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Nodau

- Archwilio'r cysyniad o 'ymyrraeth'
- Strategaethau gweithredu
- Gwerthuso ymyraethau mewn modd beirniadol

Aims

- *Explore the concept of 'intervention'*
- *Implementation strategies*
- *Critical evaluation of interventions*

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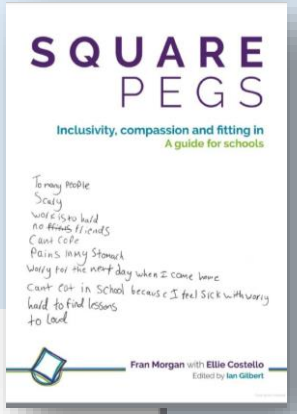
Trafodaeth grŵp(10 munud)
Group discussion (10 minutes)



I feel like I dont fit in at school because I am different and it's really compusing because there has been loads of assemblys about evryone being equal and how to treat evryone right but I feel like I'm not being treated properly by the people who said it. I feel like nobody understands me and so I feel like I can't show my real feelings. I also feel like I don't fit in because I'm not normal What's it like to be normal. I just feel so alone at school I wish there were more people like me. assemblys and break times are to busy I feel like I'm being surrounded by a big mob of people.

M, age 9

It is almost like everything from 9:00 to 3:20 is CONSTANTLY on my back, I could go on and on and on and on forever

I come in and there is telltales messing about in the cloakroom
I go in and we have a full R.E afternoon and my least favorite subjects because it is, from my perspective, complete and utter bullcrap.
I can't hear the teacher
I lose my pen and get in trouble from the annoying teaching assistant, like unbridge but not obsessed with kittens and pink.
I can't see the board
I go for a drink and trip over
I am not allowed to go to the toilet when I am desperate
The teacher gets angry for litterally the smallest thing
She punishes the WHOLE class for the telltales actions
I could go on forever and I have had to go through
1050 days (approximately) of it
I have just had enough and can't do it anymore, wanting to just die and get it over with, not needing to have responsibilities and having to get up and go to a school I'm not happy in with git teachers and git telltales and bloody fictional subjects that will help me in no way, shape or form get a decent job
How do I pay taxes?
I DONT KNOW.
But atleast I know the lord's prayer off by heart!

S, age 10

Square Pegs - Google Books

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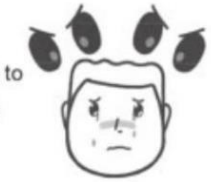
A Square Peg's 10 Commandments

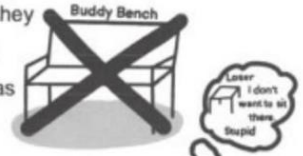
Dear Teacher

I wanted to write to tell you my 10 top tips for children like me.

1. Be more respectful to children, listen to their feelings and do not ever doubt them. Otherwise I just give up telling them to you at all.



2. Don't tell me to stop crying when I'm upset. Don't tell me to turn my frown into a smile because the other children are staring at me.

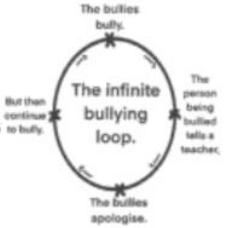


3. Don't put me on the Buddy Bench. They don't work, they make me feel rubbish and hot inside. That's not how friendships work. When you felt lonely and no one was noticing, did sitting on the Buddy Bench help you?

4. Don't put me in the same room or same table as my bullies. It gives them more chances to kick or push or threaten to stab my hand with their pencil. And children who are a friend stop being a friend once the bullies are on the same table.

5. Don't change where I sit every time it's a new term. Making work friends in new topics takes ages. It's like someone has died when you change the seats around.

6. Don't do tests on the first day of term. Or the second or the third. It makes my brain fizz and my mouth goes dry and the clock ticking is so loud and I can't remember anything especially from before the Christmas holiday. Just because I can't remember right then, it doesn't mean I can't tell you about it. When it's a new term, please can we focus on having fun together first?

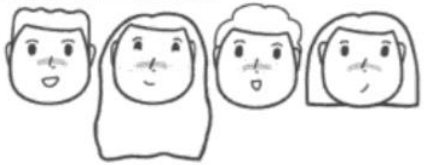


7. Understand that bullies don't give up. Just because you've made them apologise, and you say 'it's done,' it isn't. And if I pluck up my strength to tell you they're doing the same things again, don't sigh or make your mouth small. Making a bully say sorry doesn't change what they're doing every day.

