

Renfrewshire

REPORT

July 2024 - September 2024



Support for Children & Young People

The Exchange working in partnership with
Renfrewshire Council

Contents

Introduction	1
Service Aims, Contract Requirements	2
Awareness raising & Promotion	3
Referral Pathway & Support offered to Young People	4
Referral Pathway & Support offered to Children	5
Referral Data – Young People & Children overview	6
Referral Data – Young People	7-12
Young People Outcomes	13
Feedback & Case Study – Young People	14-15
Referral Data – Children	16-21
Outcomes – Children	22-23
Feedback & Case Study – Children	24-25

About The Exchange

The Exchange is part of **The TCS Group** – a psychological wellbeing organisation with over 18 years' experience working with children, young people, families, and adults.

The Exchange specialises in supporting the mental health and wellbeing of children, young people and their families. We are currently delivering a range of services in 767 schools, colleges and communities, working in partnership with 10 local authorities. We are invested in all things **wellbeing** and our team of psychologists, counsellors, Theraplay specialists and practitioners provide evidence-based support and accredited training as part of a whole-system resilience focused approach to improving mental wellbeing.

Exchange Families is set up to build resilience in early years, primary school children and teenagers by supporting parents and carers.

Exchange Youth provides counselling and psychological wellbeing support to young people aged 11-25 in schools and local communities.

Exchange Resource delivers accredited education, training and resources to schools and staff who support young people.

What does this look like?

- School and community based counselling
- Online counselling support
- D-EXY our digital wellbeing App
- Thera-play/counselling
- Group work
- Resilience programmes
- Resilience yoga
- Psychoeducation workshops
- NEET support
- Digital training suite
- In-person and virtual training
- Staff qualifications
- Tailored ALN training and resources



Aims of the Service

The mental health and well-being of every child and young person is priority throughout our principles of building resilience.

In partnership with Renfrewshire Council, we deliver support to children, young people, parents and carers in the form of:

1-2-1 counselling support

Group Support

Online Chat Support

Workshops

The Exchange provides age-appropriate therapeutic interventions with a view to support managing present issues and developing resilience for coping in later stages. Our team works to minimise waiting times and involve the young people in the therapeutic process, assessing success frequently through the CORE score framework.

We work collaboratively with Schools across Renfrewshire Council to deliver a seamless service to all accessing support.

Contract Requirements

The Exchange is commissioned to provide 28 days to young people in Secondary Schools and 19 days in Primary Schools.

School	No of days	School	No of days
Castlehead High	3	Park Mains High	3
Glennifer High	3	Renfrew High	3
Gryffe High	3	St Andrews Academy	3
Johnston High	3	Mary Russell	1
Linwood High	1	St Benedict's High	2
Paisley Grammar	1	Trinity High	2

Awareness Raising and Promotion

Promotion of the service took place via multiple channels of communication

The Service Manager met with Renfrewshire secondary schools and the partnership development group to introduce the project and make them aware of the referral pathway and the support available.

The manager distributed physical and digital assets in the form of posters and leaflets to all schools. The materials included QR codes which directed users to our websites.

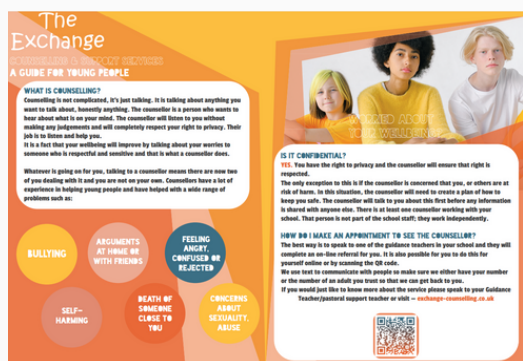
In-Person

The Renfrewshire Secondary team offered Secondary School drop in's during lunchtime for young people and school staff to discuss potential support options

Social Media

Weekly social media campaigns advertised our support options.

Service Manager provided information and links for schools to post across their digital platforms.



Secondary School Service

What support is offered?

Feeling
Angry,
confused or
rejected

Panic
Attacks /
Anxiety

Bullying

Problems at
home

Death of
someone
close

Self-Harm

The Exchange model is highly collaborative, focusing on resilience building interventions aimed at developing emotional intelligence, self-regulation, confidence, self-esteem, optimism, problem solving, and social competence in the young person.

The Exchange focus on the protective factors and the strength resources a young person needs to manage adversity, "bounce back" and strengthen their psychological wellbeing so as to thrive into the future, managing their own mental health and emotional wellbeing

What is the process?

