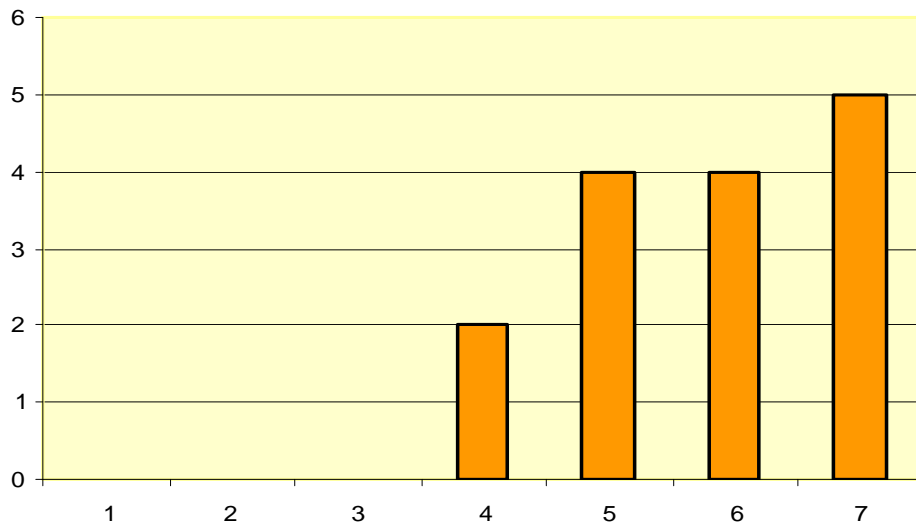
ELSA Training – Day 5
30 June 2010

Educational Psychologist: David Jenkins

Data

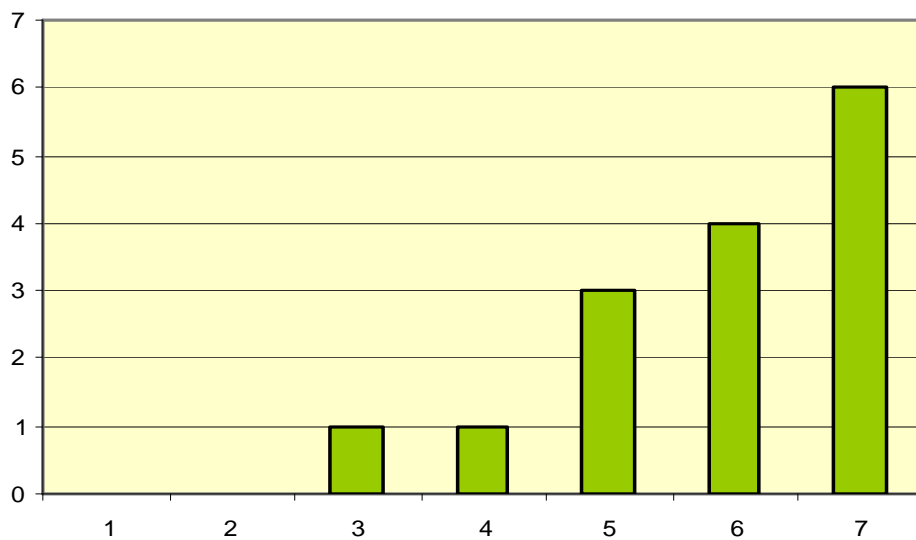
1 Presentation

Poorly presented				Very well presented		
1	2	3	4	5	6	7



2 Relevance

Not at all relevant				Very relevant		
