

**RISE NI Regional Training
Directory
2019/2020**



RISE 

Regional Integrated
Support for Education

RISE NI Service Model

RISE NI works in partnership with schools using a tiered approach

Universal Support



Universal Support

General training, advice and strategies for school staff and parents to enhance and enrich the development of all children.

Targeted Support

Targeted advice, consultation, training, class based and small group programmes.

Specialist Support

Assessment for children with persistent needs who have not responded positively to strategies and support already used in school.

WELCOME TO THE RISE NI TRAINING DIRECTORY

This directory has been devised as both a service reference document and to provide guidance on the content of training courses available to schools. There will be regional variances in the model of delivery within your area. Please note delivery of training will depend on service demands and capacity at any given time.

'Regional Integrated Support for Education NI' is a regional multidisciplinary service funded by the DHSSPS Children and Young People's Package. There are five teams, one in each Health and Social Care Trust (HSCT) throughout Northern Ireland.

The five teams across Northern Ireland aim to work in close partnership with schools in providing an accessible, preventative and early intervention service to mainstream primary schools and pre-school provisions.

The RISE NI service may include Speech and Language Therapists, Occupational Therapists, Physiotherapists, Behaviour Specialists, Social Workers, Clinical Psychologists and Therapy Assistants.

The team works with schools in meeting the needs of children presenting with:

- Social, emotional and behavioural needs
- Speech, language and communication needs
- Sensory processing, self-care, fine motor and visual perceptual needs
- Gross motor needs

Support within mainstream early years and primary school settings is vital for securing improvements in outcomes for the greatest number of children. Only a minority of children will need direct assessment or intervention. In many cases parents and schools work effectively together to meet children's needs.

The team's priorities are to

- Provide early intervention
- Educate all those working with children to understand the impact of developmental difficulties in the educational setting.
- Enable all those working with children to use strategies that support and enhance children's access to learning

Therefore, the team works in partnership with schools in a tiered approach to give all children the best opportunity for a better future.

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Universal Training

Building Blocks of Development

The Building Blocks of Social Emotional & Behavioural Development
The Building Blocks of Speech Language and Communication Development
The Building Blocks of Sensory - Motor and Visual Perceptual Development

This training is targeting newly qualified teachers who would benefit from a therapeutic understanding of child development and its impact in the classroom. This would also be beneficial for teachers who would like an update in this area.

The following developmental areas will be explored in relation to their educational impact and how they interlink with each other:

- Social, emotional and behavioural development
- Sensory-motor development
- Visual perceptual skills
- Speech, language and communication skills
- Gross motor skills

Content:

This awareness session aims to:

- ❖ Increase knowledge of the holistic approach to child development
- ❖ Provide practical application of child development
- ❖ Provide staff with practical activities and strategies to promote child development in the classroom.

Difficulties in any area of development can impact on a child's functioning in the school setting. Understanding *why* children present in a particular way can help us to support their needs and achieve their full potential physically, socially and academically. In many cases, practical strategies can be easily incorporated into daily practice to support children with developmental difficulties.

Designed for:

All preschool staff, Nursery Staff, Teachers and Assistants in Mainstream Primary School (Y1 – Y4)

Understanding and Supporting Child Development In the Classroom (OCNNI)

RISE NI would like to offer Classroom Assistants the opportunity gain a level 2 qualification in:

‘Understanding and Supporting Child Development in the Classroom’

Content

The course aims to develop the knowledge and skills of classroom assistants on how best to support children with developmental difficulties in the classroom including:

- ❖ social, emotional and behavioural
 - ❖ sensory processing skills
 - ❖ speech, language and communication skills
 - ❖ gross and fine motor skills
 - ❖ visual perception skills
-
- Participants can gain a level 2 qualification through Open College Network Northern Ireland (OCNNI)
 - The training is provided free of charge but there is a cost of £35.00* per participant to cover administration with OCNNI. (Price correct at time of printing)

Ready to Learn

The Ready to Learn Programme is a workshop designed to support education staff to deliver key messages to parents. This may be delivered in conjunction with the Education Authority’s ‘Getting Ready to Learn’ programme.

Content:

The programme will explore the following areas:

- ❖ Staying alert in school (includes sleep, attention and screen time)
- ❖ Speech, language and communication
- ❖ Motor skills and sensory awareness
- ❖ Resilience and self esteem
- ❖ Behaviour

Designed for:

All preschool staff, Nursery Staff, Teachers and Assistants in Mainstream Primary School (Year 1).

