



National Educational Psychological Service

# Working Together to Make a Difference for Children

The NEPS Model of Service



*Our mission is to support the personal, social and educational development of all children through the application of psychological theory and practice in education, having particular regard to children with special educational needs.*

## Service Delivery Within a Consultative Framework

The NEPS Model of Service is one where there is a balance between

- consultation and casework about individual children, and
- work of a more preventive or developmental nature, which we generally refer to as Support and Development work.

This model is based on what the research shows is effective in the application of psychology in education.

A staged model in relation to casework is outlined in this leaflet and some examples of support and development work are also given. The needs of children are met most effectively where parents, teachers and psychologist work collaboratively, consulting with each other with regard to the issue or concern. Other agencies may also be involved.

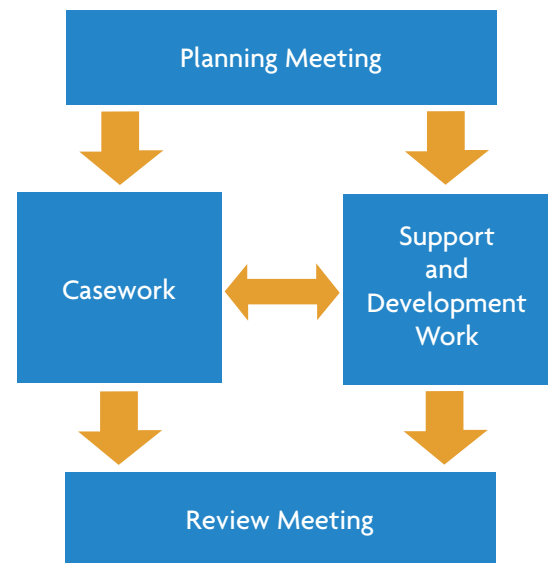
The partners in the education system have been consulted and support this approach. Over the next two school years, beginning September 2002, NEPS will continue to develop the model with schools. There will be ongoing review of its effectiveness.

## Working With Your Psychologist

### Annual cycle of planning

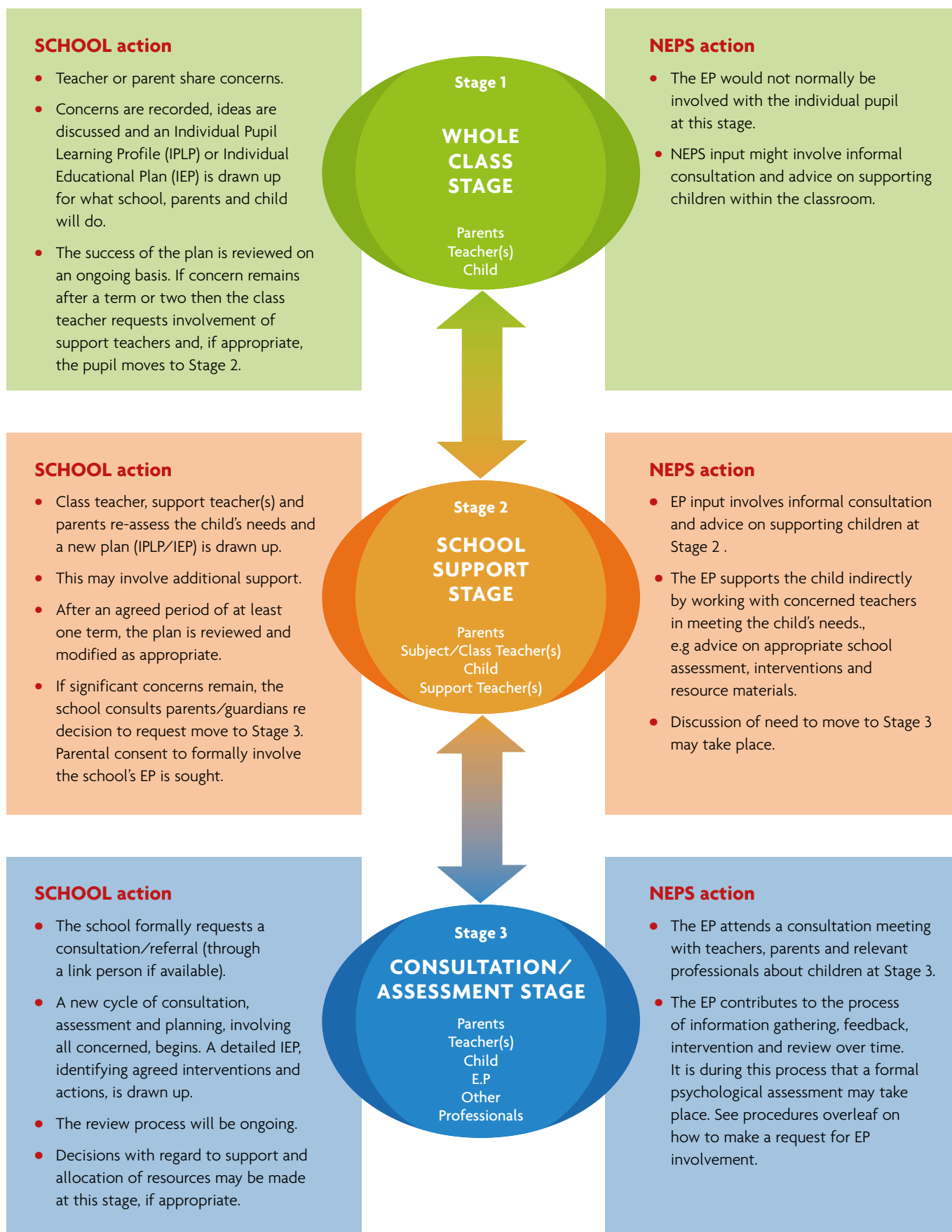
Early in the school year, the school and Educational Psychologist (EP) review the school's needs and concerns and arrive at a jointly agreed initial plan for how best to use the service within the time available. At this meeting it would be useful to consider how Support & Development (S&D) work would help the school (or clusters of schools) in addressing a range of needs and concerns. There is an interaction between the casework and S&D work. Individual casework often suggests fruitful areas for S&D and vice versa. A review of how the plan worked out in practice should take place towards the end of the school year.

