

Pathway	Evidence-based approaches and interventions	On a scale of 1 to 10 how would you rate your effective use of these approaches and interventions?	What are the strengths in your current practice?	What action could you take to improve your current practice by 1 point on the scale?
Engagement / Re-engagement	<p>Supporting children and young people to feel safe, socially connected and worthwhile/wanted</p> <p>Nurturing relationships based upon warm, interested and responsive interactions</p> <p>Modelling emotionally literate behaviours and effective problem solving</p> <p>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)</p> <p>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)</p> <p>Focusing on the shared experience of the activity in order to build trust</p> <p>Maintenance of reliable structure/routine and boundaries – predictable and controllable</p> <p>Allowing extra processing time for the child/young person</p> <p>Support children and young people to Regulate, Relate, Reflect and Repair – starting where he/she is at (relational buffering through attuned interactions)</p> <p>De-escalating unsafe situations calmly including the use of co-regulation</p> <p>Teaching regulation, relaxation and coping strategies/skills (e.g. 7:11 breathing)</p> <p>Mediation from Restorative Approaches / teaching interactive repair in relationships (connect – break – reconnect)</p> <p>Actively listening unconditionally and repeatedly to understand and help</p> <p>Demonstrating to the child/young person that you have ‘kept them in mind’</p> <p>Bringing a sense of hope and positivity for the future</p> <p>All adults involved working together with effective self-care and support networks</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)</p> <p>Solving problems with the child/young person including the use of the Collaborative Problem Solving Approach (CPSA)</p> <p>Discussing plans for the day and providing detailed information re changes</p> <p>Building upon successes including Solution-Focused Approaches (Mastery)</p> <p>Planning for and managing transitions</p> <p>Building upon areas of interest alongside a focus on basic skills (Purpose)</p> <p>Including some elements of choice re activities and conversations (Autonomy)</p> <p>Fun and creative activities without a simple right or wrong outcome</p> <p>Mentoring by a peer</p> <p>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>			
Academic / Vocational	<p>Developing self-esteem and planning skills</p> <p>Regular supported goal setting and reviews (building on success)</p> <p>Emphasising progress and the benefits of the changes to the child/young person</p> <p>Supported consequential thinking and detailed planning for actions/change</p> <p>Breaking tasks into small achievable steps with the child/young person</p> <p>Reinforcing the targeted social and emotional skills to be learned</p> <p>Broadening the range of academic and/or vocational pathways</p> <p>Making every lesson count: Challenge, Explanation, Modelling, Deliberate Practice, Feedback and Questioning</p>			
Reintegration / Transition	<p>Scaffolded support continuing to build upon successes</p> <p>Ongoing supportive relationships with key adults including a wider team of adults</p> <p>Increasingly independent goal setting and coping strategies (self-regulation)</p> <p>Teaching positive thinking skills including promoting a growth mindset</p> <p>Increased pathways to academic attainment (academic and vocational) and employment</p> <hr/> <p>Autonomy within a supported context</p> <p>Regular 'catch ups' with key adults to celebrate successes as well as resolving any relapses together</p> <p>Proactive, needs led plans for transitions</p> <p>Safety net of relational support planned and in place if/when needed</p> <p>Supported to help others where appropriate (e.g. Being a Peer Mentoring)</p>			

If you'd like to learn more from me (Ian) about the effective use of the evidence-based approaches and interventions referenced in the self-review above in order to support children and young people who have experienced trauma, then sign up for a PACE+ course which I will be presenting online in the next academic year.

- The PACE+ Approach courses are 6 x 1.5hr sessions
- There is an **online course** running in the Autumn term and another online course running in the Spring term
- For more details and to book a place, visit our website <http://www.sigmateachingschool.org.uk/cpd-leadership/> and click on the PACE+ Approach course you are interested in.