Targeted Training

Attention & Listening

Following this transdisciplinary training participants will be able to identify:

- What are attention and listening skills
- The impact of attention and listening difficulties in the classroom
- Factors causing poor attention and listening
- A range of strategies to develop attention and listening.

Content:

The programme aims to give an overview of the following areas:

- ❖ Normal development of attention and concentration
- ❖ Impact of speech, language, social / emotional / behavioural wellbeing, motor and sensory difficulties on attention and listening skills
- ❖ Class based strategies

Designed for:

All preschool staff, Nursery Staff, Teachers and Assistants in Mainstream Primary School (Y1 – Y4)

Promoting Motor Skills

Motor skills are the building blocks on which more complex skills are developed. **Well-developed motor skills support children to access the school curriculum for** handwriting, self-care and are important for maintaining an upright seated position and have an impact on attention.

This is a training delivered by a physiotherapist or occupational therapist and is designed to help teachers support normal gross and fine motor development for children within their class.

Content:

- ❖ Increased understanding of normal motor development milestones
- ❖ Increased understanding of the elements of gross and fine motor skills and how these help children to participate in all aspects of school.
- ❖ Fun exercise ideas and practical strategies to promote normal development of motor skills
- ❖ Ideas to encourage children to be physically active
- ❖ Opportunity to discuss concerns / experiences

Designed for:

All preschool staff, Nursery Staff, Teachers and Assistants in Mainstream Primary School (Y1

Co-ordination in the Classroom and an Overview of Developmental

Co-ordination Disorder (DCD)

Motor co-ordination develops throughout early childhood and motor skills never stop developing. Children develop different skills at different rates depending on various factors including environment, opportunity and cognitive ability. Clumsiness may be due to many factors but persistent motor coordination difficulties may require further assessment.

DCD exists when a child has a marked impairment in their motor co-ordination skills which significantly interferes with their ability to meet academic and daily living expectations.

Developmental Co-ordination Disorder (DCD) affects approximately 6% of the population, being more common than other developmental conditions such as ADHD or Autism. DCD remains under-recognised and has been described as a “hidden disability”.

This course aims to provide those attending with a greater awareness of the indicators that a child may be struggling with their motor co-ordination skills, how to put strategies in place to help the child to achieve their potential in the classroom, and how a formal diagnosis is made

Content:

- ❖ Develop an understanding of how co-ordination difficulties impact on children in the classroom
- ❖ Assist participants to gain an awareness of Developmental Co-ordination Disorder
- ❖ Teach practical strategies to support children’s co-ordination and organisational skills within the classroom environment.
- ❖ Increase awareness of the diagnostic process for Developmental Co-ordination Disorder (DCD).

Designed for:

All preschool staff, Nursery Staff, Teachers and Assistants in Mainstream Primary School (Y1 – Y4)

Sensory Processing in the Classroom

Processing sensory information is a fundamental skill which our brains are doing every minute of every day from before we were even born. Sensory input tells us where we are in relation to the world, where our body parts are and what they are doing, whether we are in a dangerous situation or a safe one. Sensory processing enables us to behave in a way appropriate to the environment we are in.

Some children have difficulty processing sensory information received from their senses. This can affect their motor co-ordination and/ or behaviour. This course explains the sensory processing theories behind: typical sensory processing, motor co-ordination and sensory modulation and the impact these can have on a child's ability to learn.

This training can be delivered collectively or split into two main areas:

- 1. Sensory processing and how it affects behaviour**
- 2. Sensory processing and how it affects coordination**

Content:

- ❖ Increase knowledge of normal sensory processing.
- ❖ Help understand how sensory processing can present as 'behaviour' in the classroom.
- ❖ Assist understanding of how sensory processing can affect motor co-ordination.
- ❖ Impart strategies to support sensory regulation within the classroom to maximise learning.

Designed for:

All preschool staff, Nursery Staff, Teachers and Assistants in Mainstream Primary School (Y1 – Y4)

Handwriting, Scissor Skills & Visual Perception Skills

12% of children struggle with some form of hand function difficulties. Children require refined fine motor skills in order to carry out everyday activities such as writing, using scissors and developing self-help skills. Pencil skills are a fundamental aspect of a child's development. Learning to print or write is one of the most complex motor skills a child will learn. In order to write successfully, gross motor, fine motor, visual perception, and cognitive elements must all interact.

Some children may present with a range of developmental difficulties impacting on their hand function. In the classroom this may be seen as: avoidance of written tasks, poor pencil grasp, disorganised or messy writing, poor spacing or reversals of letters (beyond developmental norms), copying from the board and use of scissors. This training will explore the developmental skills required to progress a child's handwriting.

