

DEVELOPING INCLUSIVE PRACTICE IN ELSA

AEP Conference - 7th & 8th November 2024

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BATH & NORTH EAST SOMERSET EDUCATIONAL PSYCHOLOGY SERVICE

Local Authority Educational Psychology Service

14 EPs: 1 Principal EP, 3 Senior EPs, 10 Maingrade EPs (also 1 Y3 Trainee EP & 1 Y1 Trainee EP)

Casework - EHCNAs & involvement for CYP with EHCPs

Advice, support & training for settings (including ELSA)

Supervision for settings and Virtual School EP

Early intervention and preventative work - pilot project


Panels, LA working groups, critical incident support

Area SENCO Team


**Bath & North East
Somerset Council**
Improving People's Lives

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EMOTIONAL LITERACY SUPPORT ASSISTANTS (ELSA)



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

“An educational psychology led intervention for promoting the emotional wellbeing of children and young people”

Teaching assistants are trained to develop and deliver individualised support programmes to meet the emotional needs of children and teenagers in their care.

ELSAs undergo initial training (usually 6 days) and participate in regular group supervision for the entire time they practice as ELSAs. Training and supervision is provided by Educational Psychologists.

Training materials, and training and supervision arrangements, are often adapted by each EP Service to meet local needs. There are quality standards provided by the ELSA Network.

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ELSA IN BATH & NORTH EAST SOMERSET

Established in the 2018-19 academic year - we trained our first cohort in Spring/Summer of 2019

Between 2018-19 and 2023-24, we have trained 6 cohorts of ELSAs (129 ELSAs)

We currently have 80 active ELSAs (primary, secondary, mainstream, special, alternative provision)

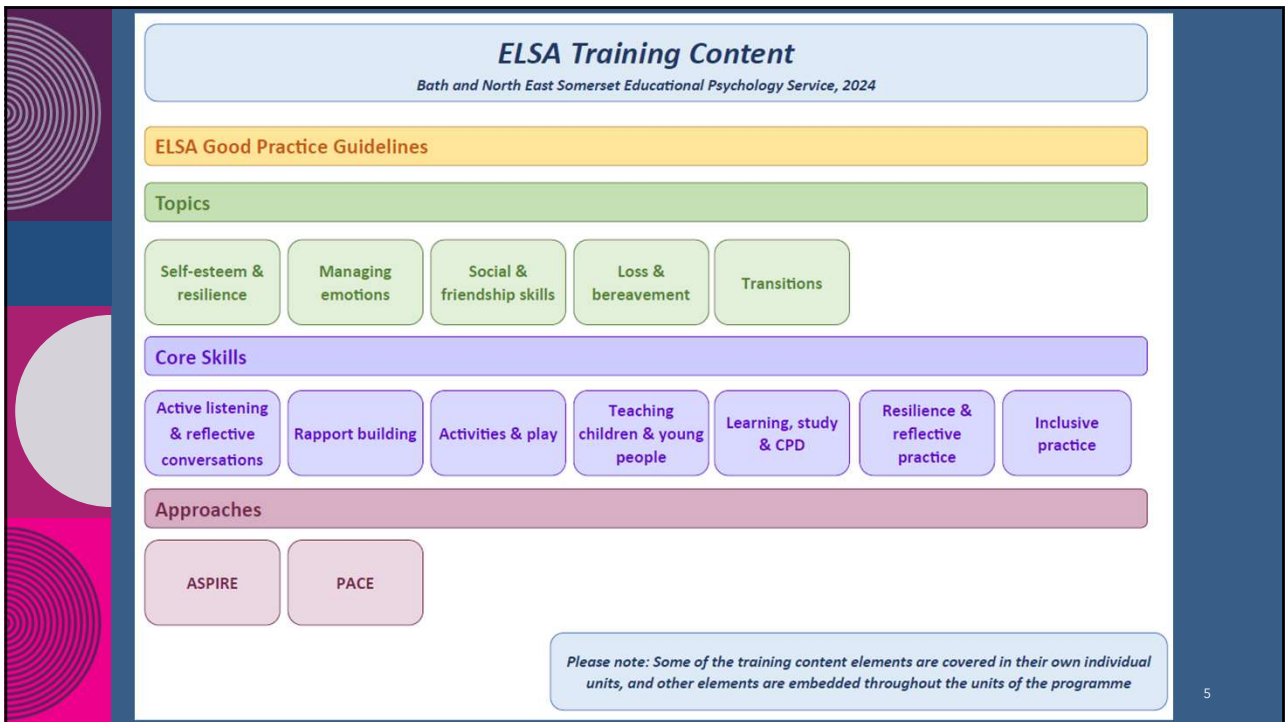
Our initial training is 6 whole days (in person)