An initial
assessment with the
young person will
take place

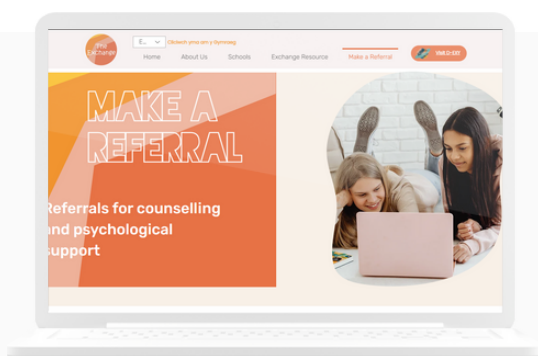
An appropriate
course of action is
identified

Up to 5 sessions are
provided (1-1 or as
part of a group)

How to refer

Schools, services, young people and parents can make referrals via:

- Telephone with our Client Support Team
- Drop in sessions with our Counsellors
- Our online portal through www.exchange-counselling.com or www.d-exy.com



Primary School Service

What support is offered?

Feeling
Angry,
confused or
rejected

Panic
Attacks /
Anxiety

Bullying

Problems at
home

Death of
someone
close

Transition

The Exchange model is highly collaborative, focusing on resilience building interventions aimed at developing emotional intelligence, self-regulation, confidence, self-esteem, optimism, problem solving, and social competence in the child.

The Exchange focus on the protective factors and the strength resources a child needs to manage adversity, "bounce back" and strengthen their psychological wellbeing so as to thrive into the future, managing their own mental health and emotional wellbeing

What is the process?

An initial meeting
with the parent will
take place

We will contact the
school to arrange an
initial meeting with
the child

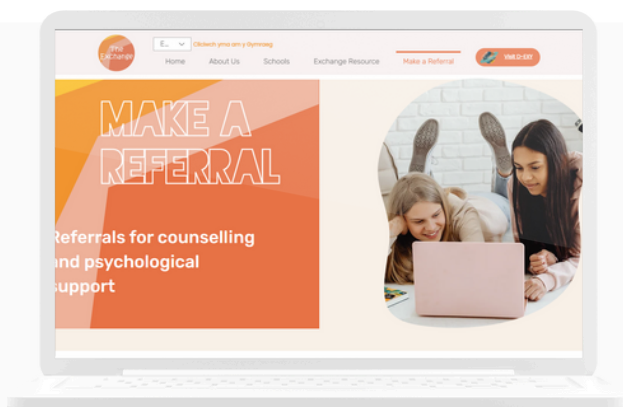
An appropriate
course of action is
identified and
shared with school
and parents

Up to 8 sessions are
provided (1-1 or as
part of a group)

How to refer

Schools, services and parents can make referrals via:

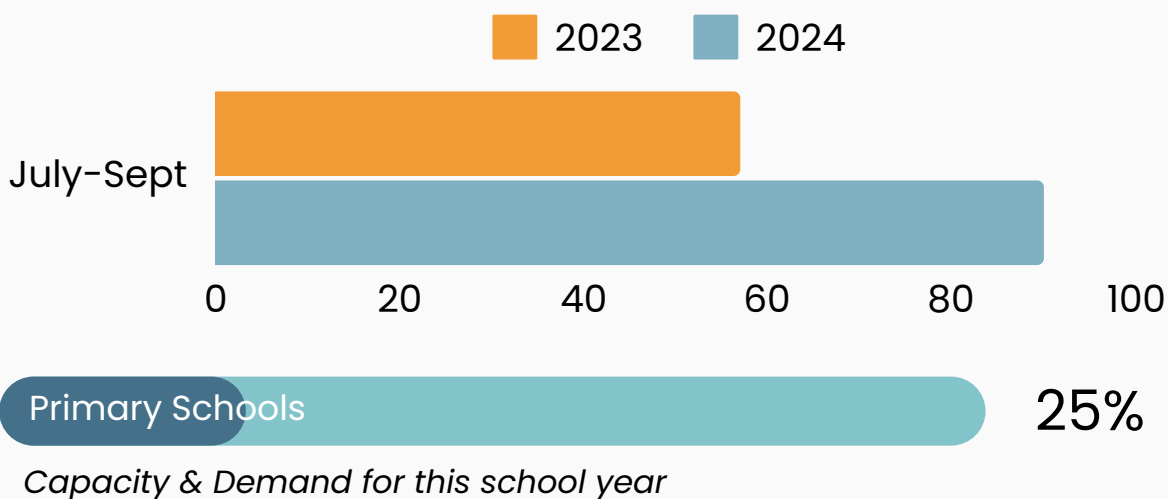
- Telephone with our Client Support Team
- Drop in sessions with our Counsellors
- Our online portal through exchange-counselling.com