1	2	3	4	5	6	7



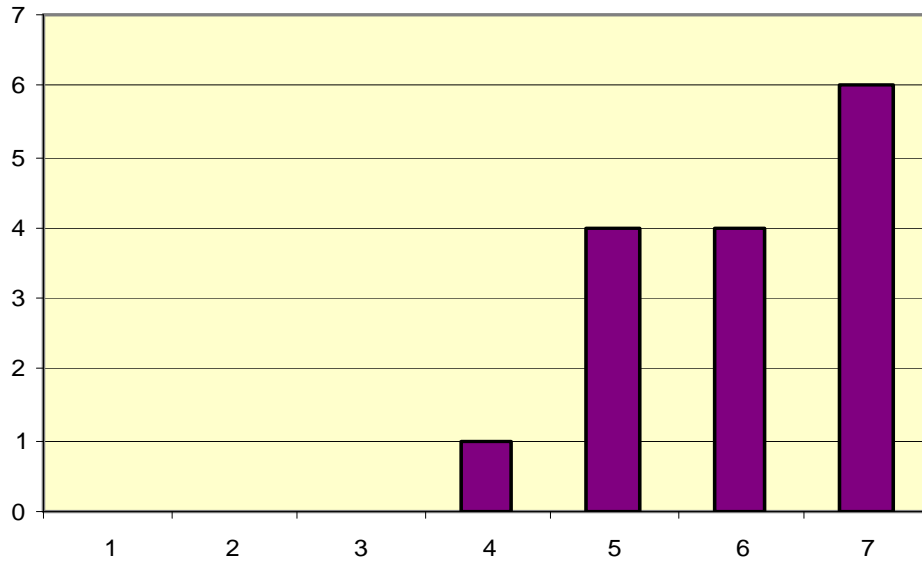
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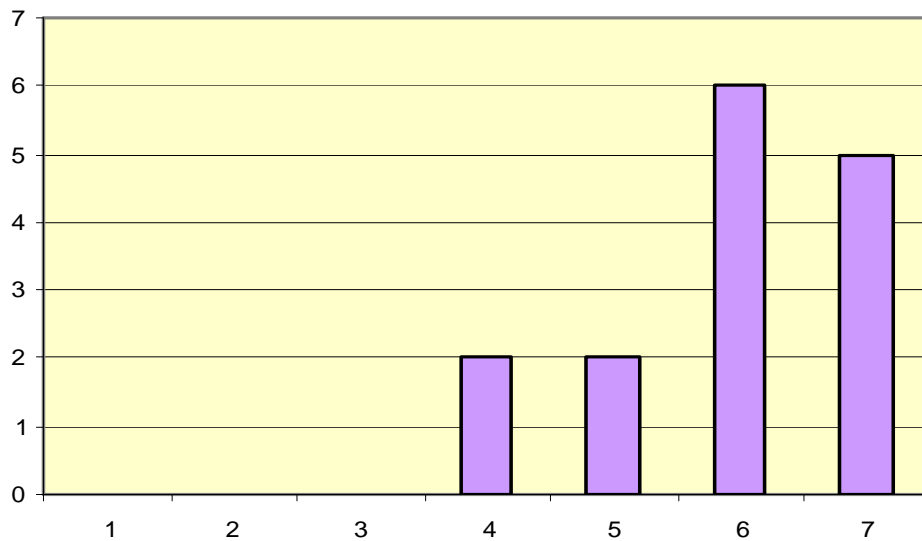
3 Overall course administration

Inefficient administration			Very efficient admin, course folder, etc			
1	2	3	4	5	6	7