We provide group supervision for 2 hours six times per year (every term)

Settings pay us for training and supervision. We have an arrangement with our Virtual School whereby they can choose to fund places on the initial training for some settings.

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INCLUSIVE PRACTICE UNIT

- ❖ Collaboration of EPs to create it – Josie Bainton, Sarah White, Sathya Gunetilleke
- ❖ Created during the summer and autumn of 2021
- ❖ We have delivered it to four cohorts of ELSAs over three academic years between Autumn 2021 and Summer 2024

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WHY INCLUSIVE PRACTICE?

- ❖ Events of Summer 2020
- ❖ Inclusion and anti-discriminatory practice is fundamental for the EP profession
- ❖ Promoting inclusion beyond casework

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WHY ELSA TRAINING?

- ❖ We model principles of anti-discriminatory and inclusive practice during ELSA training and supervision
- ❖ EPs have opportunities for learning and time for reflection that education setting staff don't necessarily have

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OUR RESPONSIBILITIES TO ELSAS

- ❖ Six whole days of training - that's a lot of time and important relationship building
- ❖ We value having the opportunity to provide ELSAs with knowledge and skills to develop their own wellbeing - also space for reflection
- ❖ Giving psychology away

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DETAILS ABOUT THE UNIT

- ❖ It is a brief introduction only to the topics
- ❖ It takes approximately an hour (?) to deliver
- ❖ We made a conscious decision not to include much discussion because we did not feel able to create a safe enough space for this with the time limitations that we have.
- ❖ It comprises of images, text, and multiple videos

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TOPICS COVERED

What is inclusion?

Equality vs equity vs justice

Social GRRAACCEEESSS

Privilege

Social vs medical models of disability

Racism, "not racist" and anti-racist

Intersectionality

Societal influences on development and wellbeing

The dangers of a single story

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A BRIEF TOUR OF THE UNIT CONTENT...

(DOES NOT INCLUDE ALL THE CONTENT)

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INITIAL THINKING POINT

What is inclusive practice? MENTIMETER



- What is inclusive practice?
- What is inclusion?
- What does inclusion look like in schools?

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WHAT IS INCLUSION?

inclusion

noun

UK /ɪnˈkluːʒən/ US /ɪnˈkluːʒən/

C1 [C or U]

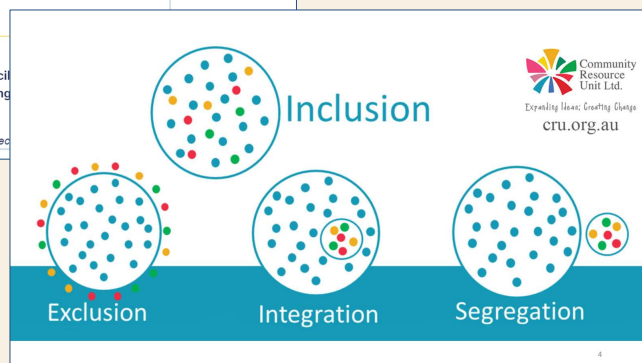
the act of including someone or something as part of a group, list, etc., or a person or thing that is included:

- She is being considered for inclusion in the Olympic team.
- The book's value stems from its inclusion of multiple viewpoints.
- Two last-minute inclusions are Jim and Ahmed.

