

Renfrewshire

REPORT

April 2024 - June 2024



Support for Children & Young People

The Exchange working in partnership with
Renfrewshire Council

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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.

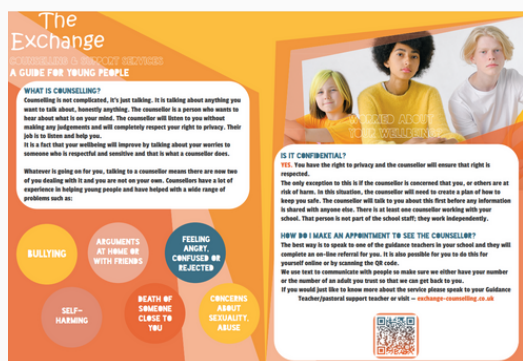
In-Person

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

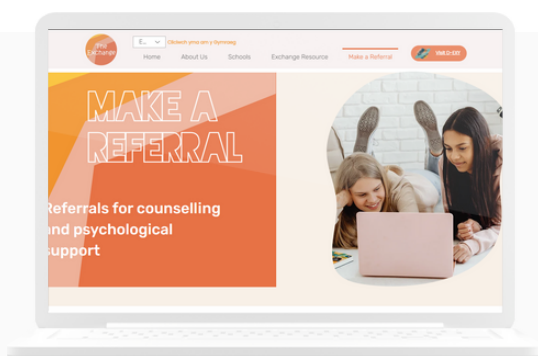
An appropriate
course of action is
identified

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

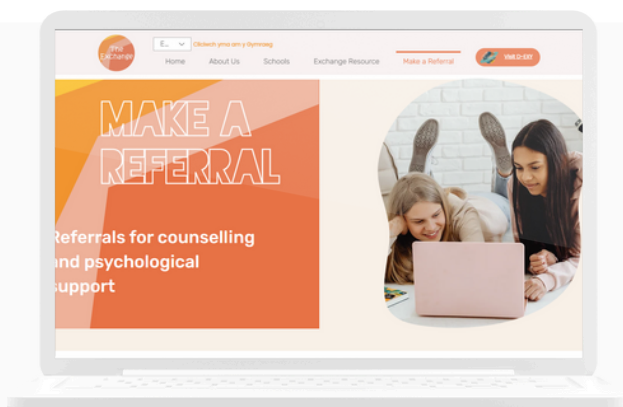
An appropriate
course of action is
identified and
shared with school
and parents

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

165

Young People

31

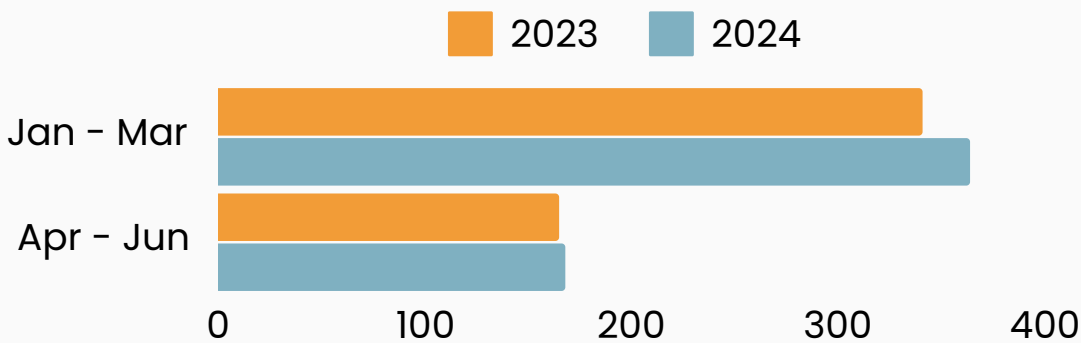
Children

2

Parents



Secondary Referrals - Comparison



100% of parents had a young person in support with The Exchange.

The Exchange are commissioned to provide 28 days to young people in Secondary Schools. To date we have received 1112 referrals and supported 1641 young people.