4 How well has the course equipped you for your role as an ELSA?

Not very well at all			Very well indeed			
1	2	3	4	5	6	7



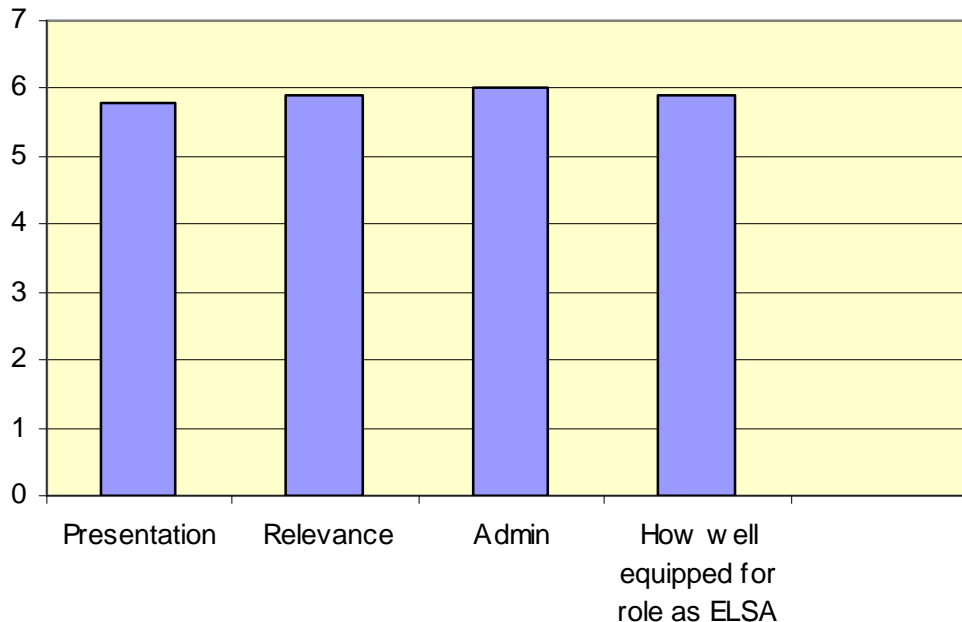
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Mean results (Score out of 7):



Comments:

In your new role as an ELSA, what have you managed to do since starting the course?

- Getting resources together. Thinking about children to be targeted.
- Worked 1:1 with three children. Feedback to colleagues.
- Purchased book (“Emotional Wellbeing”). Looked at resources with a view to identifying what to deliver in September. Spoke to SENCo and Learning Mentor to identify pupils to support. Asked the question about resources – budget?
- I have met with SENCo and discussed devising a referral form for school for Emotional Literacy Support. I have collected resources together from around school and bought a couple of books for myself and the children.
- I have got the course book and arranged to have one lesson a year for ELSA work. Made contacts so we can help each other. Considered which children might require intervention.
- Obtained manual. Arranged for 1 lesson a week to use for ELSA activities/ group work. Made contacts to we can consult each other after the course. Thought about children to work with.
- Have purchased the handbook for school! Talked with Inclusion Worker to identify possible children to work with in September.
- Plan a booklet for transition to Year 5 for an autistic girl.
- Shared and sought resources. Adopted some strategies – used Pokemon characters instead of puppets. Started to plan for September. Highlighted children for ELSA work.

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- Making arrangements with the SENCo teacher to put a plan of action for September.
- I have been able to use certain elements of the course with my 1:1, having produced a social story book connecting with her transfer to Year 1. I have also arranged to meet with the School SENCo to put in a plan of action for September.
- Got the book and read some of the relevant chapters. Had a discussion with our SENCo about how much time we can have for this – no firm commitment yet!!
- Identifying children who would benefit from Emotional Literacy. Looked for suitable resources within school (little found).
- Identified children who will benefit. Ordered “Emotional Wellbeing” book. Looked for resources with school.

Any other comments:

- Gives structure to what I was doing already.
- Perhaps the course should be directed more at TAs/LSA as Learning Mentors have already had a lot of similar training.
- Felt the course would have been better targeted at less experienced TA/LSAs. Had previously done National Learning Mentor training and Therapeutic Play so very similar/same as ELSA training!
- I have found this ELSA course very beneficial for my role as Learning Mentor. I am looking forward to planning and delivering individual and small group sessions. Meeting new friends and sharing experiences.
- It would have helped to know about the course book in advance.
- Enjoyed course, but as I have never been on this type of course before perhaps some tutoring from a Learning Mentor (or someone who has run an ELSA project) would be able to provide more tips for lessons/sessions.
- It was very difficult to hear the DVD about puppets on Day 3.
- Maybe the wrong time of year to start practical lessons – too much on within school.