



Menu of Training Opportunities

The following are training packages which are available from the ASK Psychology team. These training courses are evidence based and developed by our multi-disciplinary team. They can be delivered to your individual team/school or across a group of schools such as through whole trust training. The content and the timings noted here are ideally how the packages would be delivered but please contact us to discuss bespoke packages or specific adaptations to your needs.

We believe in the value of learning together over time, and revisiting important information in order to support learning and development. Most of our training courses ideally include an initial or multiple content sessions followed by workshops to further embed learning and connect directly to school practices. This approach optimises impact and supports the ongoing learning and reflection of staff.

Social, Emotional and Mental Health:

Introduction to Emotional Regulation (1/1.5 session): This package discusses what emotional regulation is, how it affects other areas of children and young people's development, how it develops typically and how the adults in school can effectively support.

Regulating through Zones (1.5 hour session followed by 1 hour follow up workshop): this is an approach and curriculum which supports children and young people to develop their self-regulation skills, by helping them better understand their emotions, sensory needs and thinking patterns. Children and young people learn different strategies to manage their emotions depending on how they are feeling. Zones can help children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect others.

An Introduction to the Principles of Theraplay (1.5 hour session): Theraplay can be delivered as a dyadic intervention to support an adult and child build an attachment. It can also be applied in small targeted groups and whole classes. The theory underpinning Theraplay can be used to analyse how a whole school meets children's needs through the core principles underlying this model. This introduction will give a taster of Theraplay and to be certified, you will need to undertake further in depth training which will also be discussed.

Learning with Theraplay (2 twilights and 1 full day session): This is certified training through Theraplay UK therefore there are additional charges to cover the resources sent for each person and their registration. This also covers administration of the course through Theraplay UK. The charges are £60 per person. The course can be delivered to groups of 12 staff with one trainer and 24 staff with two trainers. This course will provide schools with training on the theory underpinning Theraplay, how to use it for emotional and sensory regulation with individual children and how to use group activities to also support regulation, the development of social skills, social cohesion and a sense of safety.

Pillars of Play (2 twilights and bespoke modelling and coaching as school implement): This is an introduction to a model of group play for building social skills and emotional regulation. There is a focus on safe touch and the theory behind this as well as practicalities will be discussed. Course attendees will try out the activities and work in groups to plan how their own sessions will look. There are options for us to facilitate a session in school which can be observed or videoed following this and then for us to support staff to implement.

PACE (Playfulness, Acceptance, Curiosity and Empathy) (1.5 hour session followed by 1.5 hour workshop): The PACE approach was developed by psychologist Dan Hughes and is a way of interacting and being with children and young people to promote the experience of safety and connectedness. While it was initially developed for working

with children and young people who have experienced trauma, we find using the PACE approach (or SPACE as we like to call it, which includes reference to our own self-regulation) helps practitioners to think, feel, communicate and behave in ways which may all children feel safe, secure and heard.

Supporting pupils with worry and anxiety (1.5 hour session followed by a 1 hour workshop): This course will outline theories around anxiety and practical approaches to support pupils. Each staff group will choose a strategy or tool to use over the coming weeks and evaluate it. This will then be presented at the workshop session.

Cognition and Learning:

Precision Teaching (1.5 hour session followed by a 1 hour workshop to reflect on intervention data): This approach is an evidence based tool for intervention with children and young people who are struggling to make progress within the curriculum. The intervention aims to break more complex rote skills into component parts to support accuracy and fluency of key skills (including numeracy, literacy and language). Precision teaching is a powerful intervention tool that is designed to meet students where they are in to boost their engagement, confidence and progress. It is recognised by Ofsted as it includes tight data monitoring systems. Children and young people are involved at all stages of the intervention, helping them feel empowered, which can positively impact on the self-esteem of the learner.

Whole school policies and practices:

Relational Practice (1.5 hour introduction to relational practices, why they are so important and how you can begin to embed them): It is important to follow this session up with additional training and supervision groups.

Coaching Circles (1.5 hour introduction followed by regular support sessions to embed and develop practice): This will provide an introduction and practice experiences of coaching circles. It includes some theoretical information, our experiences facilitating staff training and embedding coaching circles in settings and elements of coaching circles practice with staff. It is the beginning of a longer journey implementing coaching circles.

Understanding Developmental Trauma and Attachment (two 1.5 hour sessions which we usually recommend are followed up by PACE training detailed above): This training will provide an overview of attachment theory and the neuroscience of the stress response system. It includes reflective activities and video content. It is ideal training for schools and organisations who wish to embark on the journey of becoming trauma informed and attachment aware. It emphasises the importance of reflection and regulation for adults, understanding behaviour as communication and empathy and compassion within relationships.