[U] • EDUCATION, SOCIAL SCIENCE • specialized

the idea that everyone should be able to use the same facilities, and enjoy the same experiences, including disability or other disadvantage:

- The school has a strong culture of inclusion of students with special needs.

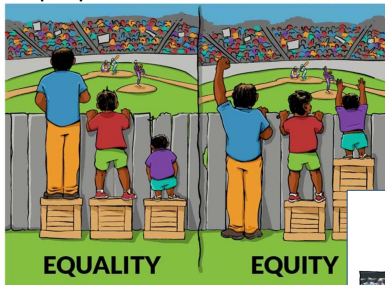


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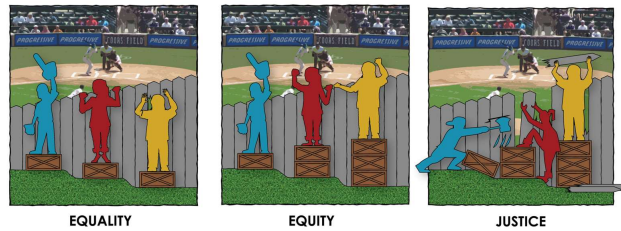
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EQUALITY VS EQUITY VS JUSTICE

Equality vs Equity



Interaction Institute for Social Change | Artist: Angus Maguire; interactioninstitute.org and madewithangus.com



Paul Knutter, Cultural Organizing, <https://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/>
<http://www.socialventurepartners.org/wp-content/uploads/2018/01/Problem-with-Equity-vs-Equality-Graphic.pdf>

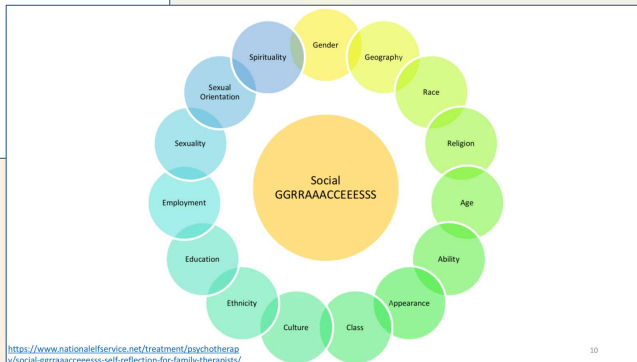
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SOCIAL GRRRAACCEESSS

Social GRRRAACCEESSS

- Originally developed by John Burnham
- Burnham expected them to be expanded (at first they were called the Social GRACES)
- Help us to identify different aspects of our identity
- Some are visible, some are invisible



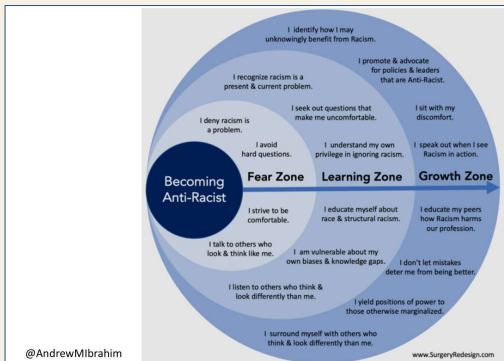
<https://www.nationalelfservice.net/treatment/psychotherapy/social-grrraacceesss-self-reflection-for-family-therapists/>

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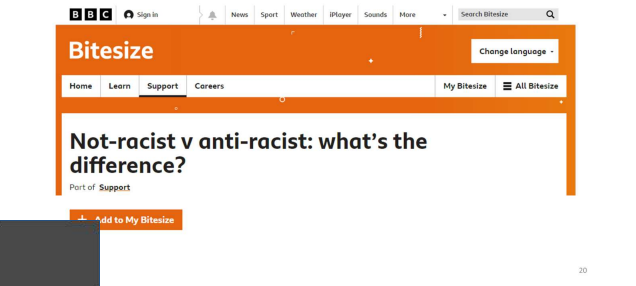
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RACISM, "NOT RACIST" & ANTI-RACIST