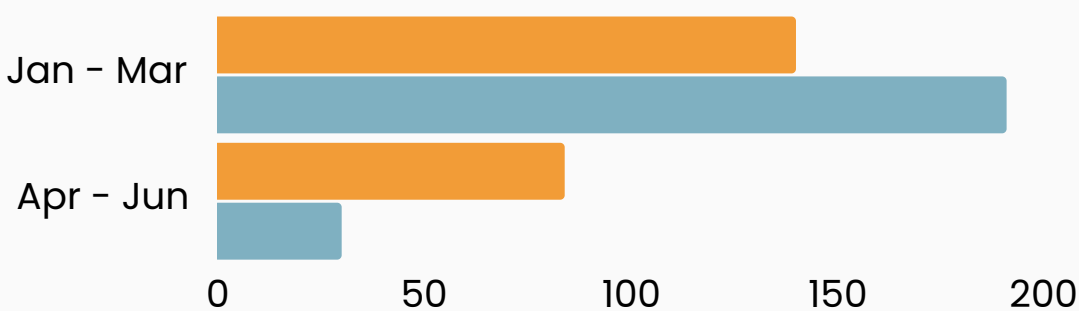
Capacity & Demand

Secondary Schools

99%

100% of referrals have been offered support within 5 days

Primary Referrals



This academic year, The Exchange received referrals over and above the contracted capacity for the Primary service. The demand for this was 21% over what can be managed within the academic year. This had an impact on increased wait times and therefore action was taken this quarter to put a pause on accepting referrals after 13.05.24, this was agreed between The Exchange and Renfrewshire.

Capacity & Demand

Primary Schools

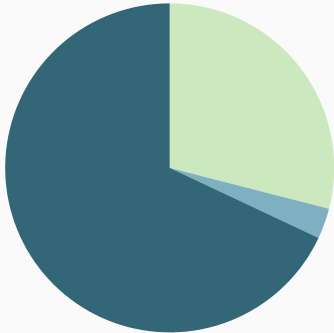
121%

Secondary School Referral Information

165

Young People

Gender



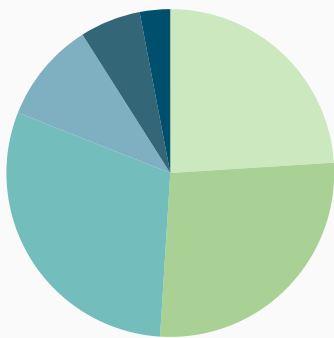
Male	47	29%
Female	113	68%
Prefer not to say	5	3%
Non-Binary	0	0%

The gender data shown aligns with the average overall referral rates of The Exchange Service (67% for females and 30% males)

The distribution of referrals across year groups indicates a rise in S3 referrals (30), which is slightly above what we report on as the average across all exchange services (28%) and higher than the previous quarter Jan -Mar, which was 21% Year group referrals show a decline in S4 (10%), which is below the national average of 15%) and a reduction on the previous quarter which was 16%

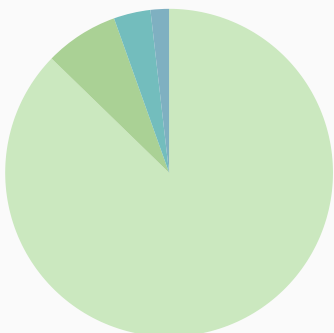
National Average Data
 S1 - 23%
 S2 - 27%
 S3 - 28%
 S4 - 15%
 S5 - 5%
 S6 - 2%

Year Group



Year S1	40	24%
Year S2	45	27%
Year S3	50	30%
Year S4	17	10%
Year S5	9	6%
Year S6	4	3%

Referrer



School Staff	144	87%
Parents	12	7%
Self	6	4%
Other	3	2%

School staff continue to be the biggest referrer at 87%, followed by Parents and self, with 2% of referrals received from social work

Secondary School Referral Information

This Quarter			School Year 23 - 24	
School	Referrals	% of School Roll	Referrals	% of School Roll
Castlehead High	11	1%	111	10%
Gleniffer High	18	1.3%	104	8%
Gryffe High	15	1.6%	99	11%
Johnstone High	20	2.1%	101	11%
Linwood High	8	1%	53	7%
Mary Russell	0	0%	25	18%
Paisley Grammar	8	0.7%	79	8%
Park Mains High	13	0.9%	132	9%
Renfrew High	16	2%	95	12%
St Andrew's Academy	25	2%	129	11%
St Benedict's High	15	1.8%	98	12%
Trinity High	16	1.6%	86	9%
Outside of School			2	n/a
Total			1112	10%

The data shows that 10% of the school's population accessed counselling over the academic year, which is consistent with the 12% average reported by The-Exchange Service.

To continue to raise awareness of The-Exchange promotional materials have been provided to each school for their digital platforms following the end-of-year service reviews.

