**Appendix 12: Themes identified in reflective journals: ThA Phase 3**

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| Themes |  | P2 | P6 | P7 | P4 | P1 |
| Impressions of training: Day 1 – negative (initially) | 1 |  |  |  |  | 3 |
| Shared impressions of Day 1 with colleague | 2 |  | 1 |  |  | 1 |
| Seeking reassurance after Day 1 less academically intense | 3 |  |  |  |  | 1 |
| Impressions of training: Day 2 – mixed | 4 |  | 2 |  |  | 3 |
| Ways of making Day 2 better | 5 |  |  |  |  | 1 |
| Reflecting on how to use training with colleagues and parents | 6 |  |  |  |  | 1 |
| Impressions of training: Day 3 – mixed but more positive | 7 |  |  |  |  | 1 |
| Impressions of training: Day 4 – more positive | 8 |  |  |  |  | 2 |
| Experience relevant to training | 9 |  | 4 |  | 2 | 1 |
| Reflecting on how to use training to work with child | 10 |  |  |  |  | 1 |
| Considered best to be with colleague on training/in school/working with ELSA colleague | 11 |  |  |  | 1 | 5 |
| Ways of making Day 4 better | 12 |  |  |  |  | 1 |
| Impressions of training: Day 5: positive | 13 |  |  |  |  | 2 |
| Questioning own ability to lead friendship group/write therapeutic story | 14 |  |  |  |  | 2 |
| Ways of making Day 5 better | 15 |  |  |  |  | 1 |
| Change of focus – now wanting more of training | 16 |  |  |  |  | 1 |
| Realisation of resources already in school | 17 |  |  |  |  | 1 |
| Way of making course better | 18 |  |  |  |  | 2 |
| Concerned about time available to be an ELSA | 19 |  |  |  |  | 1 |
| Frustration lack of commitment by SMT | 20 |  |  |  |  | 2 |
| Day 6: Support from SMT | 21 |  |  |  |  | 1 |
| Discussion with SMT – how ELSA will run (would have been useful at start) | 22 |  |  |  | 1 | 1 |
| Enthusiastic to start/do ELSA work | 23 |  |  |  |  | 1 |
| Reflection on working as an ELSA - positive | 24 |  |  |  |  | 4 |
| Future plans for how ELSA will work in school | 25 |  |  |  |  | 1 |
| Impression of clinical supervision sessions | 26 |  |  | 2 | 1 | 3 |
| Greater freedom as ELSAs in school compared to other schools and how impacts on their role | 27 |  |  |  |  | 1 |
| Setting up plans for ELSA working | 28 | 1 |  | 1 | 3 | 2 |
| Suitability of type of TA for ELSA role/personality | 29 |  |  |  |  | 3 |
| Sharing ELSA/casework with staff/parent | 30 | 1 |  | 1 | 4 | 10 |
| ELSA referral systems in place/need to ensure followed | 31 |  |  |  |  | 2 |
| Impact of training received from ELSA training for when attending other courses | 32 |  |  |  |  | 1 |
| Uncertainty of being an ELSA | 33 |  |  |  |  | 1 |
| Being aware of own needs vs demands | 34 |  |  |  |  | 1 |
| Delivering training as an ELSA | 35 |  |  |  |  | 1 |
| Realisation of amount of knowledge gained from training | 36 |  |  |  |  | 1 |
| Recognising gaps in staff’s knowledge | 37 |  |  |  |  | 1 |
| Discussing casework with staff – query role of ELSA/teacher | 38 |  |  |  |  | 1 |
| Unequal balance of sharing ELSA role with ELSA colleague | 39 |  |  |  |  | 1 |
| Overall making training course better | 40 |  |  |  |  | 1 |
| Usefulness of keeping reflective journal | 41 |  |  |  |  | 1 |
| Challenges facing an ELSA | 42 |  |  | 3 | 2 | 3 |
| Enjoying ELSA | 43 | 1 |  | 3 |  | 2 |
| Developing new skills as an ELSA | 44 |  |  |  |  | 1 |
| Flexibility in timetable to support casework/given opportunities to be part of conversations which wouldn’t have had otherwise | 45 |  |  |  |  | 2 |
| ELSA’s considered need to watch EL of colleagues | 46 |  |  |  |  | 1 |
| Development of positive rapport with pupils | 47 |  |  |  |  | 1 |
| Examples of casework | 48 | 1 |  | 1 (lots – see below) | 2 | 6 |
| Prior to course no understanding of EL | 49 |  |  |  | 1 |  |
| Impressions of Day 1 – mixed: familiar with theory – learnt nothing new but how would role be placed in school without ‘stepping on teacher’s toes’ | 50 |  |  |  | 2 |  |
| Impressions of Day 2 – queried model working in reality | 51 |  |  |  | 1 |  |
| Impressions of Day 2 – secure with theory, not learning anything new to be an ELSA | 52 |  |  |  | 2 |  |
| Familiar with theory but how to work in reality | 53 |  |  |  | 1 |  |
| Training – queried how will fit in with school | 54 |  |  |  | 2 |  |
| Lack confidence be an ELSA | 55 |  |  |  | 2 |  |
| General impressions of training: formal presentation challenging – trainer’s personal experiences more enlightening | 56 |  |  |  | 1 |  |
| Impression of Day 3: Puppets – (video) negative | 57 |  | 3 |  | 1 |  |
| Impression of Day 4: Social skills – negative | 58 |  |  |  | 1 |  |
| Impression of Day 4: Autism – positive | 59 |  | 1 |  | 1 |  |
| Beginning to see level ELSA work pitched at/how to use in school | 60 |  |  |  | 2 |  |
| Impression of Day 5: positive – more practical ideas than theory | 61 |  | 1 |  | 1 |  |
