

Play
your
part

Virtual School Conference

ELSA



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What is ELSA?

- **Emotional Literacy Support Assistants**
- Training and supervision for staff working in schools
- Introduces psychological theory and frameworks that support social and emotional development, emotional wellbeing and resilience



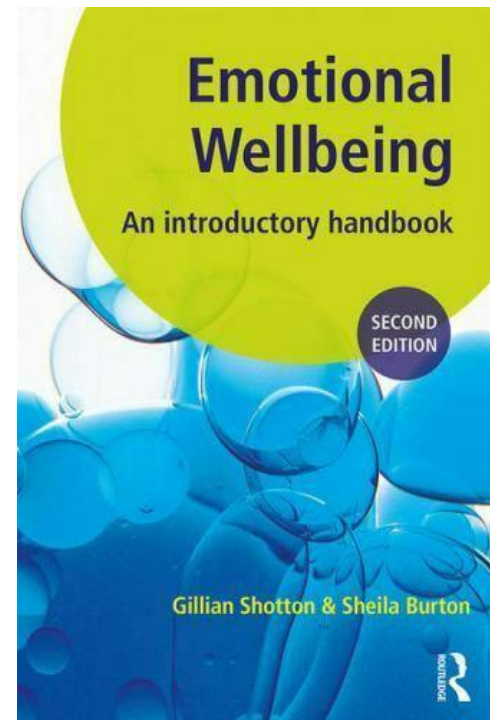
ELSA
NETWORK

ELSA in CW&C

- Introduced in 2014
- 213 ELSAs trained to date – from nursery, primary, secondary and specialist settings
- CEPs supervise 152 ELSAs in 101 CW&C schools plus 3 OOB supporting Children in our Care
- Recognised as an important protective factor for children and young people's mental health when developing the local Recovery Model

ELSA Initial Training

- Introduction to ELSA
- Raising Emotional Awareness & Emotional Literacy in schools
- Self-esteem
- Active Listening
- Anger Management
- Working through puppets
- Social Skills
- Autism
- Therapeutic Stories
- Social and Friendship Skills
- Loss, Bereavement and Family Break-up



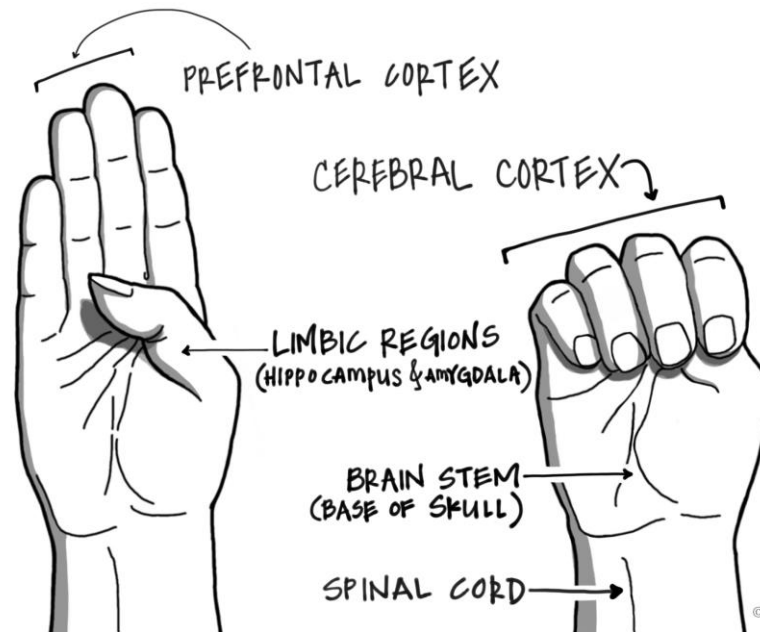
Why do we need ELSA?