This training can be delivered collectively or split into the main developmental areas:

- **Pre writing skills,**
- **Handwriting development,**
- **Visual perceptual skills**
- **Scissor skill development.**

Content:

- ❖ How handwriting develops an awareness of pre-requisite motor, perceptual and sensory skills required for handwriting.
- ❖ Common difficulties with handwriting and confidence in identifying children who are struggling with handwriting development.
- ❖ To increase awareness of visual perceptual skills and the impact within the classroom.
- ❖ Understanding the benefits of using a sensory motor approach to encourage handwriting development within the classroom environment.
- ❖ Strategies to tackle common handwriting issues e.g. reduced spacing, poor sizing, poor pencil grasp, difficulties copying.
- ❖ Strategies to support pre-writing and scissor skills development.

Designed for:

All preschool staff, Nursery Staff, Teachers and Assistants in Mainstream Primary School (Y1 – Y4)

Visuals for All

“Please show me how to do something rather than just telling me” (Ellen Notbohm – 2008)

Have you ever wondered how you can use simple, inexpensive but yet effective resources to help children learn while enhancing teaching in a busy classroom environment? It is estimated that some 25% of children and young people experience a barrier to learning at some time in their school career. Consequently, a mainstream teacher may have a variety of learning needs to address within the class.

The use of visual strategies is an invaluable tool for developing communication and helping with understanding. Many children learn and understand more easily when things are presented visually. These strategies are portable and can be used in the classroom situation or any other school environment. This training session aims to address how educators and support staff can implement the use of visuals into everyday teaching for all children to enhance learning, organisational skills, classroom management and become independent learners.

Content:

- ❖ Gain an understanding of how powerful and often underestimated visual supports can be, in helping all children to learn and access the curriculum
- ❖ Demonstrate the implementation of a range of visual strategies and resources with children with a variety of needs and difficulties
- ❖ Devise a range of visual strategies suitable for individual, small groups and whole class situations.

Designed for:

All preschool staff, Nursery Staff, Teachers and Assistants in Mainstream Primary School (Y1 – Y4)

Attachment Training

A child's social and emotional development is greatly shaped by the experiences and relationships they have with significant adults, particularly their parents but also teachers. This in turn can have a major impact on behaviours that we may see within the classroom and a child's ability to engage in learning.

The aim of this training is to provide an overview of Attachment theory to help teaching staff gain a better understanding of the behaviours they may experience within their classroom and to consider ways they can help and support children.

Content:

- ❖ Understand underlying reasons for a child's behaviour in the context of attachment experiences.
- ❖ Understand different attachment patterns and how this may present in the classroom.
- ❖ Gain knowledge of strategies and ideas to support pupils in the classroom who may have difficulties related to attachment.

Designed for: All preschool staff, Nursery Staff, Teachers and Assistants in Mainstream Primary School (Y1 – Y4)

We encourage a whole school approach through our training.

Sound Sleep

The Sound Sleep programme is designed to raise awareness in schools of the importance of sleep for emotional and physical wellbeing. The programme has been developed by **Sleep Scotland** and is aimed at Primary Schools in all areas of the United Kingdom.

By highlighting the importance of sleep and the simple effective behavioural changes that can be made to ensure good quality sleep, schools will help pupils to benefit in terms of academic success and their ability to deal with stress and anxiety.

Content:

- ❖ An awareness session for teachers to explore the contents of the programme (hour)
- ❖ Sleep Awareness session for parents (1 hour-1.5 hours)
- ❖ 3 x 45 minute teaching sessions for pupils
- ❖ An universal awareness session for nursery parents is also available

Selective Mutism

Selective Mutism is a relatively rare condition affecting approximately 1 in 150 children and most frequently begins between the ages of 3 – 5 years. Children with Selective Mutism speak freely to only a small number of people in familiar situations and circumstances. Usually they speak to their family members at home and have most difficulty at school.

We will explore how we can modify our interaction with the child to reduce their anxiety and ensure the environment is as conducive as possible to them using spoken language in school.

Content:

Education staff will have increased knowledge and skills in relation to:

- ❖ What is Selective Mutism
- ❖ Why it happens
- ❖ How you can help?

Designed for:

All preschool staff, Nursery Staff, Teachers and Assistants in Mainstream Primary School (Y1 – Y4)

Training using the Solihull Approach

The Solihull Approach was developed in Solihull in 1996 initially as a result of partnership working between professionals in Solihull working with families in the community (health visitors) and CAMHS (Child and Adolescent Mental Health Service). The work has since expanded to include a wide range of practitioners across professional groups and agencies throughout the UK.