| Impression of Day 6: Loss and Bereavement - positive | 62 |  |  |  | 1 |  |
| L & B – sessions most dreading | 63 |  |  |  | 1 |  |
| Overall impression of training – didn’t realise till end significance of being an ELSA and a little intimidated/does not inform when ELSA should seek help | 64 |  | 1 |  | 1 |  |
| Clinical supervision: learning about experiences of other ELSAs setting up ELSA | 65 |  |  |  | 1 |  |
| Clinical supervision: useful to share ideas about managing cases | 66 |  |  | 1 | 2 |  |
| Clinical supervision: opportunity to gain info on resources | 67 |  |  |  | 1 |  |
| Paperwork in way of starting work with child – taken several months to complete and then abandoned | 68 |  |  |  | 2 |  |
| Child 1: Session 1: Understanding and talking about angry feelings – ELSA daunted – case requested by school and parents | 69 |  |  | 1 |  |  |
| Child 1: Child responsive | 70 |  |  | 3 |  |  |
| Child 1: Planning prior to meeting child – not used | 71 |  |  | 1 |  |  |
| Child 1: Session 2: Calm feelings and calming techniques, feelings diary recap – positive rapport with child | 72 |  |  | 1 |  |  |
| Child 1: Use of psychology to make sense of why child behaving as she does | 73 |  |  | 2 |  |  |
| Child 1: Session 3: Friendship skills, how to improve and maintain friendships - ELSA conflict with teacher | 74 |  |  | 1 |  |  |
| Group: Session 1: Introduction to Elsa sessions, becoming confident with each other - encouraging children to talk | 75 |  |  | 1 |  |  |
| Group: Session 2: Getting to know all about each other – use of puppets for ice breaker | 76 |  |  | 1 |  |  |
| Group: Sessions 3: Raising self esteem – attempting to meet the interest needs of all in the group | 77 |  |  | 1 |  |  |
| Group: Session 4: Child relationship difficulties with men | 78 |  |  | 1 |  |  |
| Group: Session 5: Confidence building; ELSA proud | 79 |  |  | 1 |  |  |
| Group: Session 6: Body language to express feelings; ELSA impressed with children’s knowledge; active sessions better than table-top activities | 80 |  |  | 1 |  |  |
| Lack of respect by staff members | 81 |  |  | 1 |  |  |
| Keeping activities simple | 82 |  |  | 1 |  |  |
| Ending ELSA involvement with child | 83 |  |  | 1 |  |  |
| Encouraging children to reflect on how to apply skills learnt | 84 |  |  | 1 |  |  |
| ELSA determining child needs more ELSA involvement | 85 |  |  | 1 |  |  |
| Parent seeking ELSA involvement/praise of ELSA work | 86 |  |  | 2 |  |  |
| Child 2: Child a worrier – overnight success of ELSA intervention | 87 |  |  | 3 |  |  |
| Child 2: Raising self-esteem – use of puppets; ELSA surprised at how receptive very young children are | 88 |  |  | 1 |  |  |
| Child 2: Acting out emotions – use of mirror; ELSA reflecting on use of mirrors for future work | 89 |  |  | 1 |  |  |
| Clinical supervision: opportunity to see others on similar learning curve | 90 |  |  | 1 |  |  |
| Clinical supervision: useful to gain EP feedback | 91 |  |  | 1 |  |  |
| ELSA’s advice for ELSAs | 92 |  |  | 1 |  |  |
| Pre-ELSA training impressions | 93 |  | 1 |  |  |  |
| Apprehensions how ELSA would be delivered in school | 94 |  | 2 |  |  |  |
| Training Day 3: Discussion and IEBP (individual education/behaviour plan) useful | 95 |  | 2 |  |  |  |
| Improving Day 3 training | 96 |  | 1 |  |  |  |
| Post training research | 97 |  | 1 |  |  |  |
| Day 3 training puppets: positive aspects | 98 | 1 | 1 |  |  |  |
| Concerns Day 6: Bereavement | 99 |  | 1 |  |  |  |
| Day 6: Bereavement: Positive | 100 |  | 1 |  |  |  |
| Day 6: ELSA presentation: Positive | 101 |  | 1 |  |  |  |
| Day 6: Helped SMT realise role of ELSA | 102 |  | 1 |  |  |  |
| Using ELSA in school | 103 |  | 1 |  |  |  |
| Overall view of ELSA training – positive | 104 | 1 |  |  |  |  |
| TA keen to get started, thoughts of how to organise file/resources | 105 | 3 |  |  |  |  |
| Referral process – positive comment | 106 | 1 |  |  |  |  |
| Child 1: Session 1: Academic progress stalled, assessment of s/e does not match reality, as very shy more time needed to get to know child | 107 | 1 |  |  |  |  |
| Child 1: Session 2: Getting to know child, assessment of how self-image, use of games | 108 | 1 |  |  |  |  |
| Child 1: Session 3: Working on self-esteem | 109 | 1 |  |  |  |  |
| Child 1: Session 4: Child’s future challenge in swimming and fears, working on imagination | 110 | 1 |  |  |  |  |
| Liaising with other professionals, eg, SALT | 111 | 1 |  |  |  |  |
| Session cancelled due to factors beyond control | 112 | 2 |  |  |  |  |
| Child 1: Session 5: Exploring what child can do well | 113 | 1 |  |  |  |  |
| Thoughts about possible future work with child | 114 | 2 |  |  |  |  |
| Positive outcome of ELSA intervention | 115 | 1 |  |  |  |  |