



Experiences of Engaging in Critical Incident Response Work

A small-scale research project was carried out by Emma Potter, Trainee Educational Psychologist, between April-July 2024. To receive a copy of the research report, please contact Dr Jemma Carter, Jemma.Carter@suffolk.gov.uk.

Aims/Background context



(why did we do it)

This study sought to understand Educational Psychologist's (EPs) and Inclusion Facilitator's (IFs) experiences of Critical Incident (CI) Response Work within the Psychology and Therapeutic Service (P&TS), to support the strategic planning and organisational direction of CI work.

Research Questions:

1. What are EPs and IFs perceptions of CI Response Work?
2. What are the facilitators and barriers for EPs and IFs when engaging in CI Response Work?

Design/Methods



(what did we do)

Anonymous online questionnaires were completed by 15 participants (EPs and IFs working within P&TS), gathering qualitative and quantitative data.

Quantitative data was analysed using descriptive statistics and frequency distributions, and qualitative data was analysed using conventional content analysis described by Hsieh & Shannon (2005).

Results/Discussion/Impact



(what does this mean for children & families in Suffolk)

Five central themes were derived from the data, which address both research questions:

1. Roles and Responsibilities of the EP/IF
2. Clarity around Systems and Processes
3. Emotional Factors and Psychological Support
4. Professional Development Opportunities
5. Joint Working and Peer Support

This generally aligns with previous research, for example Beeke's (2011) salient factors for engagement in CI work. This research will support the strategic planning and direction of CI service delivery, to ensure children, families and schools in Suffolk receive effective CI support.

Summary provided by Emma Potter (Trainee Educational Psychologist), July 2024