- Increase in rates of probable mental disorders in CYP in England
- Effects of lockdown
- Prevalence of ACEs
- Increased vulnerability to mental health difficulties of children who have experienced abuse and neglect (UK Trauma Council)

Stress Responses

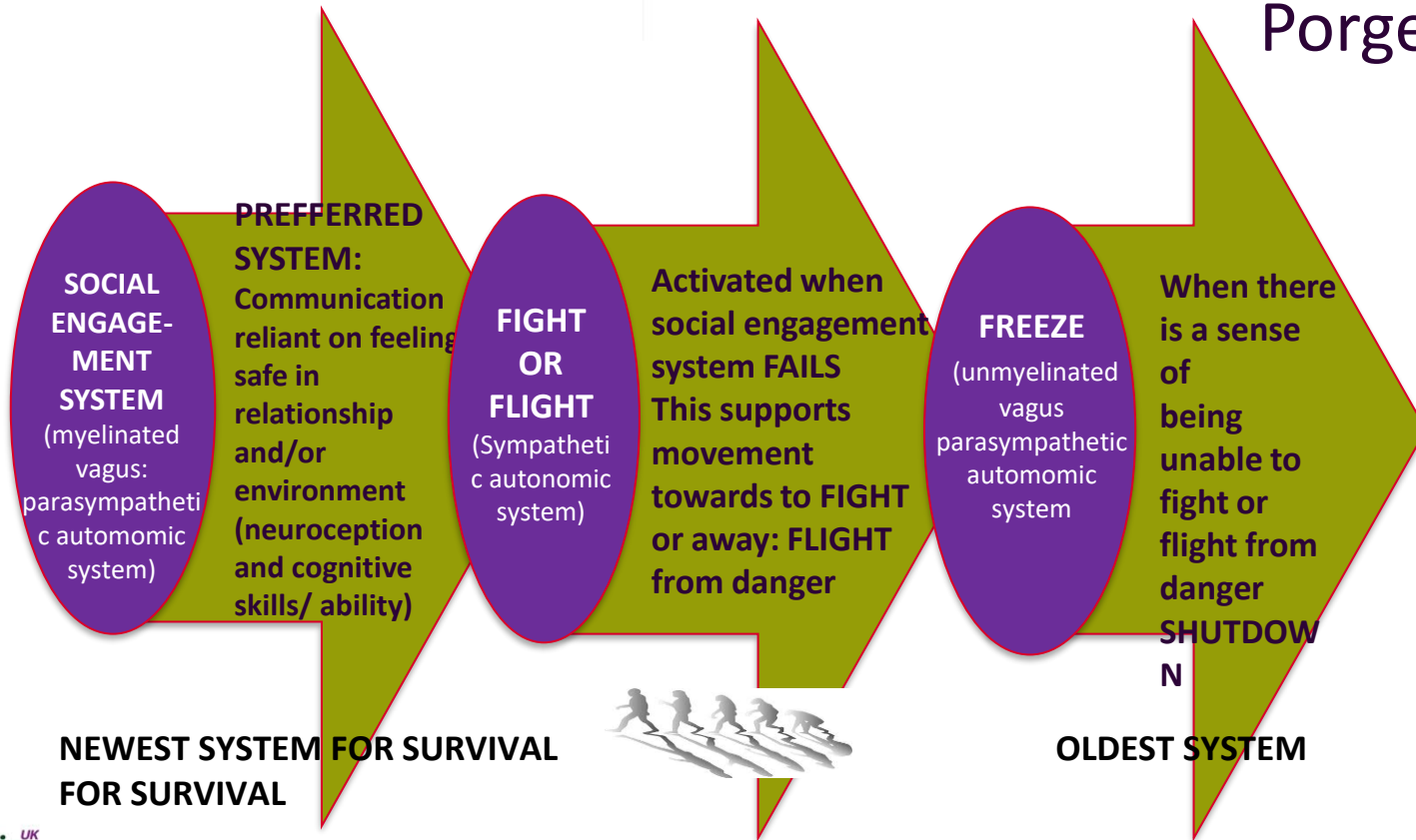
Dan Siegel's

Hand Model of the Brain



Stress Responses: 3 Systems

Porges, 2011





Trauma

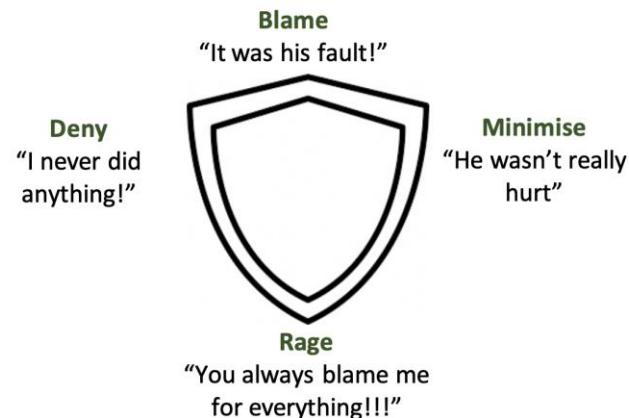
- Simple – one event that disrupts a child's life that threatens their safety
- Complex/developmental – ongoing, affect sense of safety over a period of time
- Individual responses: Resilient, Recovery, Delayed, Enduring

4 Key Challenges

- Blocked trust (Baylin & Hughes, 2016)
- Fear of intersubjectivity
- Understanding shame
- Understanding hidden and expressed attachment needs

(Golding, 2017)

The Shield of Shame