Referral Information

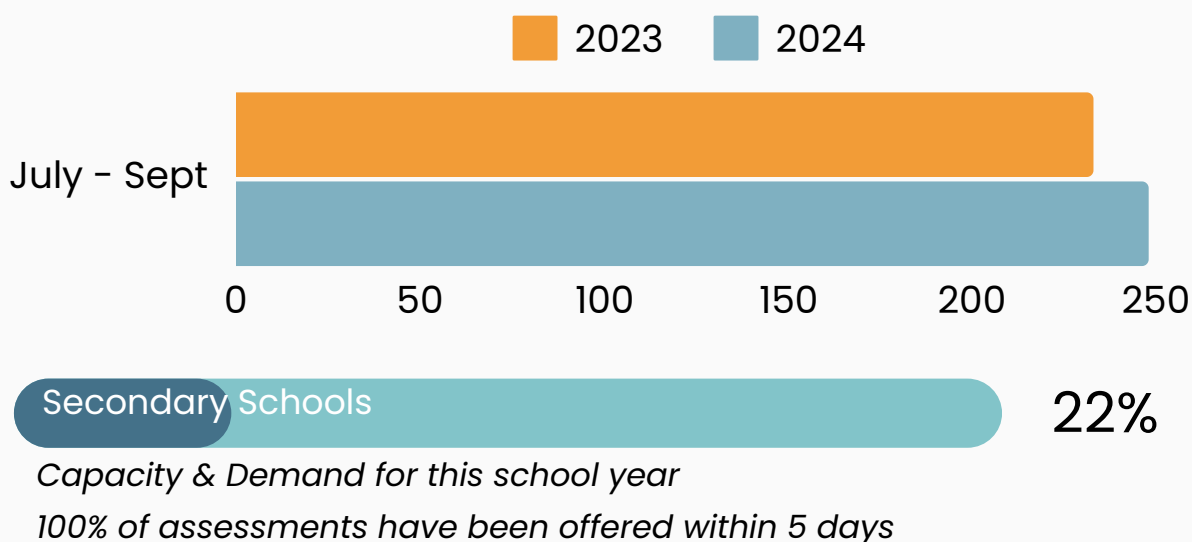
Client	This Quarter	To date - School year
Children	90	90
Young People	248	248
Parents	2	2

Referrals comparison & Capacity - Primary



Primary referrals have increased this quarter, this was expected after we lifted the agreed pause on referrals. The 90 referrals align more closely with the contract capacity and reflects what we typically anticipate at this time of year.

Referrals comparison & Capacity - Secondary



We received a slightly higher number of referrals this quarter compared to the same period last year. This increase is positive, as it remains well within the annual capacity outlined in the contract.

Secondary School Referral Information

248

Young People

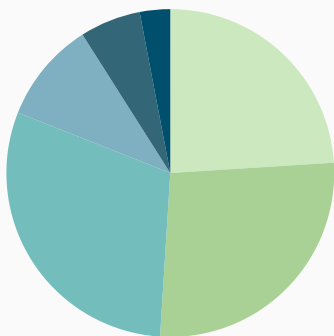
Gender



Male	66	27%
Female	175	70%
Prefer not to say	3	1%
Non-Binary	4	2%

This quarters gender distribution shows a slight variation from the overall Exchange service rates (Male 33%/Female 64%), with a higher % of females and a lower % of males

Year Group



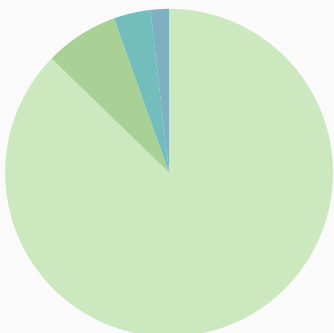
Year S1	22	9%
Year S2	42	17%
Year S3	76	31%
Year S4	54	22%
Year S5	35	14%
Year S6	19	7%

There are notable changes across year groups: S4, S5, and S6. Referrals have increased from last quarter.

This is what we see across our YP services in average:

- S1 - 20%
- S2 - 23%
- S3 - 23%
- S4 - 18%
- S5 - 12%
- S6 - 4%

Referrer



School Staff	217	87%
Parents	14	6%
Self	13	5%
Other	4	2%

Secondary School Referral Information

	This Quarter		School Year 23 - 24	
School	Referrals	% of School Roll	Referrals	% of School Roll
Castlehead High	14	1%	14	1%
Gleniffer High	27	2%	27	2%
Gryffe High	23	2%	23	2%
Johnstone High	16	2%	16	2%
Linwood High	7	1%	7	1%
Mary Russell	7	5%	7	5%
Paisley Grammar	17	2%	17	2%
Park Mains High	34	2%	34	2%
Renfrew High	25	3%	25	3%
St Andrew's Academy	39	3%	39	3%
St Benedict's High	20	2%	20	2%
Trinity High	19	2%	19	2%
Outside of School				
Total			248	2%

As we begin the new academic year, data from this first quarter reflects an early view of referral patterns. Last year, 10% of the student population accessed counselling, aligning closely with the exchange service's 12% average. This quarter's data will help to track trends as the year progresses.