An early intervention plan has been established in collaboration with school links to identify and refer YP in need of support at the start of the school term. This proactive approach helps to utilise appointment slots and effectively manage waiting times.

An invitation was extended to every secondary school by the service manager, to deliver well-being sessions / assembly talks as part of the P7 transition days. The counsellors delivered these in Gryffe, Johnstone and Castlehead to in excess of 500 pupils

Clients Referred:

Reasons for referral



Reason	#	%	
Anger	12	7%	<div style="width: 7%;"></div>
Anxiety	86	51%	<div style="width: 51%;"></div>
Behaviour Related	4	2%	<div style="width: 2%;"></div>
Bereavement	11	6%	<div style="width: 6%;"></div>
Bullying	6	3%	<div style="width: 3%;"></div>
Family Difficulties	11	6%	<div style="width: 6%;"></div>
Illness	5	2%	<div style="width: 2%;"></div>
Low mood	57	33%	<div style="width: 33%;"></div>
Relationships Difficulties	35	21%	<div style="width: 21%;"></div>
Self-harm	15	8%	<div style="width: 8%;"></div>
Self-worth	9	5%	<div style="width: 5%;"></div>
Suicidal Ideation	9	5%	<div style="width: 5%;"></div>
Trauma	5	2%	<div style="width: 2%;"></div>
Other*	14	8%	<div style="width: 8%;"></div>

The previous 2 quarters detailed that anxiety and low mood were the two main reasons for referral. In Apr-Jun we see this again, with relationship difficulties coming in third.

*Other Includes
 Abuse - 1
 Academic - 3
 Depression - 1
 Domestic Abuse - 1
 Eating Disorder - 1
 Gender Identity - 1
 Caring Responsibility - 1
 Substance Misuse - 3
 Stress - 2

Top 3 reasons by Gender

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

In this academic year, anxiety, low mood, and relationship difficulties have been consistent referral themes. This trend is consistent across all Exchange services for all genders.

Top 3 reasons by Year Group

S1	S2	S3	S4	S5	S6
Anxiety	Anxiety	Anxiety	Anxiety	Anxiety	Anxiety
Low mood	Low mood	Low mood	Low mood	Low mood	Low mood
Relationship Difficulties	Relationship Difficulties	Relationship Difficulties	Illness	Bereavement	Anger

When breaking down the issues affecting young people by age group, it is clear that anxiety, low mood and relationship difficulties were predominant concerns

When analysed by gender & year group, this breakdown is useful for focusing on group work, projects, and themes for D-exy.

Clients worked with: Predominant Issues

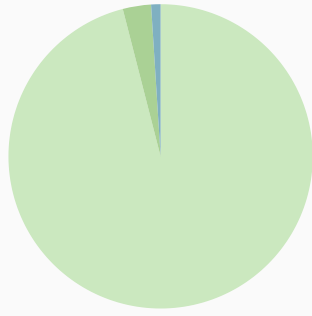
424

Young People worked with this quarter.

Academic	13	2%	
Anger	63	14%	
Anxiety	238	53%	
Behaviour related	12	2%	
Bereavement	35	7%	
Bullying	32	7%	
Depression	12	2%	
Eating Disorder	13	2%	
Exam Stress	9	2%	
Family	30	6%	
Low Mood	92	20%	
Relationship Difficulties	68	15%	
Family Difficulties	58	13%	
Self-harm	43	9%	
Self-worth	45	10%	
Stress	26	5%	
Suicidal Ideation	17	3%	
Trauma	19	4%	
Other	19	4%	

- *Other includes
- Sexual (Including Orientation)
 - Illness
 - Eating Disorders
 - Domestic Abuse
 - Caring Responsibility
 - Abuse
 - Transgender Issues
 - Substance Misuse
 - Gender Identity

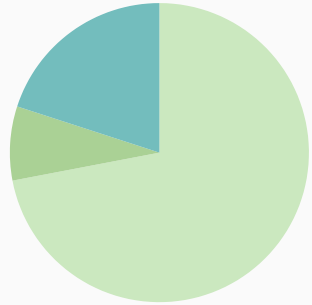
Type of Support



Face to Face	95%
Telephone	3%
Online Chat	0%
Video	2%

In line with previous quarters, the majority of our support has been f2f, with a small number accessing support remotely

Attendance



Attended	66%
Did not attend	25%
Cancelled by client	9%

The attendance of 66% is below The-Exchange services average which is between 70-75%

Study leave, exams and activity week are likely to be a contributing factor this quarter

Discharged Clients:

Engagement at point of assessment

481

Young People discharged this quarter.

