

EDUCATIONAL PSYCHOLOGY: WORKING POST-16

VIVIENNE CLIFFORD

The working group set up by the Department for Education and Employment to study the current work and future direction of educational psychology in England (Department for Education and Employment, 2000a; 2000b) and the review of the profession in England and Wales (Farrell et al., 2006) did not describe post school services as a current activity and did not propose them as a future activity.

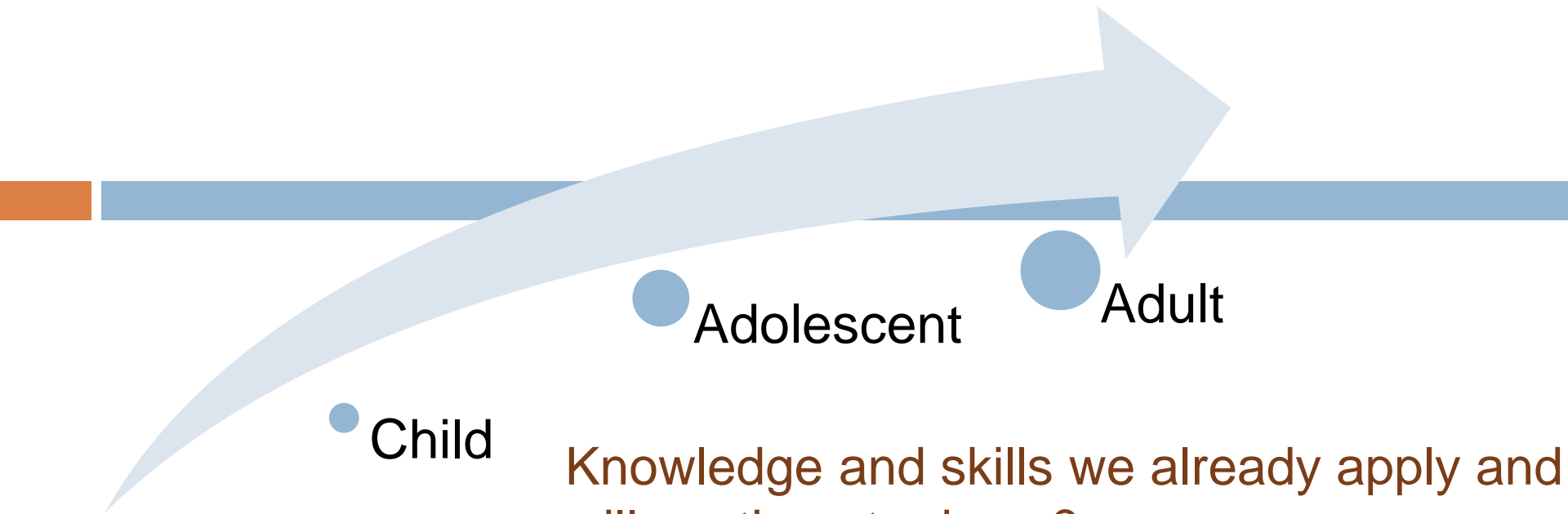
‘...It can safely be said that nowhere as yet has a solution to these and similar problems of transition been satisfactorily found; nor are we aware of all the factors, social, psychological and economic, which tend towards adjustment or maladjustment to work...’

It's not a new idea...

‘...In such an effort, a comprehensive psychological service containing within itself or collaborating with services of vocational guidance and advice, and working in close co-operation with centres of extended education, apprenticeship schemes, community social services, trade unions and factory management could play a dynamic role...’

Psychological Services for Schools Ed W.D.Hall
1956 UNESCO Institute for Education; Hamburg

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Knowledge and skills we already apply and will continue to do so?

Knowledge and skills that are transferable but need to be further informed for this age group?

Knowledge and skills which will be new, extending practice into completely new domains?

New Education Bill: Highlights

- Involvement of children, young people and parents at the heart of legislation

The views of the young person aged 16+

- Young person's views take precedence over those of their parents.
- Conflict of interests - view of the young person prevails.
- Implications for decision-making.