8. Don't take my playtime away if I haven't done all the work in time. I can't think of an acrostic poem on the spot sometimes, especially when you said yesterday my writing wasn't good enough. If my brain has frozen, I'm not naughty. A run around and fresh air might be a good time to make a new friend instead especially if you have bullies.

9. Don't move me down the learning board for not remembering something or asking for help. It's not my fault if I don't understand something. I don't care if everyone else in the class understands and I don't, it doesn't make me bad. You're the teacher.

10. When you are kind and gentle, I feel so much better. If you tell me I haven't got something right YET, I can try to do it again. When I make you laugh, I feel brilliant. I like it when you are happy.



L, age 13

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Beth yn union yw ymyrraeth?
What exactly is an intervention?

"Interventions are normally understood as those activities or strategies that are different from, or additional to, those employed routinely with pupils" (Campbell & Stanley, 1966 *cited in* NASUWT, 2018)

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Mae ymyraethau yn … *Interventions are …*

- weithgareddau/strategaethau sydd yn wahanol neu yn ychwanegol i'r rhai a ddefnyddir gyda gweddill y dysgwyr
- gyfrwng ychwanegol i gynorthwyo dysgwyr i wneud cynnydd a llwyddo
- rhoi gwerth am arian o safbwynt addysgol
- medru lleihau'r bwlch cyrhaeddiad
- atgyfnerthu dysgu mewn grwpiau llai
- gwella agweddau o les ac ymddygiad

- *activities / strategies that are different or additional to those used with other learners*
- *an additional tool to help learners make progress and succeed*
- *provide value for money from an educational perspective*
- *aimed at narrowing the attainment gap*
- *a consolidation of learning in smaller groups*
- *ways of improving aspects of wellbeing and behaviour*

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Mae ymyraethau hefyd yn gallu ...
Interventions can also ...

- ychwanegu at lwyth gwaith
- bod yn heriol o safbwynt
  - lle/gofod
  - adnoddau
  - arbenigedd
  - staffio
  - cost

- *add to workload*
- *be challenging from the point of view of*
  - *place / space*
  - *resources*
  - *expertise*
  - *staffing costs*

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Model o ymyrraeth – 'tonnau o gefnogaeth'

(addaswyd o Choudry, 2021,t.167)

