

Educational Psychology Service

Psychological Interventions for Individuals or Groups of Children or Young People

The information below should be read in conjunction with our Service Level Agreement (SLA) with schools.

Through our traded service offer settings are now able to purchase packages of intervention delivered by our Assistant Psychologists (APs) for individual children and young people, and groups, in primary, secondary or post-16 settings.

There are several interventions available (information provided below), all of which are available as a 'Direct Delivery' package and some of which are available as a 'Train the Facilitator' package.

'Direct Delivery' packages include:

- An initial set up meeting with an Educational Psychologist and an AP
- A baseline assessment carried out for all focus children by an AP
- 6 x weekly intervention sessions delivered by an AP
- A review meeting with an Educational Psychologist and AP
- A brief record of outcomes and agreed actions for all focus children

'Train the Facilitator' package includes:

- An introductory session for a senior leader and the staff member who will be trained to deliver the intervention (e.g. TA)
- A comprehensive 2hr training session for the member of staff who will be trained to deliver the intervention
- 6 x weekly intervention sessions facilitated by an AP with the staff member supporting delivery
- 6 x weekly reflection and recording sessions completed jointly by the AP and staff member held immediately after the delivery of each session
- A post intervention scoring and reporting session completed jointly by the AP and staff member
- A brief record of outcomes and agreed actions for all focus children
- 1 x follow up observation of the staff member delivering an intervention session
- 1 x follow up individual supervision session to reflect on delivery and problem solve
- Access to termly online group support and reflection sessions facilitated by APs to support fidelity to intervention delivery, to share any updated materials and to share best practice across settings.

Our Service Values



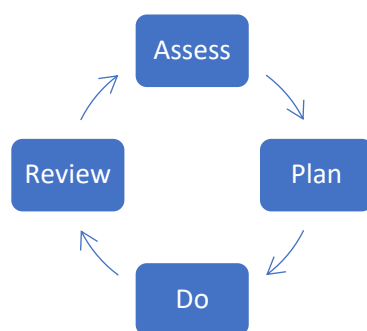
What are Assistant Psychologists?

Our Assistant Psychologists (APs) are Psychology graduates with additional experience and knowledge in the application of psychology in education settings.

How do APs work alongside Educational Psychologists?

All work APs carry out in schools is supervised and supported by an Educational Psychologist. Their work complements the work already carried out by EPs to support schools and other educational settings.

How do these interventions support a graduated approach to SEND in educational settings?



The interventions support settings with **doing**, through implementing evidence-based approaches for children and young people. They also support with **reviewing**, through setting agreed outcomes and determining to what extent the outcomes have been met.

What is the cost of the interventions?

	Direct Delivery package	Train the Facilitator package
Psychological Intervention SLA	£587	£1,150
Delivered as part of existing traded SLA	1 day of EP traded time	2 days of traded EP time

To purchase a Psychological Intervention please speak with your Link Educational Psychologist or contact the service at

inclusionsupportadmin@wolverhampton.gov.uk

PACKAGES AVAILABLE	Direct delivery by an AP	Train the Facilitator
GRASP	✓	✓
Lego Building Group	✓	✓
Managing Exam and Work-Related Anxiety	✓	X
Circle of Friends	✓	✓
Managing Anxiety Related to EBSNA	✓	X
Playmobil for Problem Solving	✓	✓
Motivational Interviewing	✓	X
Mindfulness Intervention	✓	✓

What interventions are available?

GRASP Social Skills Programme

What are the aims?

The GRASP programme is designed to support pupils who might be feeling vulnerable in school, particularly in regard to social difficulties with peers.

The programme is based on social learning theory, which emphasises that people's learning and behaviour is shaped by their experiences and interactions with others. Staff delivering the programme use the strategy of positively modelling behaviour as a vehicle for learning.

Who is it suitable for?

The programme is suitable for pupils in Key Stage 2 and Key stage 3. The GRASP programme has been used successfully in Wolverhampton to support children at risk of negative peer pressure, have a poor self-image or low confidence, or feel threatened by the behaviour of others.

What does it involve?

The GRASP programme is designed to be delivered to a small group of up to 6 children. Sessions are facilitated by an AP, with the support of a key adult in school.

There are six sessions in the programme: Feeling Good, Getting On, Express Yourself, Solving Problems, Feeling Safe and Review.

What are the benefits?

GRASP will help with the following:

Getting on with peers

Resilience building

Assertiveness development

Staying safe

Problem solving

How will impact be measured?

Desired outcomes for the focus child/children will be agreed at the start in the form of SMART Targets and progress towards achieving these outcomes will be measured as time goes on. Validated assessment tools will be used pre and post intervention to measure the effectiveness of the programme.

Lego Building Group

What are the aims?

