

Training that Psychology Assistants can offer *virtually* via Microsoft Teams

The following table shows a list of training that we can offer to you via video platform. The training may be slightly altered to meet current needs during the pandemic. We ask for a maximum of 30 people per session but can offer multiple sessions.

During the training, we will ask that all trainees mute their microphones and turn off their cameras. This is to ensure everyone can follow the presenters and to save bandwidth (which should hopefully decrease lag). Trainees will have the opportunity to ask questions using the text 'conversation' function.

In some cases, it may be appropriate to invite parents to attend alongside school staff (e.g. a parent of an ASD pupil attending a Social Stories training).

Please respond directly to Amy or Reiss if you are interested in taking up the offer of these trainings.

Amy.tyler@hertfordshire.gov.uk

Reiss.greenblatt@hertfordshire.gov.uk

Training	Brief description	Time required	Ideal target audience for training	Example CYP who would benefit
<p>Circle of friends</p> <p>Note: Circle of Friends can be initially carried out by PAs and then taken over by school staff, if additional support is required. The intervention can be delivered by any staff who have had training</p>	<p>Designed to address any problems a child may be facing (e.g. social isolation, behavioural issues, etc.) by establishing a problem-solving support group around a "focus child", promoting inclusion. Not a program to make 'instant friends', but for peers to support the child by coming up with strategies.</p>	<p>Staff training is 2 hours. The initial whole-class introductory session is 1 hour. Each following CoF (small group) intervention session is 20-30 minutes. There would roughly be 6-8 of these.</p>	<p>TAs / LSAs and SENCos. Teachers may also benefit from this training.</p>	<p>Students who struggle to make and maintain friendships or struggle to problem-solve in social situations, e.g. May have Autism, disabilities, behavioural issues, SEMH needs etc.</p>
<p>Comic strip conversations (CSC) and Social stories (SS)</p> <p>Note: These can be</p>	<p>CSCs can be used to help children to help decode and understand an event or situation that has occurred.</p>	<p>Staff training would be 1 hour per session (2 hours for both.)</p>	<p>TAs / LSAs. Teachers and SENCos may also benefit from this training.</p>	<p>Students with social communication difficulties. These were originally</p>

<p>done as trainings in isolation, but are recommended together as they share a similar theoretical background. However, each intervention has different aims.</p>	<p>Through the use of drawing while talking, they can explore the thoughts, feelings and behaviours of others.</p> <p>SSs are an engaging way of teaching a child with social communication difficulties the expectations of a specific social situation that they may struggle with, e.g. waiting in line at lunch, putting your hand up when answering a question, etc.</p>			<p>designed for CYP with ASD, but can be helpful to CYP with a variety of needs.</p>
<p>Precision Monitoring</p> <p>Note: Whilst not specifically a teaching method in itself, it is a useful way of monitoring and measuring the progress of students in a structured way.</p> <p>This intervention is not useful for more complex tasks such as full sentence reading or writing. It can be used for anything that can be measured in correct responses per minute.</p>	<p>This is an intervention that gives instant positive feedback to the students. It clearly measures their progress throughout in a clear standardized way (through the use of a chart). It can be used for simple tasks such as phonics, word spellings, simple maths equations and number formation.</p>	<p>Staff training is 2 hours.</p> <p>Intervention should be regular and consistent. Time required would vary depending on the pupil.</p>	<p>TAs / LSAs. Teachers and SENCos may also benefit from this training.</p>	<p>This is for students learning low level tasks such as simple phonics, word spellings, simple maths equations and number formation. However, it can be used for any subject that can be measured in correct responses per minute.</p>
<p>Literacy Skills (Reciprocal Teaching, Cued Spelling and Paired Reading)</p> <p>Note: These are best delivered together,</p>	<p>Reciprocal teaching is an intervention that focuses on reading comprehension in which students become the teacher in small group reading</p>	<p>Staff training would be 40 minutes per session (2 hours for all three interventions.)</p>	<p>Teachers would benefit the most from these trainings. TAs / LSAs may also benefit from</p>	<p>All students could benefit from Paired Reading and Cued Spelling. Students who have good word</p>

<p>though can be delivered in isolation.</p>	<p>sessions.</p> <p>Cued spelling is a number of strategies to help students learn to spell complex words, e.g. mnemonics, breaking words into syllables/smaller words, etc.</p> <p>Paired reading is where a more advanced reader practices reading with a less advanced reader to help them with their confidence and ability.</p>		<p>this training.</p>	<p>decoding (and want to develop their comprehension) could benefit from Reciprocal Teaching.</p>
<p>Zones of Regulation</p> <p>Note: Unlike the other interventions, this is a whole-school approach, and requires that all staff are familiar with the material.</p> <p>This will be delivered alongside an Education Psychologist.</p>	<p>Zones of Regulation is an embedded curriculum that teaches students to become more aware of the emotional states of themselves and others, and how to regulate their emotions. It uses 4 colours to group all emotions into 4 different categories/zones.</p>	<p>Staff training would take at least 2 hours (though this can be extended to up to 3 hours through discussion with the EPS).</p>	<p>All staff will benefit. As this curriculum uses a whole-school approach, we require the majority of staff to attend.</p>	<p>This training will benefit all students. However, it is particularly beneficial to students with social communication needs and SEMH needs.</p>

If you would like more information on any of the trainings mentioned, we can provide you with a poster containing more details on each one.