The emphasis for this academic quarter has been focused on promoting early access to counselling to ensure YP receive timely support

The next area of focus will be responding to St Andrews, Castlehead and Paisley schools request for S1 intervention/skills groups

Clients Referred:

Reasons for referral



Reason	#	%
Academic	4	2%
Anger	17	7%
Anxiety	139	56%
Behaviour Related	4	2%
Bereavement	22	9%
Bullying	46	18%
Eating Disorder	4	2%
Family (Inc. relationships)	4	2%
Low mood	92	37%
Relationships Difficulties	84	34%
Self-harm	27	11%
Self-worth	11	4%
Stress	10	4%
Suicidal ideation	16	6%
Trauma	8	2%
*Other	13	6%

Anxiety and low mood remain the primary reasons for referral from Jul - Sept with relationship difficulties continuing to be the third most common reason.

*Other
 Abuse (Sexual) - 2
 Caring Responsibility - 2
 Gender Identity - 1
 Illness - 3
 Sexual (Orientation) - 1
 Substance misuse - 3
 Transgender Issues - 1

Top 3 reasons by Gender

Male	Female	Non-Binary and Prefer not to say
Anxiety	Anxiety	Anxiety
Low mood	Relationship Difficulties	Low mood
Relationship Difficulties	Low mood	Relationship Difficulties

Top 3 reasons by Year Group

S1	S2	S3	S4	S5	S6
Anxiety	Anxiety	Anxiety	Anxiety	Anxiety	Anxiety
Relationship Difficulties	Relationship Difficulties	Low mood	Low mood	Low mood	Relationship Difficulties
Low mood	Low mood	Relationship Difficulties	Relationship Difficulties	Relationship Difficulties	Low mood

Anxiety remains the top referral reason across all year groups and genders. Relationship difficulties are the second most common issue for S1, S2 & S6, while low mood is the second for S3, S4 and S5.

Clients worked with: Predominant Issues

Clients Supported this Quarter

224

Academic	8	3%	
Anger	17	7%	
Anxiety	127	57%	
Behaviour related	7	3%	
Bereavement	14	6%	
Bullying	9	4%	
Caring Responsibility	3	1%	
Eating Disorder	3	1%	
Exam Stress	2	1%	
Family	11	5%	
Illness	2	1%	
Low Mood	57	25%	
Relationship Difficulties	72	32%	
Self-harm	17	7%	
Self-worth	22	10%	
Stress	16	7%	
Substance misuse	3	1%	
Suicide	11	5%	
*Other	10	5%	

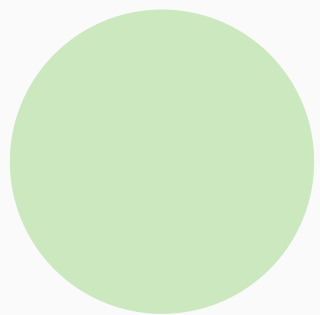
The reasons for referral are closely aligned to the issues worked with in counselling. There is a slightly higher percentage of YP receiving support with self-worth and stress than reported at the start. This is unsurprising since self-worth is often difficult to identify

**Other*

Abuse (Sexual) - 1
Body image - 2
Cyber Safety - 1
Domestic Abuse - 1
Financial concerns/Poverty - 1
Gender Identity - 1
Sexual (including orientation) - 1
Transgender issues - 1
Trauma - 1

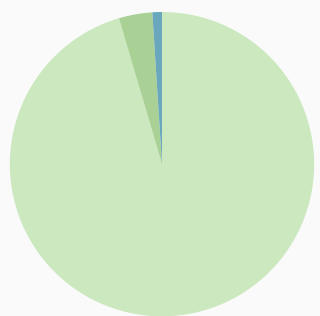
Clients worked with: Overview of Activity

Type of Support Received



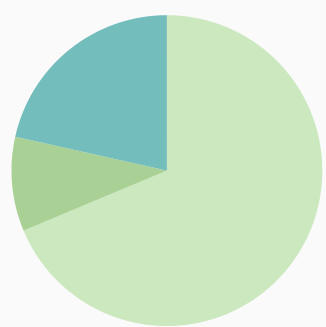
1-2-1 Counselling	100%
Group Support	0%
Workshops	0%
D-EXY Appointments Available	22

Format of Support Received



Face to Face	96%
Telephone	3%
Online Chat	0%
Video	1%

Attendance



Sessions attended	76%
Sessions not attended	16%
Sessions cancelled	8%



All YP choose to be supported on a 1-1 basis and the majority of YP choose in-person support. Last academic year, Renfrewshire YP were the top users of the D-EXY appointment booking system. It has been a slower start this quarter which we will explore to understand better.