Attendance rate for initial assessments was 87% for both male and female clients

In contrast, the attendance rate for non-binary clients and those who preferred not to disclose their gender was 100%

Attended Assessment	420 young people				87%			
Did not attend assessment	61 young people				13%			
Breakdown Per Gender								
	Male		Female		Non-Binary		Prefer not to say	
Attended assessment	127	87%	286	87%	3	100%	4	100%
Did not attend assessment	19	13%	42	13%	0	0%	0	0%
Total Clients Discharged	481							

Engagement following assessment

Counselling Completed	266				63%			
Brief Intervention Completed	137				33%			
Triaged & Signposted	17				4%			
Breakdown Per Gender								
	Male		Female		Non-Binary		Prefer not to say	
Counselling Completed	82	65%	178	62%	2	67%	4	100%
Brief Intervention Completed	41	32%	95	33%	1	33%	0	0%
Triaged & Signposted	4	3%	13	5%	0	0%	0	0%
Total Completed Support	420							

Counselling completion rates for males, females and non-binary clients were comparable, with percentages ranging from 62% - 67%

In contrast, clients who preferred not to disclose their gender had a completion rate of 100%

Secondary School Outcomes



Young people who:	#
Completed support	420
Felt better following support (Clinical scores)	83%
Average number of sessions attended	4.2


YP Core

	Overall	Descriptor	
Average Start	20	<i>moderate to severe psychological distress</i>	
Average End	14	<i>mild psychological distress</i>	

	Male	Female	Non Binary & Prefer not to say
Average Start	18 <i>moderate</i>	21 <i>moderate-severe</i>	23 <i>moderate-severe</i>
Average End	11 <i>mild</i>	15 <i>mild</i>	16 <i>moderate</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 (along with the previous 3) has seen an average start score of 20, rated as moderate to severe psychological distress. This is very slightly higher (19.5) than The-Exchange data for the academic year.

Additional Information

	SEN	30
	Disability	31
	Looked After Child	5
	Care Experienced	12
	Non-Attender	8
	Young Carer	9
	ND Diagnosed	50
	ND Undiagnosed	49

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
 Asian or Asian Black 10
 Black/Black British 7
 Mixed Race 7
 White non British 10
 White British 386

Secondary School Feedback



Top 3 benefits gained from counselling

- I feel more able to deal with my problems
- I feel more able to manage my feelings
- I feel better about myself

Most helpful aspect of counselling

74%	of young people, felt the most helpful aspects of counselling to them were...	feeling listened to
53%		feeling properly understood
51%		being offered new ways of looking at things
62%		being given good advice
48%		being in a place where their thoughts & feelings were respected
30%		feeling important and valued
56%		talking about the things that bothered me
23%		being helped to get support from others

While 97% of clients would recommend The Exchange, 100% of the feedback received from young people reported feeling an improvement in their well-being following support

Comments

'I'm using the putting my thoughts on trial sheet, it works, I use it every day, I've told mum and she's using it too.'

"I feel more involved in conversations with friends now as my confidence has grown"

... I can say, "I'm not okay" to my friends and family now instead of "I'm fine"

Case Study 1 – Secondary

Family information: The Young Person is a 15 year-old female who recently moved in with her father and stepmother. She is currently estranged from her Mother and younger half siblings due to relationship difficulties

Referred by: Pastoral Teacher

Support offered: 5 face to face sessions

Outcome measure: YP core start – severe, YP core end sever/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) Self-harm 2) Unwanted thoughts and past memories 3) Anxiety 4) Low self-esteem

Goals

1) Increase external resilience resources focused around sense of security and stability 2) offer a safe and contained space to help the YP articulate and make sense of her struggle 3) techniques to develop co-regulation and self-regulation and improve knowledge about resilience development 4) personal wellbeing strategies to increase self-esteem

Intervention and Outcomes

Improving knowledge about resilience development

Explored in detail, current risk factors (cutting & restrictive eating) and what the behaviour might be telling us. Young person was introduced to self-check in's to help her pay close attention to the levels of stress in her body and the different ways they presented themselves. Young person developed a framework to help her take control of how she responded to stress by becoming aware of her bodily sensations, thoughts and feelings and learning how to control how she responds to stress. A comfort menu was created, which included the different activities the young person liked to do, which she reported as helpful for her to feel more in control.

