

9 Staged Model

- Where did it start and why?
- ACEs, TIP and Nurture Principles
- Break down of the stages and behaviours.
- Half termly observations.
- How does this support us and the pupils?
- Break out groups to review our strategies to support/assessments.



- Pupils at home during the pandemic.
- Impact of the change of family environment.
- Loss of relatives and/or significant people.
- Were pupils ready to learn?
- Recognising today, the Pandemic is considered an ACE (Adverse childhood experience).

ACEs

Adverse Childhood Experiences

Traumatic events that can have negative, lasting effects on health and wellbeing



People with 6+ ACEs can die

20 yrs

earlier than those who have none



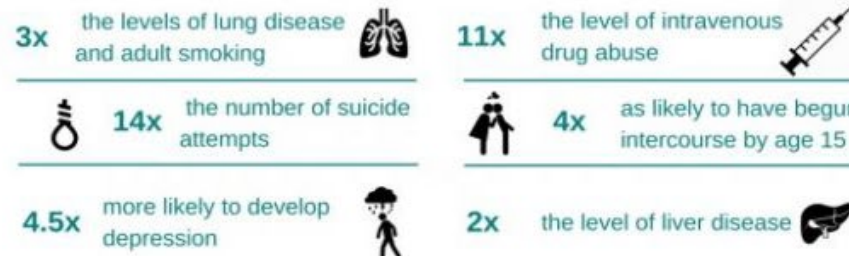
1/8 of the population have more than 4 ACEs



www.70-30.org.uk
@7030Campaign



4 or more ACEs



“ Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today ”

Dr. Robert Block, the former President of the American Academy of Pediatrics

67%
of the population have at least 1 ACE



Four components necessary for a trauma informed school:

- **A safe and supportive environment** - creating an environment where students feel safe physically, psychologically, emotionally and socially. This includes things like having a clear code of conduct.
A culture and ethos for wellbeing is integral to creating a safe and supportive environment.
- **A trauma informed curriculum** - incorporating trauma informed practices into the curriculum. This can be done through things like teaching about positive relationships, conflict resolution and strategies for emotional wellbeing through RHSE, assemblies, PD and threaded throughout the day.

- **Empowerment and choice** - A trauma-informed approach should empower students to make choices about their learning and participation in school activities. This includes providing alternative activities for students who don't feel ready to participate and making adaptations for students with different needs.
- **Programmes that are led by pupils** are more likely to be trauma-informed as they are designed with pupil voice in mind.

• Principles of Trauma Informed Practice

- L look
- E explore
- N needs
- S support

The Six Principles Of Nurture

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- The importance of nurture for the development of wellbeing.
- Language is a vital means of communication.
- All behaviour is communication.
- The importance of transition in children's lives.

9 stage model for students with SEMH needs

Lynn Mcann-Reachout ASC (Autism Specialist)

Adopting ACEs, Trauma Informed Practice and Nurture Principles

Stage 1-Transition Period

- Difficulties around transitioning to school.
- Pupils may have experienced more than 2 ACEs.
- School refuser.
- Anxiety around entering a class setting.
- Anxious around adults and pupils.
- High level disruption and unsafe behaviour.

Stage 2- Anxieties

- All behaviour is communication and they will be showing their experiences.
- Use trauma informed practice – use your LENS (Look Explore Needs Support).
- Fight/flight responses.
- Unable to verbalise feelings and emotions.

Stage 3-Communication

- Slow at responding to requests/questions.
- Difficulty finding words to explain.
- Lack of eye contact when they are expected to speak.
- ADHD pupils may find it difficult to wait to be listened to.
- ASD pupils may appear withdrawn.
- Difficulty with communication could also lead to unsafe behaviour and high level disruption as pupil struggles to communicate.

Stage 4-Social Interaction

- Are unwilling to make direct eye contact with other people.
- May not respond when their name is called or when they are spoken to
- Find it difficult to understand other people. For example they may not be able to read facial expressions or body language.
- Are unaware of social conventions/appropriate social behaviour. For example they may not understand the importance of taking turns during a conversation.
- Are extremely directive and controlling or overly passive. For example, they may insist that everybody has to do what they want.
- Find it difficult to deal with conflict. For example, they may not understand the difference between being assertive and being aggressive.
- Are indifferent or averse to physical contact and affection. For example, they may not like being hugged.
- Don't share objects (such as toys) and emotions (such as excitement) with other people.
- Express inappropriate emotions (such as laughing or smiling at the wrong time and place.)
- Prefer solitary activities and do not try to make friends or would like to make friends but don't know how.

Stage 5-Sensory needs

- Kicking, punching or being rough with people/objects.
- Yelling loudly, hitting, jumping and spinning.
- Looking at objects or people, making patterns out of objects and playing or rubbing eyes.
- Mouthing at non-food objects, chewing or sucking fingers.
- Appearing 'lost' or 'passive' in large groups and crowded situations.
- The environment that a child is in will affect how their nervous system and thought patterns operate.
- High anxiety.
- School refuser/attendance.

Stage 6-Independent Skills

- Low/medium level disruption.
- Sometimes appear nervous/anxious or loud and disruptive.
- Attention seeking behaviour.
- Will be unsure of instructions given – lacking confidence to process instruction or perform what is asked.
- May constantly question.
- May appear over whelmed.

Stage 7-Safe Base

- Pupil is able to follow Code of Conduct (mostly)
- Is able to stay safe after setting expectations and reminders (mostly)
- Beginning to use ZOR independently or beginning to self regulate using class resources to support.
- Able to reflect on ISP targets using Sleuth
- Beginning to use self-regulation strategies independently.

Stage 8-Emotional support

- Pupils will continue to need support to help stay regulated and safe (as per their EHCP needs and ISP targets).
- Pupils able to access learning safely.
- Pupils may appear anxious or withdrawn.
- Processing emotions - this may begin to be verbally.

Stage 9-Continue to assess and review

- Pupil's needs are being met by resources, environment etc.
- Pupil demonstrates safe behaviour, is able to follow Code of Conduct (maybe with reminders).
- Able to recognise emotions using Zones of Regulation.
- Reduced barriers to learning, beginning to take risks with adult support.
- Feels safe in learning environment.
- Engage in new tasks safely.
- Shows some resilience.

Any questions around the observed behaviours of the 9 Staged Model?

Assessments

- Pupils are assessed as part of assessment week (every half term), as a trust minimum expectation.
- Assessments are on Go4Schools and templates on shared drive.
- A team approach to the observation sheet, allows professional discussion and a true reflection of the pupil.