The data indicated demonstrates the critical role that our client support team have in reacting quickly to cancellations and the importance of collaboration with school staff to replace appointments effectively

Discharged Clients:

Engagement at point of assessment

Total Clients Discharged	96	
Attended Assessment	72 young people	75%
Did not attend assessment	24 young people	25%

25% of YP referred to the service never engaged with us. Over the next quarter we will hold discussions with the school links to understand this better

Triaged & Signposted at point of Assessment	1	1%
--	----------	-----------

Engagement following assessment

Counselling Completed	47	65%
Brief Intervention Completed	24	35%
Total Completed Support	71	

Out of the 71 YP completed support, 2 YP were community based. 1 parent completed support this quarter

Secondary School Outcomes



Young people who:	#
Completed support	71
Felt better following support (Clinical scores)	87%
Average number of sessions attended	5



YP Core

	Overall	Descriptor	
Average Start	19	<i>moderate psychological distress</i>	
Average End	12	<i>mild psychological distress</i>	

	Male	Female	Non Binary & Prefer not to say
Average Start	14 <i>mild</i>	21 <i>moderate-severe</i>	23 <i>moderate-severe</i>
Average End	8 <i>healthy</i>	14 <i>mild</i>	22 <i>moderate/severe</i>

The YP core is a standardised measure used to assess the YP's levels of distress at the start and end of counselling. This quarter the average start score is 19, rated as moderate psychological distress. This is slightly below The-Exchange Service report which is 21.

Additional Information

	SEN	4
	Disability	2
	Looked After Child	0
	Care Experienced	2
	Non-Attender	2
	Young Carer	0
	ND Diagnosed	5
	ND Undiagnosed	7

This additional information provides a breakdown of those with a disability, those who have a neuro-diverse diagnosis or are awaiting this, and those who are care experienced, looked after or young carer's.

BAME
Black/Black British 1
White non British 1
White British 70

Secondary School Feedback



Top 3 benefits gained from counselling

I felt really listened to
I felt better about myself
I feel more able to deal with my problems

Most helpful aspect of counselling

53%	of young people, felt the most helpful aspects of counselling to them were...	Being given good advice by my counsellor
46%		More able to manage my feelings
46%		Feeling like my thoughts and feelings were respected
46%		Talking about the things that bothered me
39%		Feeling properly understood
31%		My relationship with others improved
31%		Being able to get support from others
23%		Feeling important and valued

From client feedback, 100% of young people reported feeling an improvement in their well-being following support and would recommend The-Exchange to a friend

Comments

"I have found the sessions very helpful as they gave me a space to talk about everything. My mum has noticed a change in me since I started coming here and she says I seem calmer and more relaxed now"

"I always feel 2 stone lighter when I leave here"

"I feel like the bully in my mind has stopped talking as much"

In our survey, we asked young people: "What improvements to the service would you make?"

Young people said:

- None - it's perfect!
- No improvements needed
- None -everything was amazing!

Case Study 1 – Secondary

Family information: Male aged 15, ASD diagnosis.

Referred by: Pastoral Teacher

Support offered: 7 face to face counselling sessions in school.

Outcome measure: YP core started in moderate/severe and reduced to moderate

Reason for Referral:

Pastoral Teacher referred the Young Person who was struggling with anxiety and family difficulties

Areas of Concern

The wellbeing consultation highlighted 4 Key areas of concern:

1. Connection and communication: an understanding of the young person's challenges. 2. Young person's ability to regulate during sessions and out with sessions. 3. The impact of ASD diagnosis on the young person. 4. Self belief and confidence.

Goals

1. Neurodivergent psychoeducation to promote understanding and self acceptance. 2. Support strategies for self regulation and resilience. 3. Connection with school staff and peers.

Intervention and Outcomes

Neurodivergent psychoeducation to promote understanding and self acceptance:

Psychoeducation was utilised to help the young person improve self awareness and an understanding of his ASD traits. This helped build a more beneficial social identity by highlighting strengths and challenges. Cognitive Behavioural Therapy was utilised to alleviate symptoms which impaired daily living and quality of life. The young person was able to identify strengths, limitations, interests and how to meet his own specific needs.

Support strategies for self regulation and resilience:

A creative therapy strategy was utilised to explore the young person's inner experience by playing chess: increasing effectiveness, supporting resilience, encouraging connection and trust. This allowed an understanding of reactions to stress and challenges as they presented in real time. This creative approach enabled the young person to feel in control of his thoughts and feelings, adjusting to unpredicted situations and channelling energy into a beneficial direction. Self esteem and confidence were elevated as the young person gained insight into challenges and behavioural tendencies. The young person utilised his skills and approach to the game of chess, extrapolating this to his approach to life: teaching problem solving, self regulation, attentiveness and forward planning.

