

# Interventions at Bents Green

# How we determine what interventions are needed:

- ▶ We follow the EHCP's section F which states what interventions are needed to support the student.
- ▶ The tutor team will deliver majority of the interventions as well as our intervention and behaviour team.
- ▶ The tutor team can also offer different interventions that may run alongside the interventions on the EHCP's.
- ▶ The following slides will show you what interventions take place and a little more detail into what it entails.

# Interventions:

- ▶ 5-point scale
- ▶ A 5 could make me lose control
- ▶ Social Stories
- ▶ Mighty Minds
- ▶ TT10/ Reflection Time
- ▶ A Volcano in my tummy
- ▶ RAG Monitoring
- ▶ “The Big A”
- ▶ Girls/Boys Group following PSHE curriculum
- ▶ Flower 125
- ▶ Relaxation
- ▶ Sensory Circuits
- ▶ Circle Time
- ▶ Sensory Breaks
- ▶ Deep Pressure touch plan- such as hand massage, hot dog rolls, weighted blankets.
- ▶ Behaviour Box
- ▶ Bucket Time
- ▶ Play Therapy

These interventions support with the following:

- Anger management
- Anxiety
- At risk of exclusion
- Attendance
- Bereavement
- Criminal Activity
- Demand Avoidance
- Disengagement
- Low mood
- Negative self image/Self Esteem
- Peer Conflict
- Sexuality and identity
- Sexually harmful behaviour
- Social Emotional Wellbeing
- Sensory/Emotional Regulation
- Social Isolation

# 5 point scale:

- ▶ 5 point scale is an intervention completed with the student who is struggling with anxiety or anger.
- ▶ This intervention is personalised and used for the student to be able to communicate how they are feeling and the support they need to allow them to regulate.

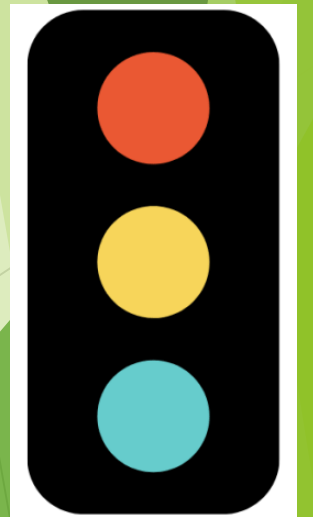
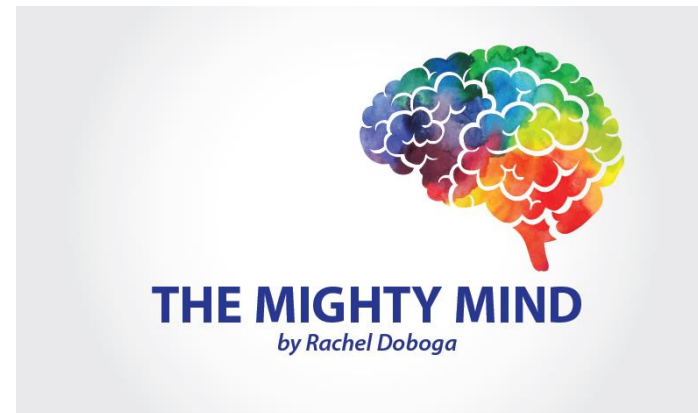
5	I AM GOING TO EXPLODE!!!
4	I AM GETTING ANGRY
3	I AM A LITTLE NERVOUS
2	FEELING OK
1	CALM AND RELAXED

5	 <b>Angry</b> I've lost control. I'm not listening anymore. I could hit, kick or bite. I need a quiet place to calm down.
4	 <b>Overwhelmed</b> Everything is too hard. I'm losing control and need to leave the environment I'm in. Give me space.
3	 <b>Frustrated</b> I'm not getting it. I'm showing signs of stress. I should take a break now.
2	 <b>Anxious</b> Trying to stay focused, but having a hard time staying on task. Use calming strategies now.
1	 <b>Happy</b> Ready and willing to Work.

5	<b>I can't stand this. I am ready to explode.</b> I want to hit or kick someone or something. I need an adult to help me go to a safe place so I can calm down.	
4	<b>I am getting too angry.</b> My brain isn't working clearly. I might say or do something I will be sorry for later. I need to go to my safe place at the back table to calm down.	
3	<b>I am getting really irritated.</b> I need to walk away from a bad situation. I will tell my teacher that I need a break.	
2	<b>I am doing OK.</b> I'm not pleased, but I'm not upset. I can stay where I am and keep working. I can control my anger by myself.	
1	<b>I am doing great.</b> I feel good about myself, and about what is going on around me.	

# Mighty Minds:

- ▶ Mighty Minds is an intervention over 8 sessions and is usually in a group around 3-4 students with a member of staff.
- ▶ Session 1 – Introduction, creating a class contract.
- ▶ Session 2 – Feelings.
- ▶ Session 3 – Feelings and relaxation.
- ▶ Session 4 – Thoughts.
- ▶ Session 5 – Changing thoughts.
- ▶ Session 6 – Goals and plans.
- ▶ Session 7 – Support teams and plans.
- ▶ Session 8 – Review.



# Sensory Circuits:



The Aim – To engage the students by providing them with the appropriate sensory input enabling them to be 'ready to learn'.

- ▶ The **alerting activities** stimulates the bodies' central nervous system, awakening the body. An **alerting activity** can be skipping.
- ▶ The **Organizing activities** demand the brain and body to work together – Coordination and balance. An **organizing activity** can be a morning run.
- ▶ The **calming activities** encourages the pupils to self-regulate sensory input – heavy muscle and deep pressure. A **calming activity** can be stepping stones.



Alerting

Organizing

Calming

# Behaviour Box:

- ▶ A set of resources to promote pro social behaviour
- ▶ Split into four sections -Brave, Body, Be and Belong
- ▶ Pick and choose
- ▶ Use whole sections as a school approach i.e. in PSHE lessons
- ▶ All sections evidence based



## Belong

- Fostering a sense of belonging in school and thinking about family and other connections

## Be

- Activities to help identify individual strengths and weaknesses

## Brave

- Activities for building resiliency and bravery

## Body

- Activities to help identify emotions, and physical reactions to feelings

# Play Therapy:

- ▶ Play Therapy is a type of therapy where play and art materials are used as the main way for children to express themselves.
- ▶ Play therapy is a way for a child to explore and express the experiences they've been through. It's a child-led session, in which the adult observes, narrates, and asks questions about how the child is playing or what certain toys represent.
- ▶ It's natural for a child to play with toys. But the things they're attracted to and how they use them can be strong indicators of how they feel. In essence, play is their most prominent language.





# Play Therapy Activities

- ▶ Drawing and talking, walking and talking, playing and talking
- ▶ Paint
- ▶ Messy play
- ▶ Sand and water
- ▶ Modelling clay/play dough
- ▶ Drawing
- ▶ Puppets
- ▶ Personify objects, cartoon characters,superheroes
- ▶ Acting out with toys/role play and scenarios
- ▶ Simple fiddle toys