Lego therapy/building group is a collaborative, play based social development programme for children. The aim of Lego therapy/building group is to promote development in social, communication and play skills. It also utilises the child/young person's strengths to help areas of need.

Who is it suitable for?

Lego group is an approach to support Autistic children and young people. It can also be helpful for children with social communication and interaction difficulties and those with low confidence and self-esteem. This group is suitable for students in KS1 and KS2 though may be adapted to support older students.

What are the benefits?

Lego therapy/building group encourages children to communicate with one another and solve a problem by building in pairs or groups of three, according to set rules.

Other benefits include:

- Shared attention
- Collaboration
- Listening
- Communication
- Joint problem solving
- Turn taking and sharing
- Compromise
- Shared enjoyment

How will impact be measured?

Validated assessment tools will be used pre and post intervention to measure the effectiveness of the programme.

Managing exam and work-related anxiety

What are the aims?

The managing exam and work-related anxiety group aims to provide young people with an understanding of what is causing their anxiety using a Cognitive Behavioural Theory framework, and to provide them with strategies to manage their anxiety around exams/ school work (although these strategies could be used in many situations where the young person feels anxious). It also provides young people with strategies to help them revise and prepare for tests/ exams.

Who is it suitable for?

The managing exam and work-related anxiety group is designed to be delivered to up to 6 pupils. It is most suitable for students in Year 6 to Year 11 who are experiencing anxiety around tests/ exams but also those who experience anxiety completing the work in school.

What are the benefits?

By the end of the group, students should:

- Have an understanding of why they experience anxiety
- Have an understanding of the physical, cognitive and emotional effects of anxiety and how these can impact on your performance during exams.
- Have strategies and methods to help them manage these feelings of anxiety throughout exam period so that they are in a better place mentally/ psychologically to complete the exams which in turn will help them to achieve the best grades they can.
- Have revision strategies and strategies to help them prepare for exams

How will impact be measured?

Pupils will complete a scaling activity at the beginning and end of the intervention, based on an individualised target they would like to achieve. Validated assessment tools will be used pre and post intervention to measure the effectiveness of the programme.

Circle of Friends

What are the aims?

Circle of Friends is an approach to enhancing the inclusion, of any young person (known as the focus child), who is experiencing difficulties in school because of a disability, personal crisis or because of their challenging behaviour towards others. The 'Circle of Friends' approach works by developing a support network around the individual by asking the young person's peers to provide support and engage in problem solving with the person in difficulty.

The aims are;

- To offer encouragement and recognition for success and progress.
- To identify difficulties, set targets and devise strategies for achieving targets.
- To create a support network and help put these ideas into practice.

Who is it suitable for?

Circle of friends is an approach to support a student who is in danger of feeling isolated or left out.

What are the benefits?

The focus child or young person will be more able to:

- Effectively manage his/her behaviour in school
- Build positive relationships with peers
- Feel confident, included and have a positive sense of self

The whole Circle of Friends group of children will also benefit in terms of developing their own pro-social skills, empathy, ability to analyse others' behaviour and increasing their awareness of the value and importance of including others in positive and meaningful relationships.

How will impact be measured?

Validated assessment tools will be used pre and post intervention to measure the effectiveness of the programme.

Managing Anxiety related to Emotionally Based School Non-Attendance

What are the aims?

This is a programme which utilises a CBT (Cognitive Behavioural Therapy) approach, the aims are;

- To develop a child or young person's understanding of their thoughts, feelings and behaviours in relation to anxiety
- To help them to understand how anxiety is maintained over time
- To help them to challenge their negative automatic thoughts in relation to school and anxiety
- To learn some strategies which may be helpful to support them with managing anxiety more effectively

Who is it suitable for?

Children and young people who are on the EBSNA pathway. It is primarily for children in year 5 and above but may be suitable for younger children, this can be discussed with your link EP.

What are the benefits?

The focus child or young person will be better able to identify when they are feeling anxious so that they can be supported to manage these feelings more effectively and therefore engage more fully in learning and school life.

How will impact be measured?

Validated assessment tools will be used pre and post intervention to measure the effectiveness of the programme.

Playmobil for Problem Solving

What are the aims?

Playmobil for Problem Solving can be delivered as a 1:1 intervention or a small group. It is a play-based programme that works on the development of social problem-solving skills and early friendship / social interaction skills. Evidence shows that, being able to problem-solve in social situations has a positive impact on wellbeing (Aburezeq & Kasik, 2021).

Who is it suitable for?

Playmobil for Problem Solving is suitable for a range of children and young people including those with Autism. It can be helpful to children who experience any of the following difficulties:

- Interpreting or understanding the thoughts and feelings of others.
- Using and understanding facial expressions, tone, body language.
- Struggling with social cues e.g. personal space.
- Having fall outs with peers but does not know how to restore.
- Struggling to empathise with others.
- Struggle to engage in two-way activities such as sharing.