Coordinated assessments and EHC Plans: 16-25 issues

- Right to request
- No automatic right to support
- Best interests and pathways
- Ceasing support – no longer age related
- Further education
- Training and employment

Possible Work

- Promoting the participation and voice of the young adult
- Completing relevant assessments using relevant tools
- Advising on complex situations and young people with complex needs
- Ensuring recommendations that relate to outcomes relevant to adulthood
- Developing provision e.g. PMLD

Possible Work

- Supporting inclusive practices within further education colleges
- Developing practice within FE, including assessment, tracking and outcomes
- Supporting moving towards work
- Packages with specific groups and needs in mind e.g. mental health
- Contributing to quality teaching and support/intervention

Involvement for Transition



TOO OFTEN...

‘Many parents report disengagement and dissatisfaction with the process and outcomes of transition...’
(Timmons 2004)

‘...poor planning of support is exacerbated by a lack of choice and opportunities for young people; for example a limited choice of entry-level courses in further education that do not build on what has gone on before, or prepare young people for life and work; poor quality work experience; and a lack of supported employment opportunities to help them prepare for, find and retain work...’ (SEND Green Paper 2011)

Assessment

‘If the assessment is a process that potentially facilitates people with intellectual disabilities to determine how they will lead satisfying adult lives in the community, then it is a worthy calling for psychologists at the start of the new century to pursue.

Emerson, E. (1998) 'Assessment.' In E.Emerson, C. Hatton, J.Bromley and A. Caine (Eds) Clinical Psychology and People with Intellectual Disabilities. Chichester: John Wiley p114-124

Meet Tommy

ASD

Language

Spikey
profile for
cognition
and skills

Spikey
profile of
functional
skills

Artistic



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Building the picture

- Cognitive, Attainments and Skills
- Adaptive functioning and life skills
- Social functioning, Communication
- Progress towards employment related skills
- Taking of views
- Consideration of progress towards adult related outcomes
- The proposed FE context
- The proposed pathway in relation to the course
- The proposed aims and programmes
- An analytical perspective on the above 3 points



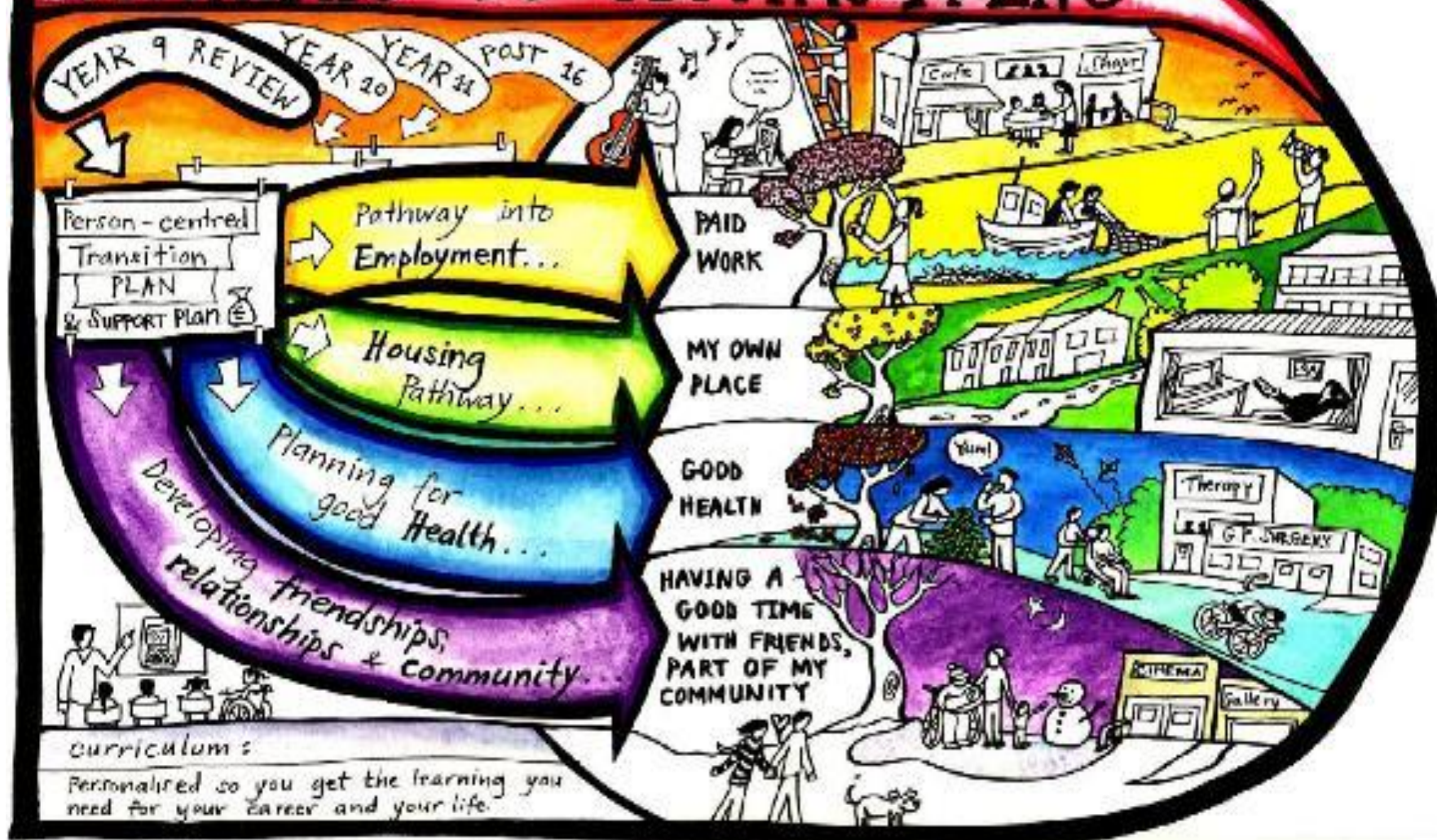
- Information that did not complete a whole picture of needs
- Poor match in relation to Entry Level course proposed to profile of needs and strengths
- Poor match of curriculum content of course to needs and strengths
- Lack of critical analysis of proposal
- Lack of consideration of the context of FE itself
- Lack of flexible thinking across all areas of need