Connection with school staff and peers:

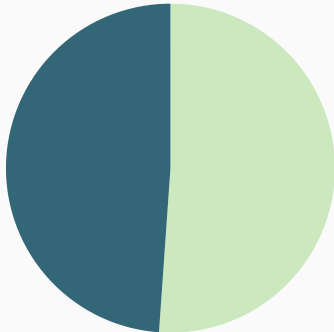
The young person involved his family in weekly chess tournaments and made connections by playing chess with peers in school. The young person also developed a connection with staff, managing to express feeling overwhelmed with his timetable, which staff were able to reduce. He also used a safe space within school rather than returning home. Attendance increased and he expanded his hobbies to reading and volunteering in the shop where his mum works.

The young person was more accepting of his ASD diagnosis which alleviated frustrations, low mood and anxiety.

Primary School Referral Information

90
Children

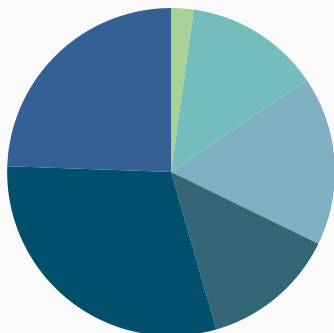
Gender



Male	46	51%
Female	44	49%

This quarter there has been a nearly even distribution of referrals across genders.

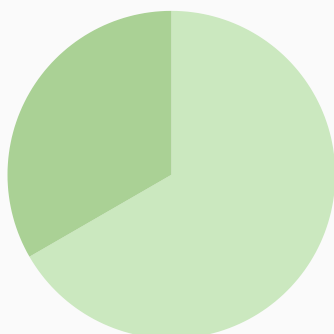
Year Group



P1	0	0%
P2	2	2%
P3	12	13%
P4	15	17%
P5	12	13%
P6	27	30%
P7	22	25%

The majority of our referrals for this quarter were for P6 pupils, followed closely by P7 referrals. This is inline with what we usually see at this time of year.

Referrer



School Staff	60	67%
Parents	30	33%

This quarter we've seen a slight increase of parent referrals from the previous quarter.

Primary School Referral Information

School	Referrals
Auchenlodment	2
Bargarran	5
Barsail	5
Bishopton	1
Brediland	1
Bridge of Weir	4
Bushes	1
Dargavel	5
East Fulton	2
Fordbank	4
Heriot	1
Inchinnan	1
Kirklandneuk	4
Langcraigs	1
Lochwinnoch	2
Newmains	4
Our Lady of Peace	2
Ralston Primary	1
Rashielea	6
St Anne's	3
St Charles'	2
St David's	1
St Fergus'	3
St James' Primary (Paisley)	3
St James' (Renfrew)	1
St John Bosco	7
St John Ogilvie	3
St Peter's	4
Thorn	1
Todholm	7
Wallace	1
Williamsburgh	1
Woodlands	1



The 90 referrals accepted this quarter were received from 33 schools across Renfrewshire.

This quarter we have dedicated time to arranging group support across Renfrewshire schools. This has involved assessing individual need, grouping appropriate referrals, discussing the benefits of this type of support with parents and collaborating with schools.

Three of these groups have been arranged to start next quarter.

Primary School Referral Information

Reasons for Referral

Reason	#	%	
Anger	7	8%	<div style="width: 8%;"></div>
Anxiety	39	43%	<div style="width: 43%;"></div>
Behaviour related	19	21%	<div style="width: 21%;"></div>
Bereavement	5	6%	<div style="width: 6%;"></div>
Bullying	1	1%	<div style="width: 1%;"></div>
Emotional Regulation	69	77%	<div style="width: 77%;"></div>
Family (Inc relationships)	21	23%	<div style="width: 23%;"></div>
Relationship difficulties	42	47%	<div style="width: 47%;"></div>
Self-harm	1	1%	<div style="width: 1%;"></div>
Self-worth	12	13%	<div style="width: 13%;"></div>



Emotional regulation continues to be the top reason for referral and, similar to previous quarters, relationship difficulties & anxiety continue to be prominent.

Top 3 reasons by Gender

Male	Female
Emotional Regulation	Emotional Regulation
Relationship difficulties	Anxiety
Anxiety	Relationship difficulties

The top reasons for referral per gender continue to be the same as last quarter and are in line with The-Exchange national statistics.