Increase external resilience resources focused around sense of security and stability

A safety plan was created, to allow the YP to evaluate and monitor her wellbeing. At the beginning of each session, the YP completed a self-audit using the YP core psychological assessment tool. This helped her monitor and evaluate key area's of emotional and psychological distress and any patterns. YP had already opened up to her guidance teacher and by session 4 had built up the courage to open up with her dad. YP reported a feeling of relief and feeling less alone. After a GP visit with YP and dad, a CAMHS referral was made for support with restrictive eating.

Support strategies for self-regulation

Co-regulated mindful-breathing techniques were employed in each sessions, to help bring calm to the YP nervous system, to allow her body, emotions and mind to come into coherence. The YP continued to use these techniques in her daily life with resources given such as calm harm app. Self-blame/self-criticism exercises were completed with psycho-education on self-compassion.

Personal wellbeing strategies for improving self-esteem

Positive strengths and quality reflection exercises were used to help the YP remember who she is and come back to a more balanced and healthier perspective of herself.

Primary School Referral Information

30
Children

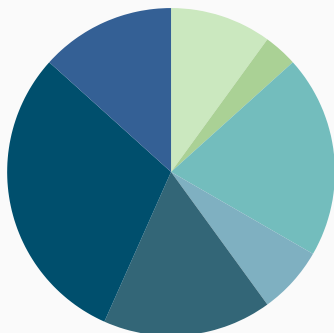
Gender



Male	20	67%
Female	10	33%

We received 30 referrals prior to the pause on 13.05.24.

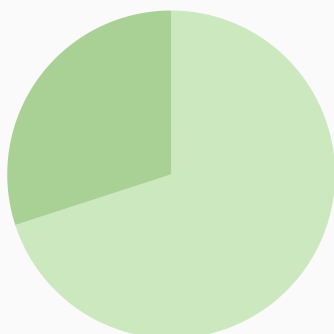
Year Group



P1	3	10%
P2	1	3%
P3	6	20%
P4	2	7%
P5	5	17%
P6	9	30%
P7	4	13%

Majority of our referrals for this quarter were for P6 pupils, this is inline with what we usually see at this time of year.

Referrer



School Staff	21	70%
Parents	9	30%

21 of the 30 referrals received were from School staff, the other 9 were made by parents.

Since 14.05.24 we received a further 16 referrals, 6 from School staff and 10 from parents who were all redirected to their school to access further support.

Primary School Referral Information

Primary Schools accessing support

School	Referrals
Auchenlodment	1
Bargarran	2
Barsail	2
Bushes	2
Dargavel	2
Fordbank	1
Houston	1
Inchinnan	1
Kilbarchan	1
Langcraigs	1
Lochfield	1
Lochwinnoch	5
Mary Russell	1
Newmains	2
Ralston	1
St Anne's	2
St David's	1
St James' (Renfrew)	1
Wallace	1
Woodlands	1



The 30 referrals accepted this quarter were received from 20 schools across Renfrewshire.

This quarter we provided group support for P7's, 2 groups attended this face to face within their school setting & 1 group joined an online support. These groups were focused on the P7's transition worries. Each group felt they benefitted from discussing their worries with others that feel the same and are now more equipped for the transition.

Primary School Referral Information

Reasons for Referral

Reason	#	%	
Anger	3	10%	<div style="width: 10%;"></div>
Anxiety	14	46%	<div style="width: 46%;"></div>
Behaviour Related	8	30%	<div style="width: 30%;"></div>
Bereavement	1	3%	<div style="width: 3%;"></div>
Domestic Abuse	1	3%	<div style="width: 3%;"></div>
Emotional Regulation	21	70%	<div style="width: 70%;"></div>
Family Difficulties	6	20%	<div style="width: 20%;"></div>
Relationship Difficulties	18	60%	<div style="width: 60%;"></div>
Self-worth	2	6%	<div style="width: 6%;"></div>



This quarter emotional regulation is our top reason for referral, anxiety and relationships continue to be prominent.

Top 3 reasons by Gender

Male	Female
Emotional Regulation	Anxiety
Relationship Difficulties	Emotional Regulation
Anxiety	Relationship Difficulties

The top reasons for referral per gender is inline with The-Exchange national statistics.