Possible Work

- Taking a critical perspective, analysing and promoting best practice for transition planning
- Supporting the consideration and/or establishment of a range of educational options rather than 'the usual routes'
- Supporting the building of personalised packages of provision around a young adult
- High quality work around ensuring the young adult voice is represented

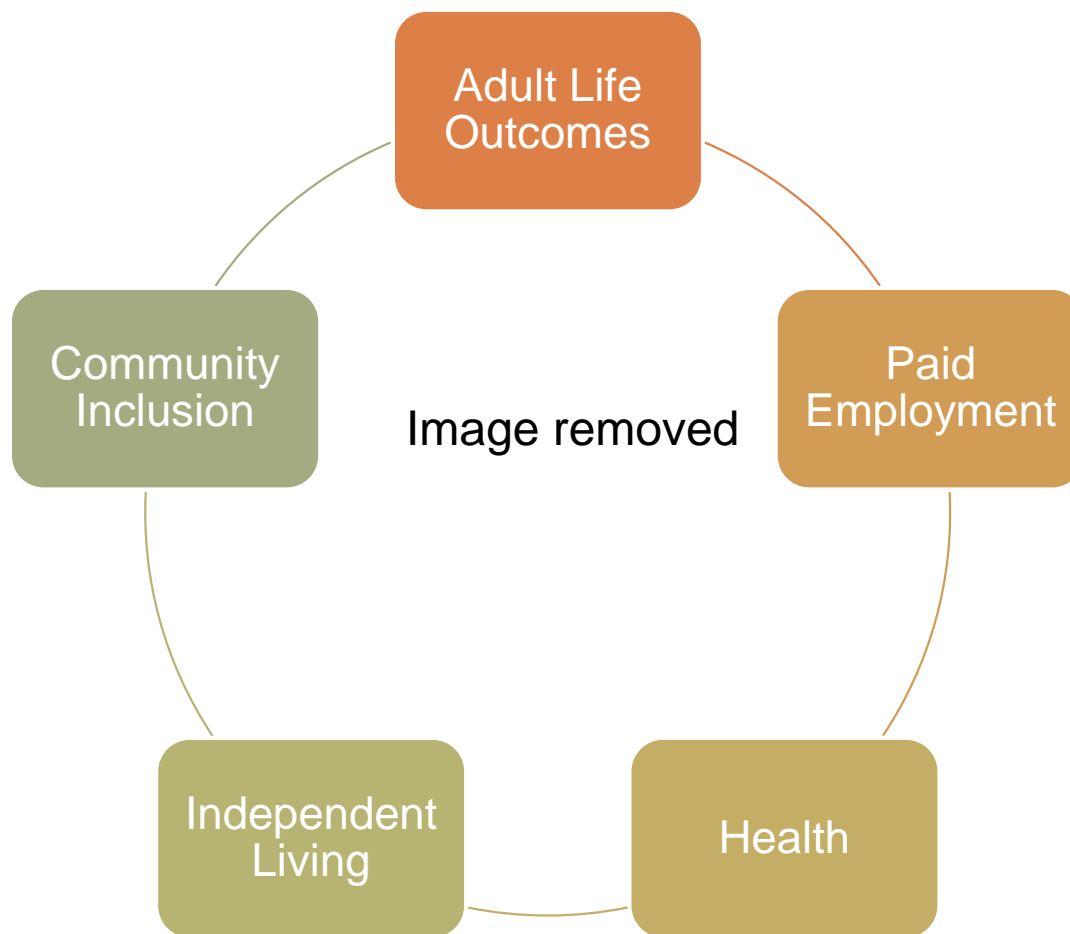
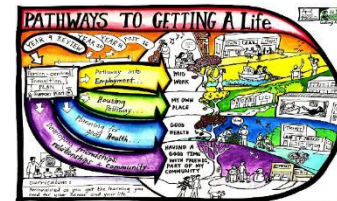
PATHWAYS TO GETTING A Life