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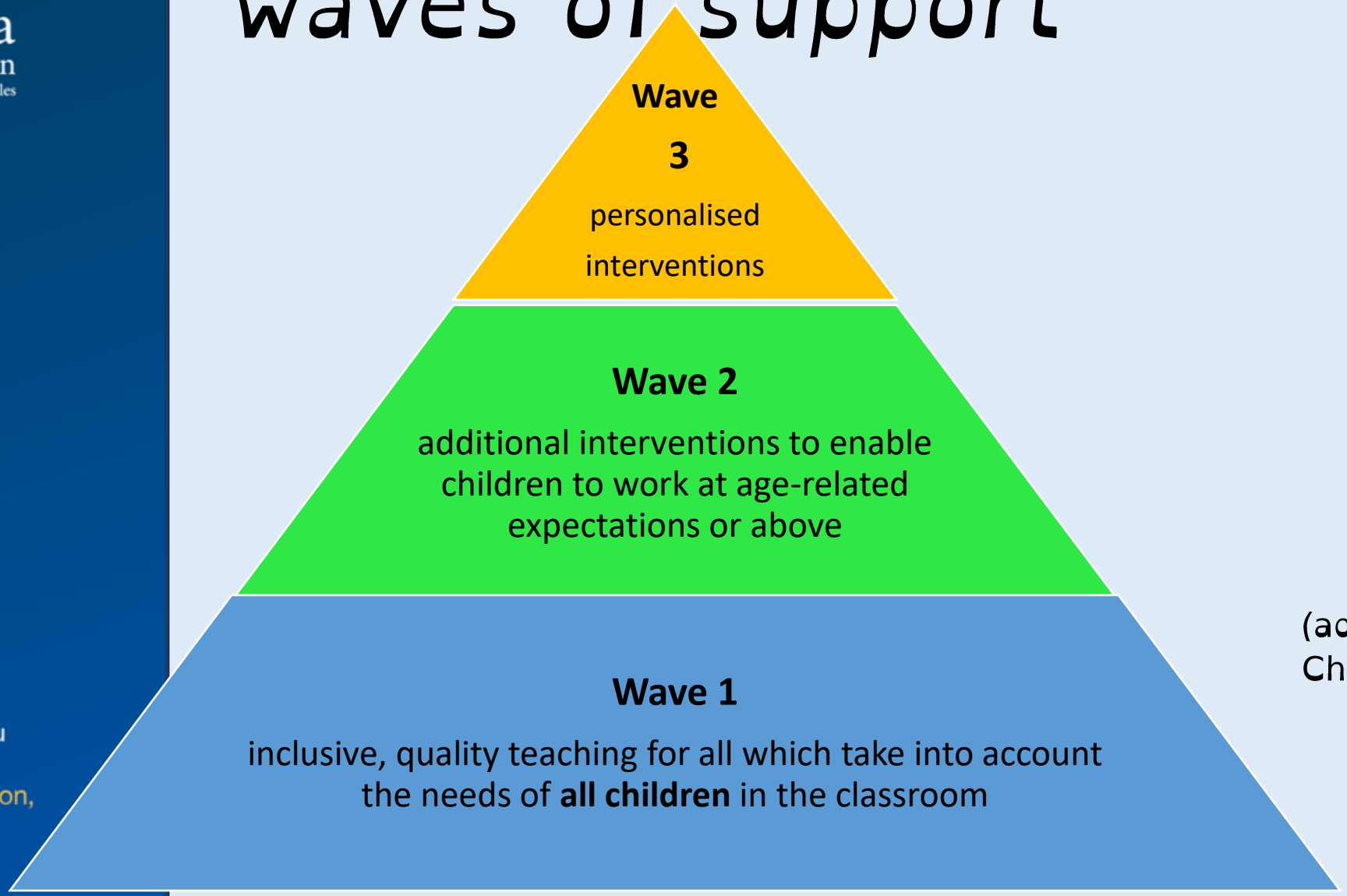
An intervention model – 'waves of support'



(adapted from Choudry, 2021,p.167)

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Dysgu wedi'i bersonoli
Personalised learning

- Canolbwyntio ar y plentyn fel unigolyn a'i anghenion penodol
- Gosod targedau bach, cyraeddadwy a chytûn
- Symleiddio iaith a geirfa'r dysgu
- Defnyddio gwahanol arddulliau dysgu e.e. gweledol, clywedol, cinesthetig, cerddorol ac ati.
- Caniatáu digon o amser
- Darparu cefnogaeth ychwanegol, e.e. darpariaeth 1:1
- Adeiladu ar gryfderau a diddordebau
- Annog cyfranogiad
- Yn gynhwysol

- *Focus on the child as an individual and his/her specific needs*
- *Small, achievable and agreed targets*
- *Use of simplified language and vocabulary*
- *Allows plenty of time*
- *Provides additional support, e.g., 1:1 provision, intervention etc.*
- *Builds on strengths and interests*
- *Encourages participation*
- *Is inclusive*

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Ymyrraeth gynnar – pam?
Early intervention – why?

- NID i fynd i'r afael â'r symptomau ond i leddfu'r ffactorau hynny sy'n effeithio ar anghydraddoldeb a'r gallu i gyflawni potensial

- *NOT to address the symptoms but to alleviate those factors that impact on inequality and ability to fulfil their potential*

- Gwella cynnydd a chanlyniadau mewn:
  - ❑ iechyd corfforol a meddyliol
  - ❑ gwybyddiaeth a dysgu
  - ❑ sgiliau sylfaenol a/neu drosglwyddadwy

- *Improve progress and outcomes in:*
  - ❑ *physical and mental health*
  - ❑ *cognition and learning*
  - ❑ *basic and transferable skills*

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Nid yw ymyrraeth ar gyfer dysgwyr ag ADY yn unig!

Interventions are not solely for learners with ALN!