Content

This training provides an awareness of the framework of the Solihull Approach model to help:

- ❖ Understand your pupils' behaviour,
- ❖ Your pupil to learn.
- ❖ Understand how relationships affect behaviour.
- ❖ Understand the importance of relationships for brain development

It provides a 'framework for' thinking' when learning about behavioural techniques, to enable practitioners to apply their knowledge of behavioural techniques more effectively through understanding their pupils' behaviour. It should aid an understanding of how the relationship can help your pupil 'upregulate' or 'downregulate' their emotional level in order to be in a better state to learn.

There are various Solihull programmes and training. Please contact your local -RISE NI Service in relation to this programme

Promoting Emotional Health and Well-being

Emotionally healthy children and young people are better able to take advantage of opportunities to learn and develop, thus maximising their educational achievement. It is therefore vital that schools view the promotion of emotional health and wellbeing as integral to their role in educating children (Department of Education, 2018).

Content:

This training will provide teachers with practical advice and strategies to reinforce social emotional learning in the classroom and to promote the emotional health and wellbeing of their pupils. It will look at specific strategies and activities for:

- ❖ Promoting self-esteem and confidence
- ❖ Promoting emotional awareness and emotional regulation
- ❖ Promoting empathy and friendship skills
- ❖ Promoting a mindfulness informed classroom

Designed for:

All preschool staff, Nursery Staff, Teachers and Assistants in Mainstream Primary School (Y1 – Y4)

Please note: Training in areas of language and communication is also available from the Education Authority's Language and Communication Service. Please email LCSTraining@eani.org.uk for further detail.

Receptive Language

Promoting Children's Understanding in the Early Years

Understanding of language (receptive language) is vital for children to access the curriculum. Receptive language difficulties can have a long-term impact on children's social and academic development. Early identification and support can minimise this risk and there are many strategies that can be applied easily in the school setting to help these children.

Content:

This session aims to give participants knowledge of:

- ❖ The processes involved in understanding language
- ❖ Appropriate frameworks which can be used to identify and support children with receptive language difficulties e.g. Information Carrying Words (ICW)
- ❖ Classroom activities to support receptive language skills

Designed for:

All preschool staff, Nursery Staff, Teachers and Assistants in Mainstream Primary School (Y1 – Y2)

Receptive Language

Promoting Children's Understanding in School

Understanding spoken language is the ability to process and interpret what people say to us. This training session explores the skills involved in understanding language and helps to identify children with receptive language difficulties. It provides practical strategies to support children with receptive language difficulties as well as explaining the 'Blank Language for Learning' Model.

Content:

This session aims to give participants knowledge of:

- ❖ The processes involved in understanding language
- ❖ Appropriate frameworks which can be used to identify and support children with receptive language difficulties (Blank Language for Learning)
- ❖ Classroom activities to support receptive language

Designed for:

Teachers and Assistants in Mainstream Primary School (Y1 – Y4)

Expressive Language:

Promoting Children's Use of Language in the Early Years

Many children have difficulties using language to express their preferences, thoughts, feelings, opinions and take part in small group or whole class discussions. Expressive language includes many components that can be supported easily through classroom activities and strategies.

Content:

This session aims to give participants knowledge of:

- ❖ The components of expressive language
- ❖ How to identify children with expressive language difficulties
- ❖ Practical activities and strategies to support expressive language skills in the Early Years

Designed for:

All preschool staff, Nursery Staff, Teachers and Assistants in Mainstream Primary School (Y1 – Y2)

Expressive Language:

Promoting Children's Use of Language in School

Many children have difficulties using language to express their preferences, thoughts, feelings, opinions and take part in small group or whole class discussions. Expressive language includes many components that can be supported easily through classroom activities and strategies.

Content:

This session aims to give participants knowledge of:

- ❖ The components of expressive language (including sequencing and narrative skills)
- ❖ How to identify children with expressive language difficulties
- ❖ Practical activities and strategies to support expressive language skills in the classroom

Designed for:

Teachers and Assistants in Mainstream Primary School (Y1 – Y4)

Phonology:

A Sound Approach

Many adults find it difficult to know how to respond when a child's speech is frequently very difficult to understand. Education staff can support children's speech development by effectively modelling correct speech production and reinforcing the work of the Speech and Language Therapist.

Content:

This session aims to give participants knowledge of:

- ❖ Speech sound development and speech sound disorders
- ❖ How to respond to children with unclear speech
- ❖ Strategies which can be used to support children with unclear speech in the classroom

Designed for:

All preschool staff, Nursery Staff, Teachers and Assistants in Mainstream Primary School (Y1 – Y4)

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