Executive functioning: understanding, adaptations to teaching and environment (1.5 hour session with 1 hour workshop to reflect on impact of adaptations): a broad introduction to the concept of executive functioning and the skills included and how these can impact on learning. With greater understanding of executive functioning, approaches to adapt teaching and differentiate to individual learning profiles can be effectively implemented. This package includes a follow-up workshop to support staff to reflect upon, measure the impact of and further adapt their teaching practice for those experiencing differences in their executive functioning.

Mediated learning experiences and optimising the impact of Teaching Assistants in school (1.5 hour session with Teaching Assistants and 1.5 hour session with all staff): training and support directly to Teaching Assistants to add to their understanding of learning theory and the impact of mediated learning. This package also includes whole staff support to reflect upon and optimise the impact of Teaching Assistants in the classroom, and make sure adults within the classroom are effectively utilised.

Understanding neurodiversity and developing a neurodiverse inclusive classroom (two 1.5 hour sessions or half day training session): with an increasing presence of neurodiversity in our classrooms and communities, this package helps to understand the broad concept, the differences and difficulties this may contribute to in school as well as effective adaptations to teaching delivery, structures and routines in school which are inclusive of a neurodiverse community.

Working memory: adapting memory load in the classroom and using inclusive teaching approaches (1.5 hour session with 1 hour workshop to reflect on impact of adaptations): a broad introduction to memory systems with a specific focus on working memory and the impact this can have on learning including the retention and generalisation of learning. With greater understanding of working memory as a specific executive functioning, approaches to adapt teaching and differentiate to individual learning profiles can be effectively implemented. This package includes a follow-up workshop to support staff to reflect upon, measure the impact of and further adapt their teaching practice for those experiencing differences in their working memory.

Speech, Language and Communication:

Phonological Awareness (1.5 hour session): Phonological Awareness (PA) refers to an individual's awareness of the sound structure, or phonological structure, of spoken words. It is the understanding that words can be broken down into smaller parts, and that these parts can be manipulated. It creates the foundation for both literacy and speech sound development. This session covers what PA is, why it's important, how to assess PA skills and how to support the development of PA skills in the wider classroom context and through specific activities.

Developmental Language Disorder (DLD) (1 hour session): DLD is a lifelong condition affecting around 2 children in every average classroom of 30 in the UK. Despite this high number of children, many people don't know a lot about it. This session covers what DLD is, what to look out for and how to support children with DLD in the classroom.

Supporting Communication Skills in the Early Years (1.5 hour session): This session focusses on ways to support *all* young children to develop communication skills. It covers the order in which communication skills typically develop, how to make the environment communication friendly, top tips for quality interactions and specific strategies and activities to promote speech and language skills.

Supporting Children with Communication Needs in the Early Years (1 hour session): This session focusses more specifically on how to support children with significant communication needs, which includes approaches such as Intensive Interaction, Makaton, Objects of Reference and activities to develop joint attention.

Supporting Speech Sound Development: (1.5 hour with the option of a follow up 1 hour workshop): This session covers the ages and stages of speech sound development (i.e. what sounds to expect when), typical speech error processes, how to screen for speech sound difficulties and practical strategies to support children to develop their speech sound skills. There is the option of a follow up workshop, allowing staff to have a go at the speech screener and feedback, and more detail regarding intervention approaches.

Stammering (1 hour session): Around 8% of children and 1% of adults stammer, yet it remains an area which is often misunderstood. If not supported in the right way, stammering can go on to impact a child's overall well-being, self-esteem and their participation in a range of speaking situations. This session offers an introduction to what stammering is, debunk common 'myths', covers what to look out for and when to refer on, as well as how to support a child/young person who is stammering.

Early Years Communication consultation packages:

- Good communication in the Early Years training (1.5 hours-universal level)
- Learning walk (supported by an EP/SALT/OT-3 hours)
- Communicating classrooms audit
- Specialist tools and approaches for children with communication need (1.5 hour – targeted/specialist level)
- 2 hour consultation and action planning with specialist (EP/SALT/OT)
- Access to key resources connected to training/consultation

Physical and Sensory Development:

Sensory Processing (2 hour session): An introduction to understanding sensory development and the impact of sensory challenges on learning.

Dyspraxia (1.5 hour session): The impact of motor coordination on movement and learning. How to identify motor co-ordination challenges in this area and universal approaches to supporting students.

Movement to Learn (1.5 hour session): The significance of creating a learning environment that supports movement approaches to learning. The impact of movement on development and how to support learners who need to move. Kinaesthetic approaches to learning will also be considered.

Visual and Auditory Processing (1 hour session): An understanding of how challenges for students may present and how this links with arousal and anxiety.

Sensory friendly environments and impact on learning(2 hour session): Understanding the importance of the environment on sensory development. How to create an environment that facilitates optimal development and progression.

Play and the importance to development (1.5hour session): How play, as the primary occupation of children, facilitates and underpins all other aspects of development.