

Changing Lives: Children and Young People's Pathways to Success (v11.2019)

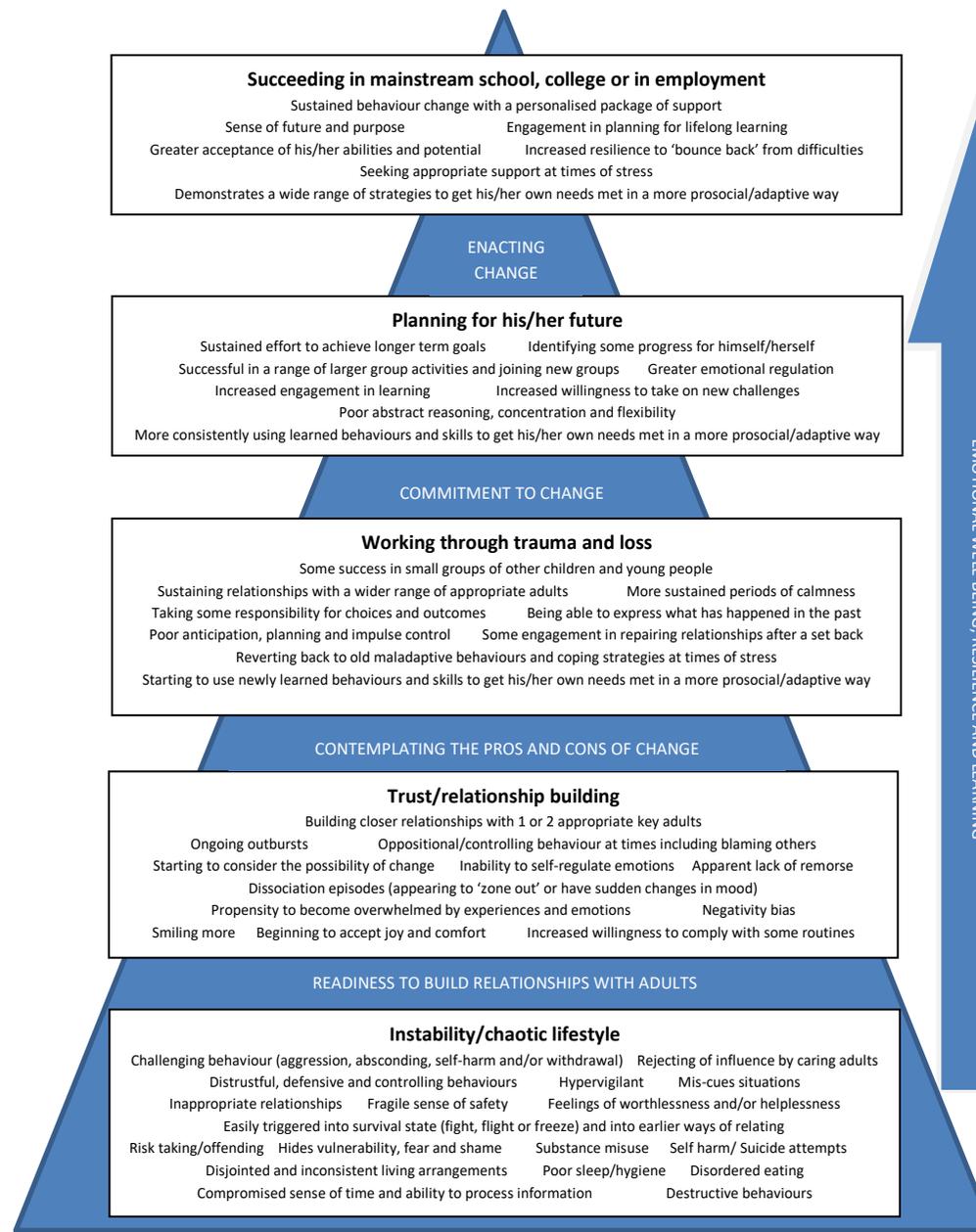
A framework for tailoring evidence-based interventions to each individual child/young person