It would be very helpful to have a staff member nominated to link with the psychologist, especially at Post Primary level.



# Casework Within a Consultative Process

## Three stages – One Process





## Support and Development Work

Support and Development Work can be a very effective way of utilising the experience, skills and knowledge of teachers, parents and schools in addressing the needs of students.

Some of the areas of work where psychologists may be able to offer support, either alone or with a colleague, are outlined below. Sometimes schools with similar needs can group together for this kind of work. You may wish to explore your school's particular needs with the educational psychologist in order to see what would be most useful in your school or area.

### Work on school policies and procedures

Supporting schools in devising policies and practice in supporting children, e.g. special needs, critical incident planning.

### Advisory work, including in-service

Consultation, advice and in-service focussed around individual, group or organisational level concerns.

### Advice on appraisal of student needs

Advice on school-based assessment strategies.

### Advice on classroom strategies and resources

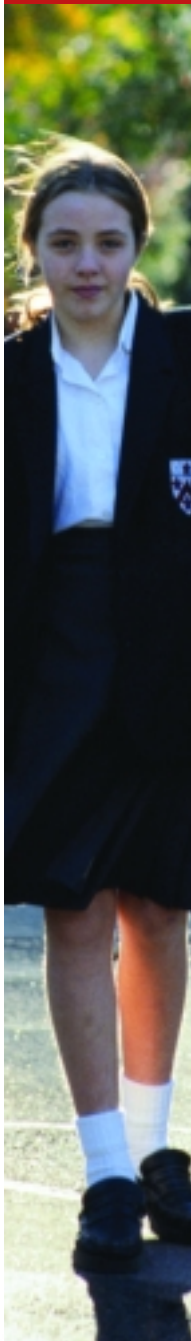
Consultation and advice on development of individual and group strategies that support learning and behaviour.

### Work with parents or students

Work with schools in planning and delivering interventions with parents and students.

### Research and Development

Development and evaluation of programmes and interventions.



## Stage 3 – The Process for Individual Casework

### 1. Requesting formal involvement at Stage 3

When a child continues to experience significant difficulties following interventions at Stage 2, the teacher should request the relevant staff member or team to prioritise this child for a formal consultation. Having a nominated link person is very helpful. The school and psychologist discuss the case and, in consultation with parents, agree to further consultation/assessment.

### 2. Completion of Forms

A parent's/guardian's consent form (PINK) must be completed at this point. If liaison with other agencies is necessary a 'Liaison with other agencies' parental consent form (BLUE) must also be completed.

### 3. Full Consultation/Assessment

The psychologist works with teachers and parents in a joint exploration of the problem and an action plan to address the child's needs is agreed. This process may, where appropriate, involve the psychologist using individual assessment procedures.

### 4. Implementation

The agreed action plan or strategy is carried out for an agreed period of time.

### 5. Review

Progress and effectiveness of interventions is reviewed.

*'As the year goes on the school and psychologist will need to keep reviewing the priorities in the light of time available.'*



Name of psychologist currently assigned to your school is: \_\_\_\_\_

NEPS Office Address: \_\_\_\_\_

\_\_\_\_\_ Telephone No: \_\_\_\_\_

Other notes:

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