April
2010
p. 100-101



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OUTCOMES

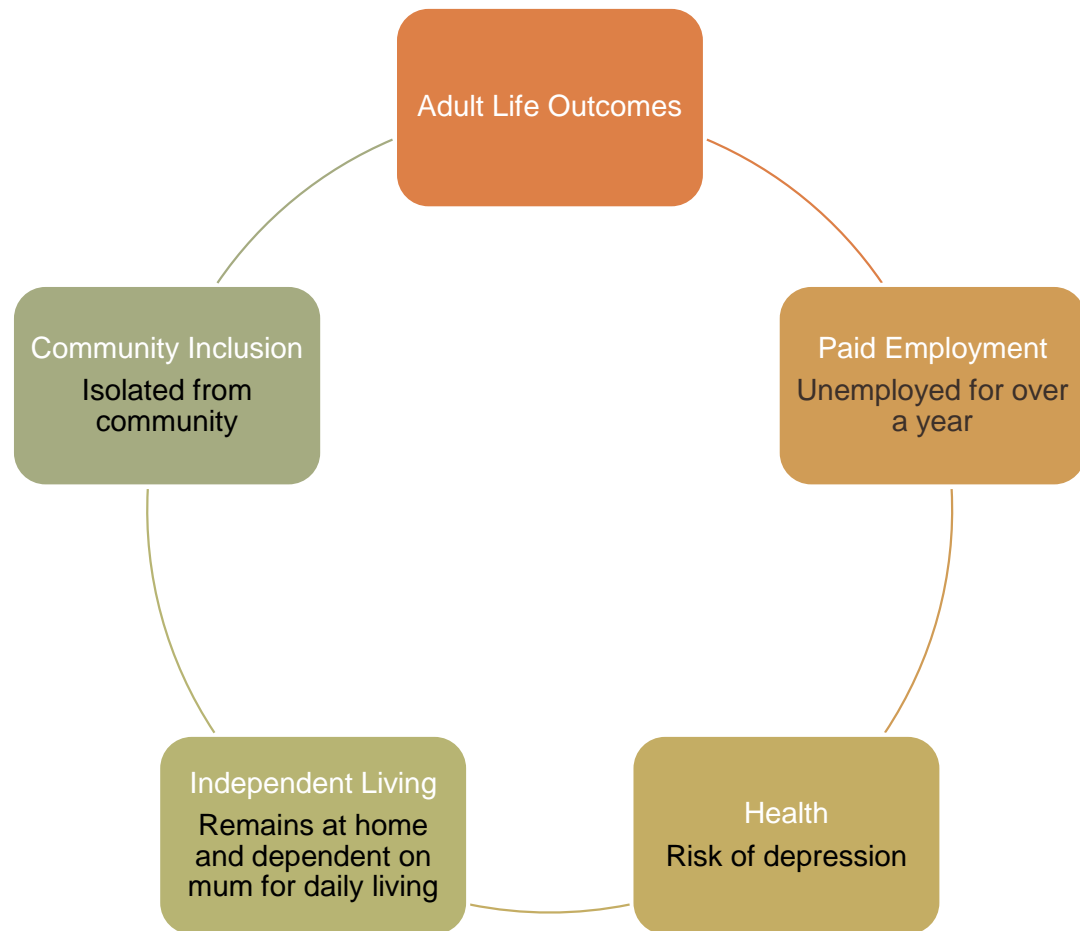


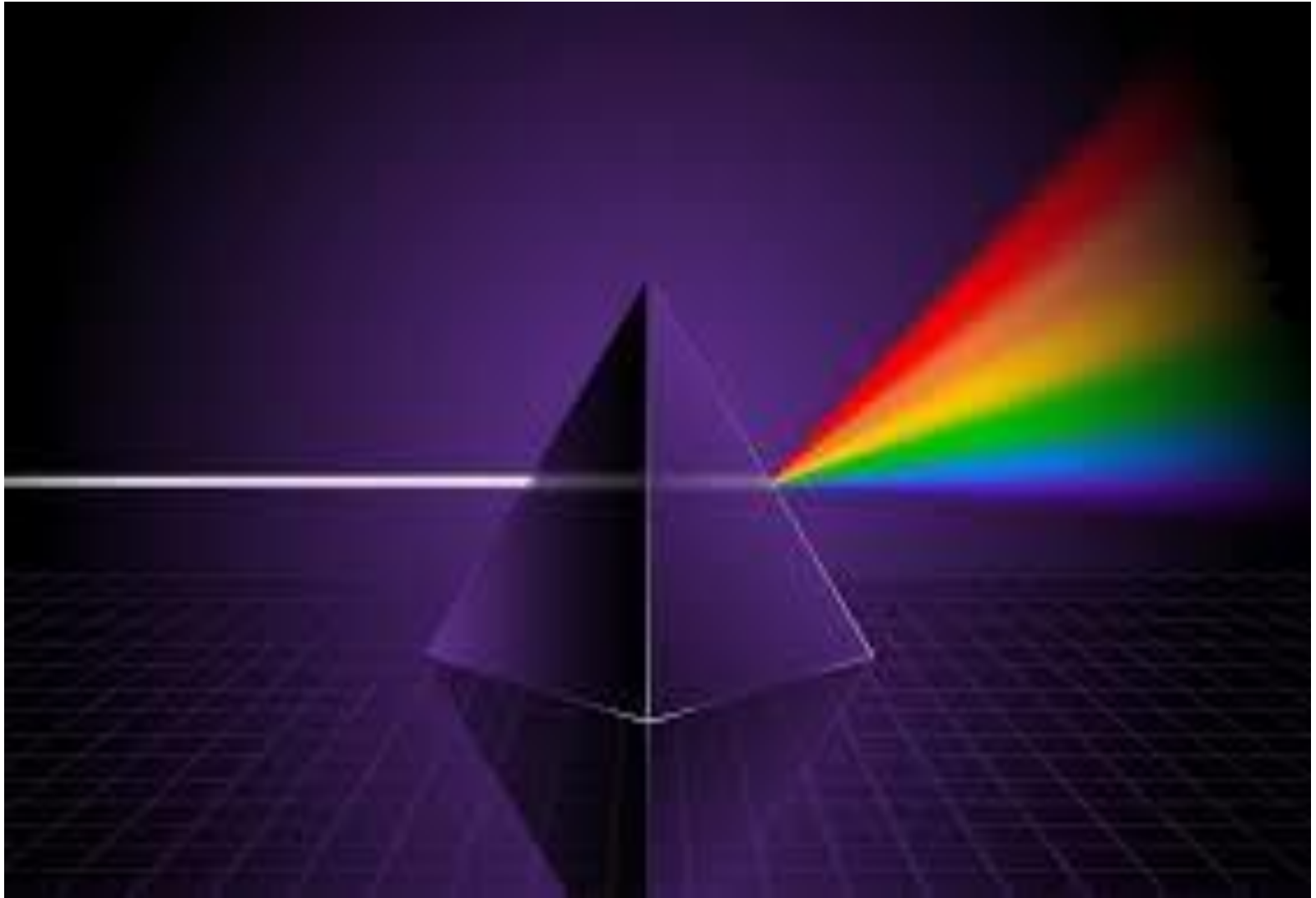
Meet Matthew

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- 21 years old
- High Functioning ASD
- Good level of qualification
- Relatively good level of self awareness
- Socially awkward
- Lacks independence and self organisational skills
- Autism 2009 Act