Anti-racist work with children and young people
<https://www.bbc.co.uk/bitesize/articles/zs9n2v4>



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INTERSECTIONALITY

Intersectionality

- The term "intersectionality" was coined by Kimberlé Crenshaw
- The different aspects of our identity intersect
- Our individual combination of different aspects of our identity (e.g. race, gender, language, class, education) combine to create different profiles of disadvantage and privilege
- People experience discrimination, oppression, marginalisation and being "othered" due to multiple aspects of their identity, so it does not make sense to group people by just one aspect of their identity

INTERSECTIONALITY
 a fun guide

miriamdobson.wordpress.com

@MiriamDobson

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FOCUSED DISCUSSION ACTIVITY

Discussion Activity



What skills and qualities can we use as ELSAs to promote inclusive practice? What sorts of things can we do?

Look back through the slides for ideas of aspects of inclusive practice that we might be promoting and demonstrating – e.g. inclusion, equality, justice, understanding Social GRRAAACCEEESSS, understanding privilege, intersectionality, the social model of disability, being anti-racist, intersectionality, societal influences on development and wellbeing

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Links to more info and videos of interest

Equality/Equity/Justice: <http://www.socialventurepartners.org/wp-content/uploads/2018/01/Problem-with-Equity-vs-Equality-Graphic.pdf>

Understanding My Privilege | Sue Borrego | TEDxPasadenaWomen: <https://youtu.be/XlRxxC0Sze4>

BBC Bitesize | Not-racist v anti-racist: <https://www.bbc.co.uk/bitesize/articles/zs9n2v4>

Inclusion in the workplace | <https://www.youtube.com/watch?v=iAYAC3u2aUI>

Dangers of a single story | <https://www.youtube.com/watch?v=iAYAC3u2aUI>

LGBTQIA+ Best Practice Tool Kit | <https://www.stor>

Social Model of Disability | https://www.inclusionlocontent/uploads/2015/05/FactSheets_TheSocialM

Links to more info and videos of interest

Social model of disability: https://www.youtube.com/watch?v=24KE_OCKMw

Social model of disability (SCOPE): <https://www.youtube.com/watch?v=0e24rftZ2CQ>

The adventures of a disabled village: <https://youtu.be/9s3NZaLhcc4>

UNESCO – Inclusion and Education: All Means All Animation
<https://www.youtube.com/watch?v=kEvlqixq9c>

UNICEF
<https://www.youtube.com/watch?v=8HPH4RoV63s>

10 Ways to Promote Inclusion in Schools - Educational Psychologist (Inclusive Solutions)
<https://www.youtube.com/watch?v=tgnVr5qjno>

We are all different and that's awesome – Cole Blakeway: <https://youtu.be/sQuM5e0QGLg>

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HANDOUTS

Handout for ELSA Training (Bath and North East Somerset Educational Psychology Service)

Graphic about inclusion taken from "A Summary of the Evidence on Inclusive Education" by Dr Thomas Hehir, Silvana and Christopher Pascucci for Instituto Alana, link: https://alana.org.br/wp-content/uploads/2016/12/A_Summary_of_the_evidence_on_inclusive_education.pdf

What is inclusion?

Educational environments for students with disabilities range from a complete denial of formal educational services to equal participation in all aspects of the education system. For this paper, we describe the educational experiences of students with disabilities using the following four categories:

EXCLUSION
Exclusion occurs when students are directly or indirectly prevented from or denied access to education in any form.

SEGREGATION
Segregation occurs when the education of students with disabilities is provided in separate environments designed or used to respond to a particular or various impairments, in isolation from students without disabilities.

INTEGRATION
Integration is a process in which persons with disabilities are placed in mainstream educational settings as long as the standardized requirements are met.