What are the benefits?

Playmobil for Problem Solving allows us to act out a situation with a child in a calm and non-judgemental way. This supports the child in making sense of their thoughts, feelings, and behaviours, and to also consider the thoughts, feelings, and behaviours of others. Other potential benefits include improved engagement, attention, and communication.

How will impact be measured?

Desired outcomes for the focus child/children will be agreed at the start in the form of SMART Targets and progress towards achieving these outcomes will be measured as time goes on. Validated assessment tools will be used pre and post intervention to measure the effectiveness of the programme.

Motivational Interviewing Intervention

What are the aims?

The primary aim of this intervention is to engage children and young people in exploring and resolving any ambivalence they may have toward change. Through motivational interviewing (MI), we aim to empower young people by enhancing their intrinsic motivation, helping them develop confidence in their ability to overcome challenges and achieve their goals.

Who is it suitable for?

This intervention is suitable for children and young people who are facing difficulties with motivation, decision-making, or behavior change. It is especially beneficial for those dealing with issues such as anxiety, low self-esteem and behavioral concerns e.g. risk of exclusion. MI is a flexible approach that can be adapted to suit the individual needs of the young person.

What does it involve?

Motivational interviewing involves a collaborative, person-centered approach where the AP listens actively, reflects on the young person's thoughts and feelings, and guides them through exploring their ambivalence. The intervention encourages self-reflection and helps young people articulate their reasons for change, empowering them to make informed decisions. The process involves a series of 6 sessions where goals are set, progress is reviewed, and barriers to change are addressed in a supportive environment.

What are the benefits?

The benefits of MI include increased engagement in the change process, improved self-awareness, and a greater sense of personal control. Children and young people are more likely to make positive behavior changes when they are actively involved in the decision-making process and are experiencing a sense of competence, relatedness and autonomy (Ryan & Deci., 2000).

How will impact be measured?

Impact will be measured through the triangulation of both qualitative and quantitative methods, including feedback from the young person and school and observation of changes. Pre- and post-intervention assessments will be used to track improvements in motivation, confidence, and engagement in targeted areas.

A screening test will be used to see if the young person is ready for the change. MI has the best outcomes when the young person expresses some desire for change and is ready to engage within the intervention.

Mindfulness Intervention

What are the aims?

The mindfulness intervention is a structured, psychoeducational programme designed to help children and young people develop emotional regulation, body awareness, and cognitive control through mindfulness practices.

The intervention supports children and young people to:

- have an increased awareness of their thoughts, feelings, and bodily sensations.
- develop their emotional regulation skills and reduce reactive behaviours.
- strengthen connections between their thinking and feeling.
- have confidence to use mindfulness strategies across settings (home, school, social).
- respond thoughtfully to emotional triggers.

Who is it suitable for?

The mindfulness intervention is designed to be delivered to up to 6 pupils in primary or secondary settings, who are experiencing difficulties with attention and focus, self-regulation and/ or sensory needs.

What does it involve?

Sessions will draw on accessible language, sensory exploration, and brain-based education to support students in building a personal toolbox of strategies for managing emotions and responses.

What are the benefits?

Mindfulness training can support students to develop skills in:

- Increased sensory awareness;
- Enhanced regulation of emotions
- Accepting transient thoughts and feelings
- Regulating attention.

How will impact be measured?

Students will complete a scaling activity before and after each session which will track changes in emotional regulation over the course of the intervention. Validated assessment tools will be used pre and post intervention to measure the impact of the intervention.

Anxiety management group

What are the aims?

The anxiety management group utilises a CBT (Cognitive Behavioural Therapy) approach. The intervention aims to help children and young people to:

- understand their thoughts, feelings and behaviours in relation to anxiety
- understand how anxiety is maintained over time
- challenge their negative automatic thoughts in relation to anxiety
- learn some strategies which may be helpful to support them with managing anxiety more effectively

Who is it suitable for?

The anxiety management group is mainly suitable for secondary school aged students who are experiencing anxiety which is impacting on their day-to-day life.

What are the benefits?

By the end of the group, students should:

- Have an understanding of why they experience anxiety
- Have an understanding of the physical, cognitive and emotional effects of anxiety and how these can impact on them.
- Have strategies and methods to help them manage these feelings of anxiety

How will impact be measured?

Desired outcomes for the focus child/children will be agreed at the start in the form of SMART Targets and progress towards achieving these outcomes will be measured as throughout the intervention.

Queries

For initial queries please speak to your link Educational Psychologist. If you do not have a link Educational Psychologist, or for any other questions please contact

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