Top 3 reasons by Year Group

P2	P3	P4	P5	P6	P7
Emotional Regulation	Emotional Regulation	Emotional Regulation	Emotional Regulation	Emotional Regulation	Emotional Regulation
Behaviour related	Anxiety	Relationship difficulties	Anxiety	Relationship difficulties	Relationship difficulties
Family Difficulties	Behaviour related	Anxiety	Relationship difficulties	Anxiety	Anxiety

Emotional regulation is the top referral reason across all Exchange services for P2-P7.

There have been no P1 referrals this quarter which typically account for 1.5 - 3% of overall referrals.

Referral Reasons per School

School	Emotional Regulation	Relationship difficulties	Anxiety	Family Difficulties	Behaviour related	Self-worth	Anger	Bereavement	Bullying	Self-harm
Auchenlodment	1	0	2	0	0	0	0	0	0	0
Bargarran	4	0	1	0	3	0	1	0	0	0
Barsail	5	2	1	2	1	0	0	0	0	0
Bishopton	0	0	1	0	1	0	0	0	0	0
Brediland	0	1	0	1	1	0	0	0	0	0
Bridge of Weir	2	2	3	1	0	1	0	0	1	0
Bushes	1	1	1	0	0	0	0	0	0	0
Dargavel	4	1	2	1	1	1	2	1	0	0
East Fulton	1	1	1	0	1	1	0	0	0	0
FordBank	3	2	2	1	2	1	0	0	0	0
Heriot	1	0	1	0	0	1	0	0	0	0
Inchinnan	0	1	1	1	0	0	0	0	0	0
Kirklandneuk	4	3	2	1	0	1	0	0	0	0
Langcraigs	1	0	1	0	1	0	0	0	0	0
Lochwinnoch	2	0	1	0	1	0	0	0	0	0
Newmains	4	2	0	1	0	1	0	0	0	0
Our Lady of Peace	2	1	1	1	0	0	0	0	0	0
Ralston	1	1	0	0	0	0	0	0	0	0
Rashielea	4	5	1	1	1	1	0	0	0	0
St Anne's	3	2	1	1	0	1	0	0	0	0
St Charles'	2	2	1	1	1	0	0	0	0	0
St David's	1	0	0	0	0	0	0	1	0	0
St Fergus'	3	3	0	3	2	0	0	0	0	0
St James' (Paisley)	2	1	2	1	0	0	0	0	0	0
St James' (Renfrew)	0	0	0	0	0	0	0	0	0	1
St John Bosco	5	2	5	1	0	0	1	0	0	0
St John Ogilvie	3	2	1	1	0	0	1	0	0	0
St Peter's	3	2	1	1	0	1	1	2	0	0
Thorn	1	0	1	0	0	0	0	0	0	0
Todholm	5	3	4	1	1	1	1	0	0	0
Wallace	0	0	1	0	0	0	0	0	0	0
Williamsburgh	0	1	0	0	1	1	0	0	0	0
Woodlands	1	0	0	0	1	0	0	1	0	0









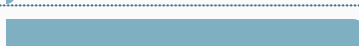


Primary School Client's Worked With

119
Children

31
Under Assessment

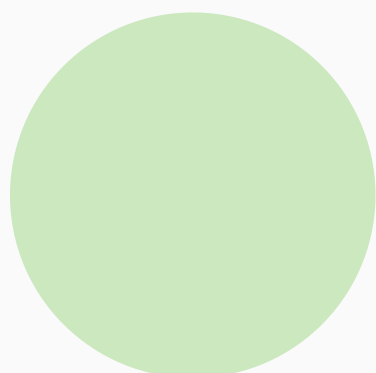
This quarter we've supported a total of 150 families. We worked with 119 children and a further 31 completed an assessment. We have supported 1 parent.

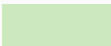


Predominant Issues

Anxiety	44	37%	
Anger	18	15%	
Behaviour Related	29	24%	
Bereavement	12	10%	
Emotional Intelligence	13	11%	
Emotional Regulation	47	40%	
Family	14	12%	
Illness	1	1%	
Relationships	39	33%	
Self-worth	11	9%	
Stress	1	1%	

Emotional regulation is the highest predominant issue of those worked with, this is inline with what we have seen in the referral reasons. Anxiety and relationships continue to be prominent issues.

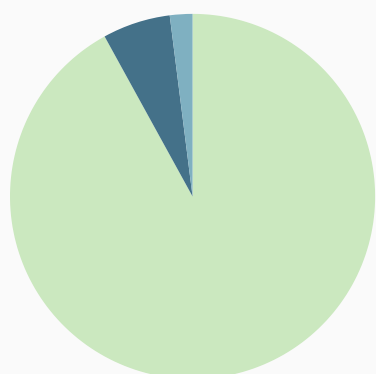
Type of Support

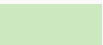




	Face to Face	100%
	Video	0%
	Group	0

All clients were supported face to face this quarter.

