

Framework for Intervention

Welcome

Day 1

In Effective Classrooms

- **there is a shared understanding of what constitutes “good” behaviour**
- **there is regular teaching and reinforcement of school behaviour and behaviour that maximises learning.**
- **there is a behaviour framework in place which sets out clear expectations.**

In effective classrooms cont'd...

- **there is an emphasis on belonging and social responsibility.**
- **there is an emphasis on building good relationships between adults and children and between children themselves**

Background to Framework for Intervention

- **Developed in Birmingham**
- **Pilot programme with 20 schools in 1997**
- **Since 1977, introduced to 300+ schools in Birmingham**
- **System can be used effectively from nursery through to college level.**

General Principles (1)

- **Children's behaviour is central to the learning process and is an intrinsic element of education.**

General Principles (2)

- **Problems in behaviour in educational settings are usually a product of a complex interaction between the individual, school, family, community and wider society.**

General Principles (3)

- **Social interaction based on mutual respect is a fundamental basis of an optimal educational environment.**

Key Concepts

Can Do

Empowerment

Solution focused

Non judgemental

No blame

Why no blame?

Blame blocks solutions

A

R

C

Accept

Respect

Change

Environmental -v- Individual

- **Many traditional approaches to behaviour are based on individual interventions.**
- **Such approaches can de-skill the teacher**

Environmental -v- Individual Cont'd...

- **Framework provides a model which puts the teacher in control**
- **This approach builds confidence and competence.**

Structures & Interventions

Teachers need to set up structures and interventions which:-

- **Increase motivation**
- **Promote a sense of well being**
- **Establish positive expectation**

Traditional Referral System

Pupil misbehaves

Sent/reported to head or deputy

Head/deputy “does something”

Pupil returns to class

Framework system

Pupil misbehaves

Discipline policy followed

If anyone concerned

Level 1

Level One

- **Adult has a concern**
- **Completes checklist with B.Co**
- **Baseline**
- **Make and implement plan**
- **Review**

Welcome

Day 2

Review Day 1

- **Background to FFI**
- **Principles**
- **No blame/ARC**
- **Environmental –v- Individual approaches**
- **The FFI Process**

Solution Focused Methods

- **Changing problems into goals**
- **Exception finding**
- **Scaling**
- **The miracle question**

Changing problems into goals

- **Focus on the behaviour you do want to see**
- **Set this as a goal**
- **What structures/interventions will help in achieving this goal.**

Exception finding

- **Identifying when problem is less severe/less frequent/less long lasting.**
- **Focus on what is already working.**

Scaling

- **Establishing how the person feels on a scale of 1 – 10.**
- **Useful for setting realistic targets.**

The miracle question

- **Used to help focus on how you would recognise that the problem had gone away.**
- **Could be seen as equating with 10 on a 1 – 10 scale.**

Role of the B.Co

- **Not a pastoral or disciplinarian role**
- **Support for concerned adults to devise and implement plan**
- **May involve liaison with senior management**

Role of the B.Co cont'd...

- **A good listener**
- **Draws solutions from the person with the concern – does not donate.**

Supporting the B.Co

- **Time**
- **Access to small budget**
- **Respecting confidentiality**
- **Network group**

Any questions?