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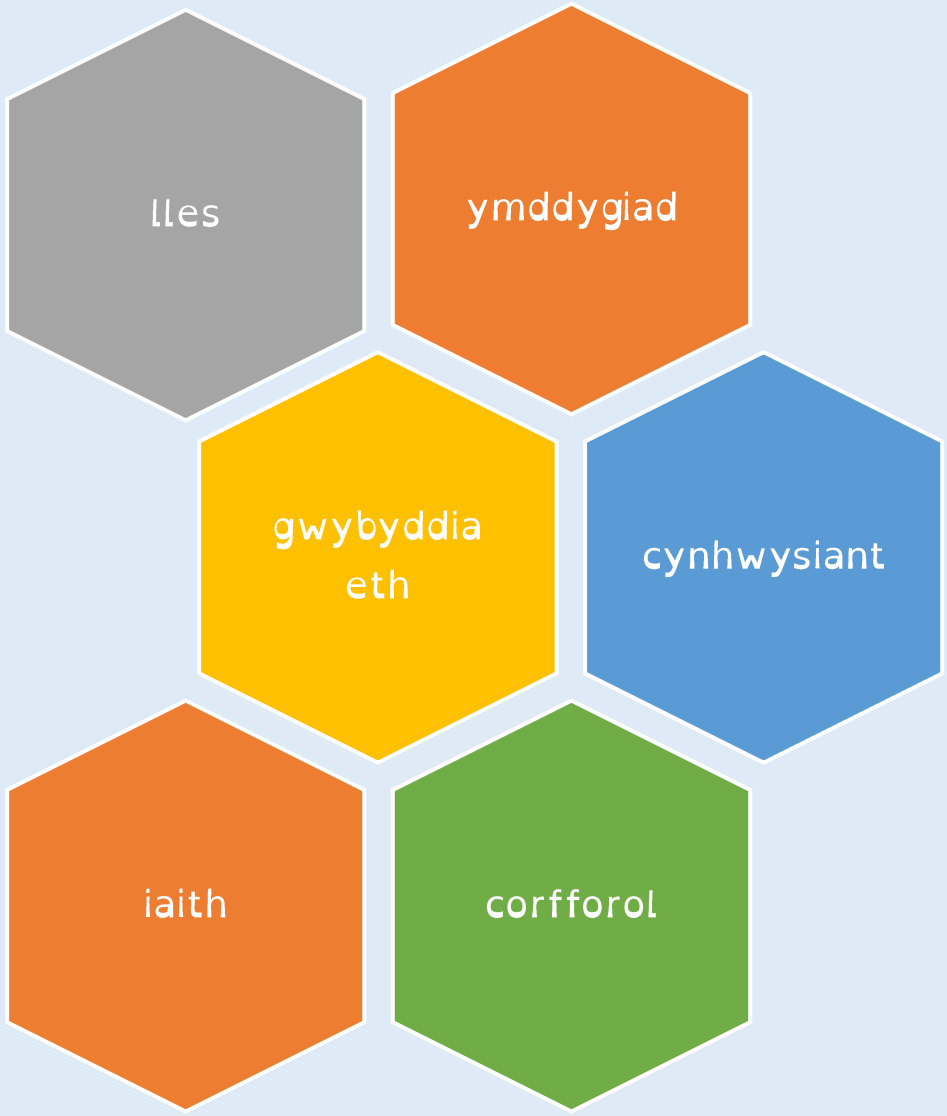
Targedu unigolion, grwpiau neu ddosbarth cyfan



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Targeting individuals, groups or whole class

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ELSA Emotional Literacy Support Assistants

Beth yw ELSA?

- Cynorthwyydd Llythrennedd Emosiynol
- Cael eu hyfforddi a'u goruchwylio gan Seicolegwyr Addysg a Phlant
- Mae'n helpu disgyblion i adnabod, deall a rheoli emosiynau eu hunain ac emosiynau eraill
- Cynllunio a darparu rhaglenni cymorth unigol (a grwpiau bach)

What is an ELSA?

- Emotional Literacy Support Assistant
- School-based
- Receives training and supervision from Educational and Child Psychologists.
- Helps pupils recognise, understand and manage emotions in themselves and in others
- Plans and deliver individual (and small-group) emotional support programmes

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Modiwlau hyfforddi/ Training modules

1. Llythrennedd Emosiynol mewn ysgolion/hunan-ddelwedd/hunan-barch
2. Meithrin gwydnwch a hunan-barch
3. Rheoli emosiynau
4. Sgiliau cymdeithasol a chyfeillgarwch/defnyddio storïau cymdeithasol a therapiwtig
5. Gwrando pwrpasol a sgyrsiau myfyriol
6. Ymateb i Golled a Galar