What works?

- Safety
- Self-regulation
- Self-reflective information processing
- Traumatic experience integration
- Relational engagement

(Dan Hughes 2016)

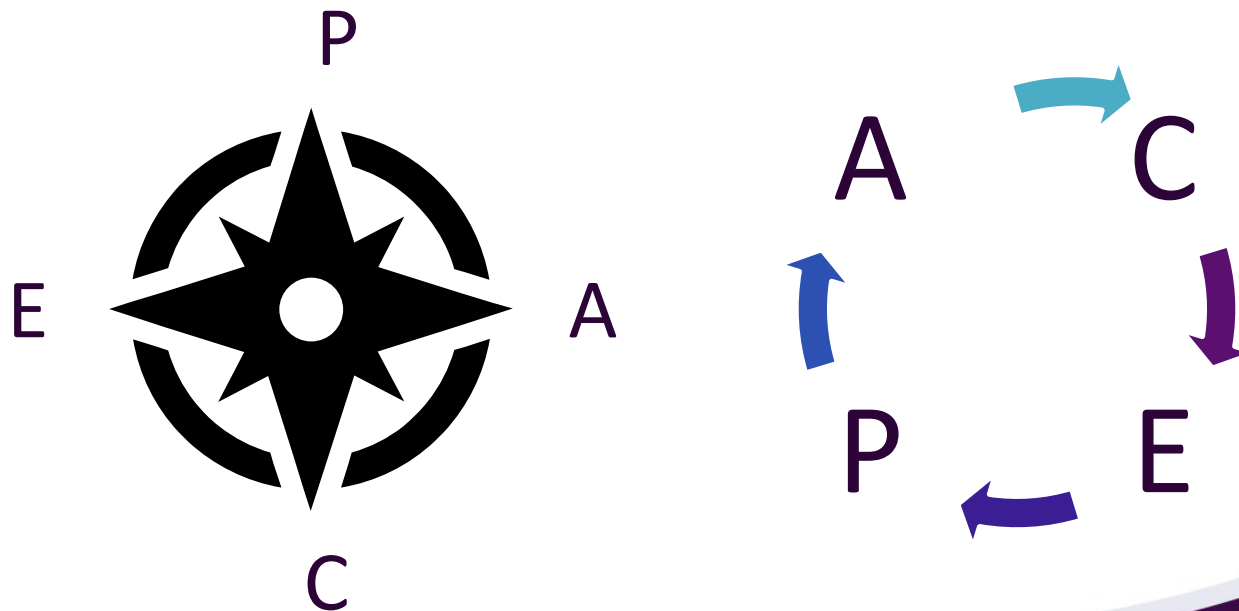
ELSA & Children in Our Care

What works?

- Time and support available to develop trusting relationships between ELSA and the child or young person
- Promoting attachment via therapeutic activities
- Creativity, flexibility and playfulness
- SMT understanding the building blocks for successful outcomes, including building trust, providing nurture activities and giving children time and space to grow and develop

PACE

- Playfulness, Acceptance, Curiosity, Empathy
- Connection before Correction
- Adults need to be open and engaged





Trauma Informed Practice

“What happened to you?”

instead of

“What’s wrong with you?”

Any questions?



Thank you!