Evidence-Based Interventions/Approaches

Presentation/Behaviour

Underlying Needs/Unmet Needs

REINTEGRATION / TRANSITION	<p>Autonomy within a supported context Regular 'catch ups' with key adults to celebrate successes as well as resolving any relapses together Proactive, needs led plans for transitions Safety net of relational support planned and in place if/when needed Supported to help others where appropriate (e.g. Being a Peer Mentoring)</p>
	<p>Scaffolded support continuing to build upon successes Ongoing supportive relationships with key adults including a wider team of adults Increasingly independent goal setting and coping strategies (self-regulation) Teaching positive thinking skills including promoting a growth mindset Increased pathways to academic attainment (academic and vocational) and employment</p>
ACADEMIC / VOCATIONAL	<p>Developing self-esteem and planning skills Regular supported goal setting and reviews (building on success) Emphasising progress and the benefits of the changes to the child/young person Supported consequential thinking and detailed planning for actions/change Breaking tasks into small achievable steps with the child/young person Reinforcing the targeted social and emotional skills to be learned Broadening the range of academic and/or vocational pathways Making every lesson count: Challenge, Explanation, Modelling, Deliberate Practice, Feedback and Questioning</p>
NURTURE / READINESS TO LEARN	<p>Teaching the social and emotional skills not yet learned (Emotional Literacy Skills) High quality practice of the next social and emotional skills targeted to be learned including the effective use of Emotional Literacy Skills assessment (to teach the skills not yet learned) Solving problems with the child/young person including the use of the Collaborative Problem Solving Approach (CPSA) Discussing plans for the day and providing detailed information re changes Building upon successes including Solution-Focused Approaches (Mastery) Planning for and managing transitions Building upon areas of interest alongside a focus on basic skills (Purpose) Including some elements of choice re activities and conversations (Autonomy) Fun and creative activities without a simple right or wrong outcome Mentoring by a peer School as a 'safe haven' with identified key adults for each child/young person to go to/talk to for time in (rather than time out)</p>
ENGAGEMENT / REENGAGEMENT	<p>Supporting children and young people to feel safe, socially connected and worthwhile/wanted Nurturing relationships based upon warm, interested and responsive interactions Modelling emotionally literate behaviours and effective problem solving Maximising 1:1 times with key adults who persevere with respectful interactions to help children and young people to learn to regulate emotions and to feel understood and cared for including the use of PACE (Playfulness, Acceptance, Curiosity and Empathy) Activities that do not spell danger but bring joy and comfort (felt safety) – especially cues of safety through our non-verbal behaviour (smiles, prosody and gestures) Focusing on the shared experience of the activity in order to build trust Maintenance of reliable structure/routine and boundaries – predictable and controllable Allowing extra processing time for the child/young person Support children and young people to Regulate, Relate, Reflect and Repair – starting where he/she is at (relational buffering through attuned interactions) De-escalating unsafe situations calmly including the use of co-regulation Teaching regulation, relaxation and coping strategies/skills (e.g. 7:11 breathing) Mediation from Restorative Approaches / teaching interactive repair in relationships (connect – break – reconnect) Actively listening unconditionally and repeatedly to understand and help Demonstrating to the child/young person that you have 'kept them in mind' Bringing a sense of hope, optimism and positivity for the future All adults involved working together with effective self-care and support networks</p>



INDEPENDENCE	<p>Need for self-actualisation (the need for meaning and to be stretched)</p> <p>Need for self-esteem and status (feelings of competency and achievement including the need for recognition amongst peers)</p>
COLLABORATION	<p>Need to belong and feel connected to a wider community</p> <p>Processing/integrating past experiences</p> <p>Grieving/loss</p>
TRUST	<p>Need for autonomy (making choices) and control</p> <p>Need for engagement, to give and receive attention and friendships (emotional connection to others)</p> <p>Need for structure and routine in everyday life</p> <p>Need to feel accepted, valued, worthwhile and wanted</p> <p>Need to feel safe and secure (physically, psychologically and emotionally)</p> <p>Need to get basic needs met consistently</p>