OUTCOMES

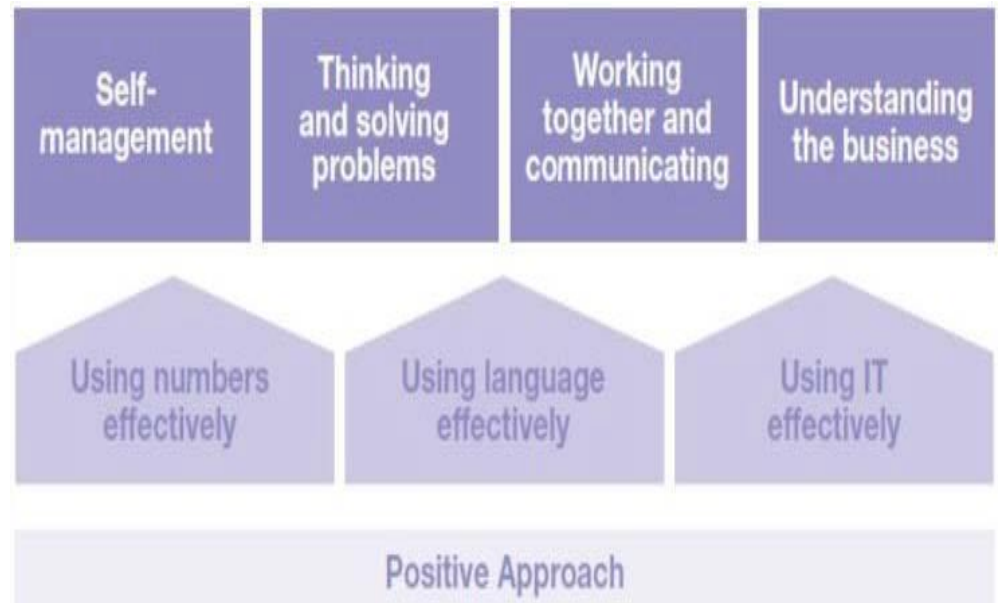




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Young Adults: Working Towards Employment

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UK Commission for Employability and Skills (UKCES 2009)

Young Adults: Teaching and Learning

'In the less effective sessions, areas for improvement included poorly planned support, low expectations of learners and too much focus on achievement of units, rather than generic goals such as social skills that would prepare learners for their future destinations.' Ofsted 2011

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Andragogy are teaching strategies developed for adult learners. Knowles, Holton, and Swanson (2005) described Andragogy as 'the art and science to teaching adults to learn'. It is often interpreted as the process of engaging adult learners with the structure of learning experience.

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Young Adults: Evidence Based Intervention

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'In summary, an expanding base of evidence suggests that a higher level of self-determination and increased capacity in the component elements of self determined behavior result in better education-related outcomes for youth with disabilities.'

