

Interventions

INSET

January 2022

Purposeful interventions

Are your SEND interventions doing what they should be? If an intervention isn't working, should it be happening?

- Any intervention is only as good as it's outcome. If a child is on the wrong one, they will not make progress, and time will have been wasted.
- Effective monitoring and tracking of interventions to identify which are working and which are not is, therefore, absolutely crucial.
- Assess, Plan, Do and Review

Do	Don't
<ul style="list-style-type: none">• Consider interventions before they become reactive• Engage parents, teacher, staff in discussions• Monitor intervention sessions• Reflect and respond to the impact of the intervention through tracking at regular intervals.	<ul style="list-style-type: none">• Allow interventions to be carried out incorrectly. Success of interventions depends on accurate execution.• Put interventions in to place and leave it to run indefinitely.• Impact of interventions is suggested to be higher for set periods of time. If the process becomes too familiar the pupil may become complacent and make little or no progress.

Measurable impact

- Starting point, Mid point, End point
- SDQ
- Boxall

Parent/Carer

Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems dull! Please give your answers on the basis of the child's behaviour the last six months or this school year.

Child's Name
Date of Birth

Pre Therapy Post Therapy

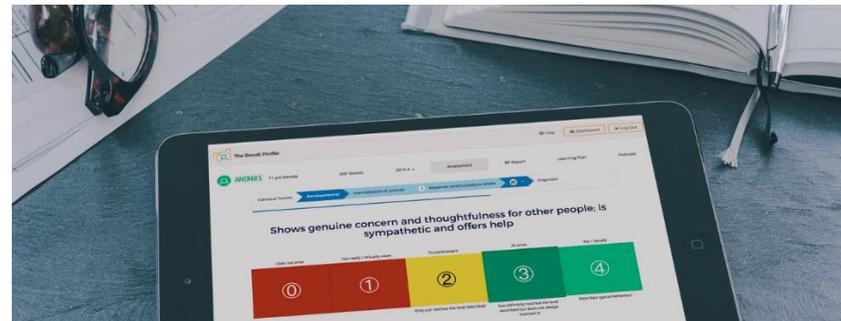
Male/Female

	Not True	Somewhat True	Certainly True
Considers other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children (toys, pencils etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often reluctant to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments or concerns?



The Boxall Profile



Aspirational Outcomes

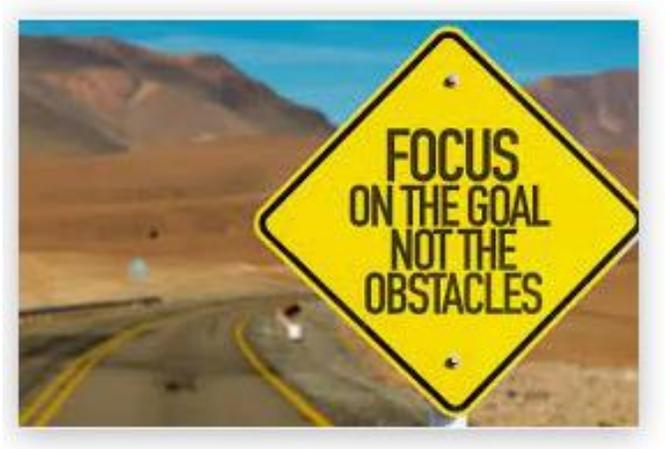
Improving outcomes: High aspirations and expectations for children and young people with SEN

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

6.2 Every school is required to identify and address the SEN of the pupils that they support. Mainstream schools, which in this chapter includes maintained schools and academies that are not special schools, maintained nursery schools, 16 to 19 academies, alternative provision academies and Pupil Referral Units (PRUs), must:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN



Record keeping

- Starting point, Mid point, End point
- Intervention logs
- Link SEND plan, children's books, Intervention logs



Interventions

Colourful Semantics

Lego Therapy

Precision Teaching

Colourful semantics

- Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.

- 1. WHO – Orange
- 2. WHAT DOING – Yellow
- 3. WHAT – Green
- 4. WHERE – Blue



- The approach can be used with children with a range of Speech, Language and Communication Needs. There are a range of benefits to using this approach, including but not limited to:
 - Encouraging wider vocabulary
 - Making sentences longer
 - Helps children to answer questions or generate responses to questions
 - Developing use of nouns, verbs, prepositions and adjectives
 - Improves story telling skills
 - Can be transferred to written sentences and written language comprehension
 - Can be carried out individually or in small groups

Lego Therapy

- Lego can help develop and reinforce play skills and social skills such as:

- Verbal and non-verbal communication
- Joint attention
- Task focus
- Sharing and turn-taking
- Collaborative problem-solving



- Building with Lego bricks is a multi-sensory, open-ended experience, so the building projects can be tailored to any person's unique needs, such as blindness, deafness, mobility impairment, autism or ADHD. Participants suggest and agree upon simple rules that everyone understands. The group agrees upon a project that is not too easy and not too difficult. The rules are posted as a reminder. Each participant is assigned a role, and roles are rotated through the group during the task:

- **Engineer** – oversees the design and makes sure it is followed.
- **Builder** – puts the bricks together
- **Supplier** – keeps track of the type and colour of bricks that are needed and gives the bricks to the builder
- **Director** – makes sure that the team is working together and communicating



Precision Teaching

- Precision Teaching is a tool to help highly effective teaching and support where a child is finding something difficult or where the skill they need to learn needs to be fluent and automatic.
- It is one of the most effective teaching strategies for ensuring high levels of fluency and accuracy.
- Precision Teaching involves short one minute carefully designed tasks to build skills by practising them regularly.
- Progress is monitored and tracked to ensure the pupil is learning as fast as they can.

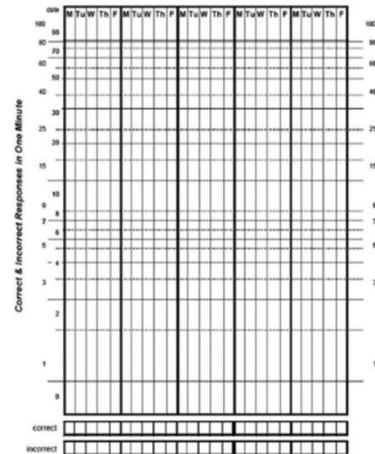


Figure 2. An adapted, child-friendly SCC (Taylor 2014; sourced from Griffin and Murtagh 2015, 190)

The Benefits

Improves fluency and enables overlearning

Instant feedback

Few mins per day – instant impact if done right

Student-centred

Sits alongside any curriculum

Achievable targets

Efficient use of time and resources

Engaging and often enjoyable for children – see it as a game/competition