



Example of evaluation data relating to Emotional Literacy for Support Assistants (ELSA) in relation to Virtual School (VS) funded places.

No. of VS funded ELSA delegates: 86 all at various stages of either qualified or on-route to qualification

- All ELSA delegates found all topics relatively equally useful with some slight elevated scores relating to emotional literacy and awareness (incidentally the key area that underpins the rest!)
- 100% of ELSA delegates reported that the course had improved their knowledge in all ELSA topics
- With reference to the degree of improvement, data ascertained from respondents pre-and post-course demonstrated an average of 110% gains in their overall knowledge of all ELSA topics (knowledge on emotional literacy and awareness (regulation) | self-esteem & motivation | active listening, communication skills and understanding | social skills & social/therapeutic stories | friendships & loss and bereavement)
- Post training ELSA delegates confidence ratings in utilising ELSA resources has improved by 100%. From data collection across cohorts, it suggests that confidence sharply increases after supervisions and the longer the ELSA has been trained. So, longer you are in the ELSA role, receive standard supervision, greater ELSA's confidence in their competencies in undertaking intervention
- Impact of ELSA's on children's development, respondent data firstly shows significant impact even with short intervention time (8 weeks). The longer the ELSA programme, the greater the child developmental gains are evident i.e. cohort F – ELSA application for 3 months, gains are noted as 'noticeable impact' versus cohort A – ELSA application for 18 months gains are noted as 'excellent impact'. It might be helpful for any reader who may be unfamiliar with understanding that a typical timeframe is around 12-18 months to promote some noticeable and sustainable social, emotional and mental wellbeing improvements for children and young people. With this in mind, the above data is absolutely fantastically excellent

Going beyond quantitative, data driven analysis, we are committed to collecting active case studies.

Examples of feedback from VS ELSA is as follows:

"I act as an emotionally available adult for XX. He has now developed a secure attachment which has enabled him to build other relationships with peers and teachers. XX has been supported to develop confidence, name emotions and resolve conflict. He has also started to develop strategies to manage his emotions thanks to ELSA".

"I use the active listening all the time and this helps them feel that they are being heard and having their say. I use information on feelings, mindset, window of tolerance and look at their stresses and coping mechanisms. I have also supported with loss. I find that the skills learnt from the ELSA training just come naturally into our conversations now and my responses and advice to the students are far more effective than prior to the training".

"As a school we are very impressed with the training provided by Cheshire East Educational Psychology Service. We have received several training packages through their traded arm. We now have 2 trained ELSAs, our whole school is trained in emotion coaching and support staff are well equipped to deliver precision teaching interventions to support our pupils". – **Headteacher of a CE primary**

What can ELSAs help with?

ELSAs can support the emotional wellbeing of children and young people in the school setting and have a positive effect on social, emotional and academic outcomes. Through the use of psychological theory, ELSAs will be able to plan, deliver and evaluate an effective range of support programmes that can cater to a wide range of needs such as: attachment disorders, autism spectrum condition (ASC), anger management strategies, emotional awareness and many more. Training will increase schools' capacity for mental health provision from within their own resources and promote learning through support to emotional wellbeing.

What is Emotion Coaching?

Emotion Coaching is an evidence-based communication strategy that has been developed by psychologists. The strategy helps to support children and young people understand and self-regulate their emotions, empowering them to feel more confident and resilient. Emotion Coaching is based on the principle that developing a nurturing and emotionally supportive relationship will improve children's wellbeing and academic outcomes. Emotion Coaching enables a school ethos of positive learning behaviour and gives confidence to practitioners to de-escalate situations when behaviour is challenging, and emotions are heightened.

Key Elements of Emotion Coaching

Some of the key elements of **Emotion Coaching** are:

- Becoming aware of the child's emotions
- Recognising the emotion as an opportunity for intimacy and teaching
- Listening empathetically, validating the child's feelings
- Helping the child find words to label the emotion
- Setting limits and explore strategies to solve the problem at hand.

"I wanted to thank you for your contribution to our Ukraine briefing to schools earlier this week. Really useful to have your input and the schools clearly found it really helpful and informative." – **Feedback in response to receiving EP support with Asylum seekers**

What is Attachment and Trauma Informed Practice?

- It is a strengths-based approach to understanding and responding to the impact that attachment needs and trauma has on children and young people's lives.
- Using attachment and trauma informed approaches emphasises the importance of physical, psychological and emotional safety for all children and young people.

What you will learn in this training

- An introduction to key theories on attachment and trauma.
- A review of the impact attachment and trauma can have on children and young people, and how this may present in a school environment.
- An overview of key strategies and ways of working to support children and young people with attachment and/or trauma needs.

What is Precision Teaching?

Precision Teaching (PT) is not a method of teaching as the name may suggest – it is a form of **assessment**.

PT is a **direct daily recording** of a CYP's **progress** of learning a **particular skill** – such as number bonds or reading HFW.

It is used to make informed decisions about the suitability and effectiveness of a teaching programme.

PT uses charts so the CYP can see the progress made and it tells the adult if and when changes need to be made.

PT is a daily **intervention**, taking between 5 and 10 minutes to administer and record progress.

"I just wanted to reach out and say a huge thank you for today. I feel really confident that CG is going to be represented accurately in his plan and that the changes and support he needs are going to be captured well. We are so lucky to have you as our EP, thank you." – **CE School in response to buying additional time with their EP**

"Just want to say how amazing Hayley was delivering her session to over 60 delegates at our designated teacher training conference yesterday. The trainee EPs really impressed as well and engaged with our sessions brilliantly. We had such positive feedback !" – **Head of Virtual Schools**

"Emotion coaching has completely shaped our school ethos for the better... children feel safe to express their emotions and are able to self-regulate. Children are more likely to express their feelings through speech rather than actions" – **SENCo in CE School**