Top 3 reasons by Year Group

P1	P2	P3	P4	P5	P6	P7
Behaviour related	Emotional regulation	Anxiety	Emotional regulation	Emotional regulation	Emotional regulation	Anxiety
Emotional regulation	Behaviour related	Emotional regulation	Behaviour related	Relationships	Relationships	Emotional regulation
Anxiety		Relationships	Family	Anxiety	Anxiety	Behaviour related

Emotional regulation is the top referral reason across all Exchange services for P1-P7, it is interesting to see the difference in Renfrewshire of anxiety being top for P3 & P7, and Behaviour related for P1's.

Referral Reasons per School

School	Anger	Anxiety	Behaviour Related	Bereavement	Domestic Abuse	Emotional Regulation	Family	Relationships	Self-worth
Auchencroft	0	0	0	0	0	1	0	1	0
Bargarran	0	1	0	0	0	1	1	1	0
Barsail	0	2	0	0	0	2	0	0	0
Bushes	1	0	1	1	0	1	0	0	0
Dargavel	1	1	1	0	0	0	0	1	0
Fordbank	0	1	0	0	0	1	0	0	0
Houston	0	1	0	0	0	1	0	0	0
Inchinnan	0	1	0	0	0	0	0	1	1
Kilbarchan	0	0	1	0	1	0	1	1	0
Langcraigs	0	1	0	0	0	1	1	1	0
Lochfield	0	0	0	0	0	1	0	0	0
Lochwinnoch	0	2	1	0	0	5	2	2	0
Mary Russell	0	0	1	0	0	1	0	0	0
Newmains	0	0	0	0	0	2	1	2	0
Ralston	0	0	0	0	0	1	0	0	0
St. Anne's	1	1	0	0	0	2	0	1	1
St. David's	0	1	1	0	0	0	0	0	0
St. James (Renfrew)	0	0	1	0	0	1	0	0	0
Wallace	0	1	1	0	0	0	0	1	0
Woodlands	0	1	0	0	0	0	0	1	0












Primary School Client's Worked With

181
Children

78
Under Assessment

This quarter we've supported a total of 259 families. We worked with 181 children and a further 78 completed an assessment. We supported 2 parents.

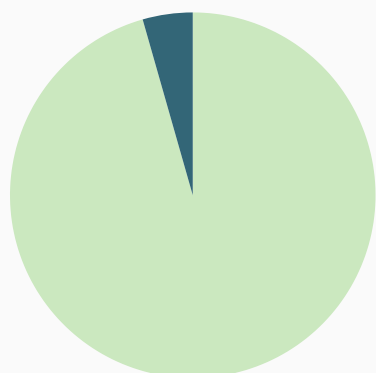
Predominant Issues

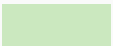


Anger	34	13%	
Anxiety	92	35%	
Behaviour Related	44	17%	
Bereavement	10	4%	
Domestic abuse	2	1%	
Emotional Intelligence	7	3%	
Emotional Regulation	45	17%	
Family Difficulties	32	12%	
Relationships	77	29%	
Self-worth	18	7%	
Other	3	1%	

Anxiety was the top predominant issue, with relationships, emotional regulation and behaviour related being prominent.

Other Includes:
Abuse (not sexual)
Caring responsibility
Self-harm

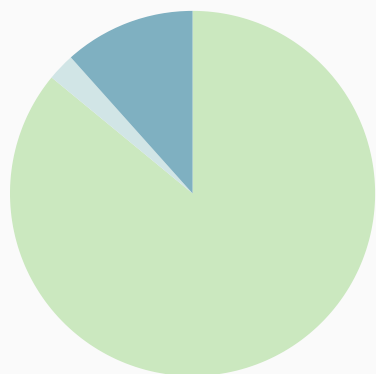
Type of Support

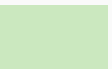




	Face to Face	96%
	Video	4%
	Group	22

Most clients were supported face to face, with 8 attending online group support and 14 attending face to face group support.

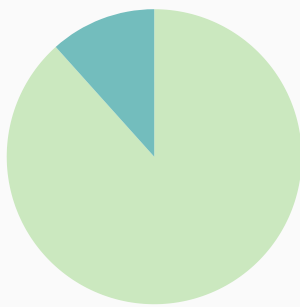
Attendance



	Attended	86%
	Did not attend	12%
	Client Cancelled	2%

This quarter 814 sessions were attended, 110 the client did not attend, 23 were late cancellations.