INCLUSION
Inclusion involves a process of systemic reform embodying change modifications in content, teaching methods, approaches, structures and in education to overcome barriers with a vision serving to provide all the relevant age range with an equitable and participatory learning environment that best corresponds to their requirements and preferences. Placing students with disabilities within mainstream classes without structural changes is, for example, organisational, curricular and teaching strategies, does not constitute inclusion. Furthermore, using automaticity to guarantee the transition from segregation to inclusion.

Source: United Nations Committee on the Rights of Persons with Disabilities General Comment No. 4 (http://www.ohchr.org/Documents/ID/Body/CERD/GC/RighttoEducation/CERD.C_GC_4.doc)

"The Adventures of the Disabled Village"

<http://arcnewspr.blogspot.com/2008/08/adventures-of-disabled-village.html>
<https://youtu.be/3s3NZatbccc>

Imagine a town full of physically impaired people, all wheelchair users. They run everything: the government, the shops, the factories, the schools, the television studio, the lot.

There are no able-bodied people, so, naturally, when the town is built the community decides that it is pointless to have ceiling ten feet high and doors that are seven feet high. "It's just a lot of wasted space that needs heating," they say. So the ceilings are built at seven feet and the doors at five feet. In every way they design the place the way they want it, and over the years these proportions are standardised by regulation.

One day a few able-bodied people come to stay. One of the first things they notice is the height of the doors. And the reason they notice this is because they keep hitting their heads. They come to stand out by the bruises they carry on their foreheads.

Some doctors, psychiatrists and social workers become involved. The doctors do extensive research and conclude in their learned reports that the disabled able-bodied suffer from "loss of or reduction

PRONOUNCING STUDENT NAMES

HOW DO YOU HANDLE STUDENT NAMES YOU CAN'T PRONOUNCE?

1 "But I can't say that name."

Be humble. Ask for help. We ask our students all the time to do things they think they can't do. Model what you want them to do when they get to something they think they can't do. Ask for help, practice, repeat.

2 "I give them a nickname."

"It is endearing teacher/foster!" (to you) Names carry our family values, cultures and dreams. Immigrant and students of color most often have names mispronounced. It can make students feel invisible. It can feel like a micro aggression or a racial superiority message. Imagine if you went to a business meeting, and the entire time they called you by the wrong name. By the end of the meeting, how would you feel? Then you go to the next meeting, and they give you a different name you have to hear over and over. Our students have at least 4-7 teachers. To hear their names mispronounced that many times a day is difficult. Imagine if that many teachers also thought they had the right to RENAME you?

3 "They tell me it is ok or to call them ____."

There can be several reasons for this. First, they see YOU are uncomfortable and they are trying to make YOU feel more at ease. Since you are the adult, they are trying to make YOU feel more at ease. This is often because they have given up after they say their name correctly. How to solve? Privately as a project, have them record themselves saying their name. Practice then try, try and try again.

4 "I just give them 'the American' version of their name."

See number 1-3 combined. Our families took time to pick names important to THEM. They are in a huge crowd with a lot of noise and call their name. They are in any other cluster. Our names are the first words off our lips to us. They ARE our identity.

NAMES MATTER

To say our students' name correctly. To honor all cultures, languages and families.

THINGS TO ADD / IMPROVE

- ❖ More time (although the initial training is already packed)
- ❖ More depth
- ❖ More discussion / reflection for the ELSAs
- ❖ More topics to cover
- ❖ More about what ELSAs do and can do in their work with children and young people

DISCUSSION & FEEDBACK

Please discuss the following topics in pairs or small groups and make any notes that can be collated following the workshop

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AREAS TO THINK ABOUT (+ EXAMPLE IDEAS)

Topics to include

- Neurodiversity
- LGBTQ+
- Six Stages Framework
- Gender Identity
- Mental health
- Cultural background

Aspects of ELSA to incorporate inclusive practice

- Initial training
- Group supervision
- CPD sessions
- Conferences
- Sessions for Line Managers

Resources for ELSAs

- Books lists
- Toys and puppets
- Colours of the world Crayola

Contributions from / collaboration with settings

- ELSAs
- Line Managers
- Children & young people
- Other setting staff
- Community around the setting

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