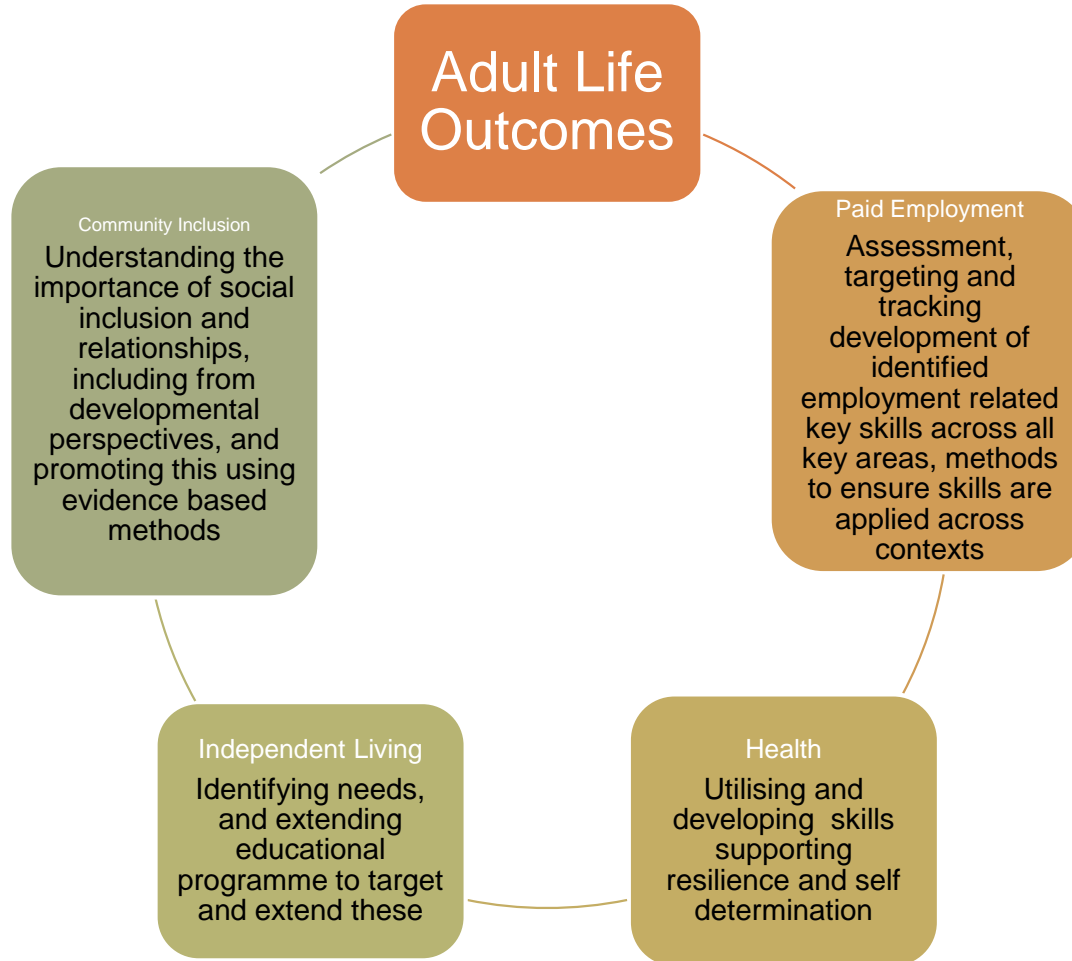
Weymeyer et al (2007)

Young Adults: Developmental Perspectives

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Erikson's Developmental Stages

EP influencing a different outcome?



PARTICIPATION



Bradshaw (2001) reports that the correspondence between the reported understanding level of the individual and the level of staff communication is generally poor and that there is evidence that staff are unable to adapt their communication skills to those of people with intellectual disability.

PARTICIPATION

- Bradshaw's study; 45% of communicative acts on the part of staff were outside the understanding skills of the individual with intellectual disability. This situation is particularly worrying as it is estimated that 50% of people with intellectual disability have significant communication problems and up to 80% have some communication problems

(Scottish Executive 2000)."

PARTICIPATION

- Understanding and maximising the comprehension of the learner.
- Eliciting helpful information that will lead to improved outcomes.
- Encouraging the learner to question and contribute to the process.
- Incorporating the views of the learner in reports to others.

Resources to support communication

- www.talkingmats.com
- www.changepeople.org

EQUIPPING OURSELVES

- Informed
- Aware
- Credible
- Applying psychology effectively
- Promoting rights
- Confident to practice
- Competent
- Meet HCPC requirements

Being proactive as this field opens up!

Psychology Practice

16-25

Training options for psychologists working with young adults in further education, developed by Viv Clifford and Real Training

Certificate of Competence in Psychological Practice 16-25

An optional programme for those wanting to demonstrate competence in this area of work.

Certificate of Advanced Psychological Practice 16-25

Optional programme to support you in extending skills, knowledge and competences into practice in a structured and supported framework.

Bespoke one day training on exploring issues for the profession and your service

Stand alone presentation on the fundamental requirements of this area of work with introduction to and support navigating the online resource bank.

Developing EP Practice (DEPP) Online Resource Bank and Learning Experiences

A large navigable online resource bank for practitioners which incorporates optional self monitored practical learning experiences. Can be accessed independently or linked to a one day presentation.

- Confidence
- Skills
- Knowledge and
- Awareness of HCPC responsibilities



Real Training: 01273 35 80 80
Viv: 07803 017197

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