Primary School Closed Information

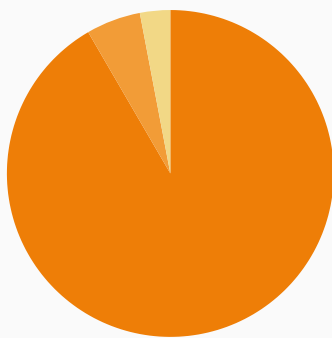


Attended assessment	167	89%
Did not attend assessment	22	11%

Overall engagement has been positive for our primary service. 22 did not attend assessment, a further 3 pupils were closed at point of screening due to support no longer being required and 2 were closed and signposted at point of screening.

	Male		Female	
Attended assessment	84	96%	83	97%
Did not attend assessment	9	4%	13	3%
Total Clients Discharged	189			

Engagement following assessment



Counselling Completed	153	91%
Brief intervention completed	9	6%
Triaged & Signposted	5	3%

When engagement is broken down per gender we can see that more males disengaged from the support than females. This is a theme that we will monitor over the next quarter to gain insight

	Male		Female	
Counselling Completed	76	92%	77	86%
Brief Intervention Completed	6	6%	3	13%
Triaged & Signposted	2	2%	3	1%
Total Completed Support	167			

We signposted 4 children to CAMHS.

Primary School Outcomes

Children who:	#
Completed Counselling	153
Felt better following support (Clinical scores)	88%
Parents who noticed an improvement	86%
Average number of sessions attended	7



Child & Youth Resilience Measure

	Overall
Average Start	56 (low/moderate resilience)
Average End	63 (moderate/high resilience)

	Male	Female
Average Start	57	64
Average End	55	62

153 children completed support, 88% of them reported an improvement using the Child & Youth Resilience Measure and 86% of parents/carers noticed an improvement in their child's wellbeing, using the SDQ. This is slightly higher than our outcome data from last quarter and is higher than The Exchange's national average improvement percentage.

SDQ

	Overall
Average Start	19
Average End	12

Primary School Outcomes

Additional

SEN	4
Disability	4
Looked After Child	1
Care Experienced	3
Non-Attender	0
Young Carer	0
Previously Accessed support	7
ND Diagnosed	8
ND Undiagnosed	11

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	35%
Bereavement	5%
Relationships and social competence	9%
Emotional Regulation	14%
Self-esteem and Confidence	18%
Anxiety Management	19%

We have broken down the therapeutic theme of those completed support, we can see that transition & change, 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	90%
Parents that would recommend us to other families in need	100%

Comments

"Since coming to your service my son is a lot less worried and is coping with his feelings of grief more positively."
Parent

"My child is now a lot more confident and happy, she seems to have really benefitted from talking to someone that isn't her family."
Parent

"This service has made a big difference to our lives, it has helped our daughter open up and has supported us to be able to help her."
Parent

"It's really helped to talk things through and feel safe"
Child

Case Study – Primary

Referred by: School Staff

Support offered: Face to face sessions in school

Reason for Referral:

Close family bereavement

Difficulty self-regulating emotions

Parents are concerned about client intensity of emotions and anxiety

Assessment:

Child and Youth Resilience Measure: “low resilience”

Strength and Difficulties Questionnaire: “high difficulties”

Narrative:

Emotional intelligence, self-esteem and self-confidence were identified as under-resourced areas. The child supported this by explaining that they struggle to understand and communicate how they feel, they have very strong feelings of sadness due to the bereavement. They feel nervous and anxious in class, they’re concerned about making mistakes and people laughing at them.

Intervention:

Thera-play sessions focused on developing self-reflectiveness, self-esteem and confidence. Combinations of play, arts and creative activities were utilised to promote empathy and emotional intelligence. Strategies for self-regulation and self-reflectiveness were identified and communicated with school and parent to support the child’s emotional instability.

Outcomes:

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

Strength and Difficulties Questionnaire: decreased to “close to average”

Client was able to identify their support network and who they can turn to when needed.

Emotional intelligence has improved, client identified they’re now able to understand and process their grief and has strategies to help when they feel sad.

Self-esteem, confidence and optimism have improved, client is now able to identify their strengths and have more of a positive outlook.

Client reported being able to understand themselves, the support they require and their needs more appropriately.

School and parents both identified the improvements reported by the child.

Working in partnership with



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