Attendance



	Attended	92%
	Not attended	6%
	Cancelled	2%

This quarter 449 sessions were attended, 31 the client did not attend, 8 were late cancellations.

Discharged Clients:

20

Young People discharged this quarter.

Engagement at point of assessment

Total Clients Discharged	20	
Attended Assessment	14 children	70%
Did not attend assessment	6 Children	30%

Attendance rate for initial assessments is a 19% decrease from last quarter, this is something we will closely monitor.

Triaged & Closed at point of Assessment	1	5%
--	---	----

1 pupil was closed at point of screening due to support no longer being required.

Engagement following assessment

Counselling Completed	10	77%
Brief Intervention Completed	3	23%
Total Completed Support	13	

13 children completing counselling is expected at this time of year with sessions restarting after summer and many children still currently receiving support.

Primary School Outcomes

Children who:	#
Completed Counselling	13
Felt better following support (Clinical scores)	91%
Parents who noticed an improvement	84%
Average number of sessions attended	6

Of the 13 children that have completed support, 91% of them reported an improvement using the Child & Youth Resilience Measure and 84% of parents/carers noticed an improvement in their child's wellbeing, using the SDQ.

Child & Youth Resilience Measure

	Overall
Average Start	54 (low resilience)
Average End	61 (moderate/high resilience)

The Child & Youth Resilience Measure was slightly higher than our outcome data from last quarter and continues to be higher than The Exchange's national average improvement percentage.

	Male	Female
Average Start	53	56
Average End	58	63


SDQ

	Overall
Average Start	21
Average End	9

This parent/carer SDQ is slight lower than our outcome data from last quarter but is still higher than The Exchange's national average improvement percentage.

Primary School Outcomes

Additional



SEN	2
Disability	0
Looked After Child	0
Care Experienced	0
Non-Attender	0
Young Carer	0
Previously Accessed support	1
ND Diagnosed	1
ND Undiagnosed	1

This additional information provides a breakdown of those with a disability, those who have a neuro-diverse diagnosis or are awaiting this, and those who are care experienced, looked after or young carer's.

Therapeutic themes



Transition & Change	10%
Bereavement	0%
Relationships and social competence	0%
Emotional Regulation	20%
Self-esteem and Confidence	40%
Anxiety Management	30%

We have broken down the therapeutic theme of the 13 who completed support, we can see that self-esteem & confidence and anxiety management were top themes worked with.

Primary School Feedback

Parent Feedback



Parents who felt more confident in supporting family resilience	100%
Parents who felt more confident to support the emotional & developmental needs	100%
Parents who felt the family had improved emotional wellbeing	100%
Parents who felt supported by us	100%
Parents that noticed an improvement in their child's wellbeing	87%
Parents that would recommend us to other families in need	100%

Comments

"We are grateful to you and the service for the amazing support provided."

School

"My son really benefitted from having a safe space to talk to someone"

Parent

"Your service is fantastic, thank you so much for the help you gave my child, it has been transformational."

Parent

"My daughter understands her worries now and is coping extremely well"

Parent

Case Study – Primary

Referred by: School Staff

Support offered: Face to face sessions in school

Female, P5

Reason for Referral:

Self-regulation

Peer & family relationship struggles

Parental separation

Low confidence

Assessment:

Child and Youth Resilience Measure: “low resilience”

Strength and Difficulties Questionnaire: “very high difficulties”

Narrative:

Self-esteem, confidence, emotional literacy, optimism & self-regulation were identified as under-resourced areas. The child supported this by explaining that they struggle with their emotions, especially when experiencing overwhelming feelings of anger. They struggle with relationships in their lives (peers & family), and can react impulsively to others. Client reported wanting to better understand her emotions and learn ways to cope.

Intervention:

Thera-play sessions focused on developing emotional literacy, boosting confidence and self-esteem, and build self-reflective insight. Activities created to help the client to share and explore her feelings, hoping to increase self-regulation. Combinations of arts and creative activities were utilised to promote communication, which were shared with parents and school.

Outcomes:

Child and Youth Resilience Measure: increased to “moderate/ high resilience”

Strength and Difficulties Questionnaire: decreased to “slight difficulties”

Emotional literacy, self-regulation, conflict resolution, self-esteem & confidence all improved.

Client expressed that she was now able to understand her emotions more, could recognise when she was feeling angry and would use the activities & tools that she’d learnt to help regulate her.

She reported experiencing less conflicts with friends and family.

Stability of client’s home life has improved and parent reported the client being a lot less reactive. They noticed a improvement in her emotional regulation.

School identified the improvements reported by the child, noticing that client seemed more settled in her friendships.

Working in partnership with



03302 020 283

exchange-counselling.com

The Property of Therapeutic Counselling Services © 2024