1. Emotional literacy in schools/self-concept/self-esteem
2. Building resilience and self-esteem
3. Managing emotions
4. Social and friendship skills/using therapeutic and social stories
5. Active listening and reflective conversations
6. Bereavement and Loss

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Adnoddau defnyddiol
Useful Resources

- ELSA Network – Emotional Literacy Support Assistants
- Home (beaconhouse.org.uk)
- Mental Health Resource for Schools & Colleges | Anna Freud Centre
- meddwl.org • Meddyliau ar Iechyd Meddwl
- Free social work resources & tools for direct work with children and adults (socialworkerstoolbox.com)

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Therapi Lego

- Seiliedig ar y cysyniadau seicolegol sy'n sail i 'therapi chwarae'
- Datblygu sgiliau cyfathrebu (geiriau/di-eiriau) a sgiliau cymdeithasol
- Cytunwch ar y rheolau craidd
- Dynodwch rol i bob aelod a newidiwch y rolau yn ystod y sesiwn (engineer, builder, supplier, director)
- Rol oedolyn – hybu rhyngweithio cadarnhaol a chadw'r grwp ar dasg

Lego Therapy

- Based on the psychological concepts of 'play therapy'
- Develops communications skills (verbal/non-verbal) and social skills
- Agree on ground rules
- Assign a role to each member and change roles during the session (engineer, builder, supplier, director)
- Adult role – promote positive interaction and keep the group on task

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Therapi Lego
Lego Therapy

APIAU/APPS:

- **Bricks & More**
- **Lego Digital Designer**

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Grwpiau anogaeth

- Mae grwpiau anogaeth yn darparu hafan ddiogel i blant â heriau emosiynol a chymdeithasol i archwilio, datblygu a chymryd risg.
- Maent yn darparu trefn a ffiniau pendant i'r plant sy'n mynychu.
- Nod grwpiau anogaeth yw adeiladu ar gryfderau a diddordebau plant er mwyn annog yr ymdeimlad o gyrhaeddiad a llwyddiant.
- Caiff plant eu hasesu gan ddefnyddio'r Proffil Boxall

Nurture groups

- *Nurture groups provide a safe haven for children to explore, develop and take risks.*
- *They provide predictable routines and boundaries for the children who attend.*
- *Nurture groups aim to build on children's strengths and interests in order to encourage a sense of achievement and success.*
- *Children are assessed using the Boxall Profile*

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The Boxall Profile scales

Table 1. The Boxall Profile scales, five sub-scales, 20 strands and 68 items.

Scale	Sub-scale	Strand	Items
Developmental Strands	Organisation of experiences	A: Gives purposeful attention	1, 6, 12, 16, 20
		B: Participates constructively	14, 21, 26
		C: Connects up experiences	15, 23, 27
		D: Shows insightful involvement	3, 24, 28, 29, 34
		E: Engages cognitively with peers	25, 30
	Internalisation of controls	F: Is emotionally secure	2, 18, 31
		G: Is biddable and accepts constraints	4, 9, 13, 32
		H: Accommodates to others	5, 7, 8, 11, 33
		I: Responds constructively to others	17, 22
		J: Maintains internalised standards	10, 19
Diagnostic Profile	Self-limiting features	Q: Disengaged	4, 14, 25
		R: Self-negating	2, 12, 22
	Underdeveloped behaviour	S: Makes undifferentiated attachments	8, 18, 29
		T: Shows inconsequential behaviour	6, 16, 27, 33
		U: Craves attachment, reassurance	10, 19
	Unsupported development	V: Avoids/rejects attachment	1, 11, 21, 30
		W: Has undeveloped/insecure sense of self	3, 13, 23, 31
		X: Shows negativism towards self	5, 15, 26, 32
		Y: Shows negativism towards others	7, 17, 24, 28, 34
		Z: Wants, grabs, disregarding others	9, 20

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Ar gyfer pwy maen nhw?
Who are they for?

Plant gydag anawsterau cymdeithasol, emosiynol ac ymddygiadol.

Children with social, emotional and behavioural difficulties (SEBD).

Ymddygiad wedi'i allanoli

Externalised behaviour

Ymddygiad wedi'i fewnoli

Internalised behaviour

Dysgwyr bregus a dan anfantais

Vulnerable and disadvantaged learners

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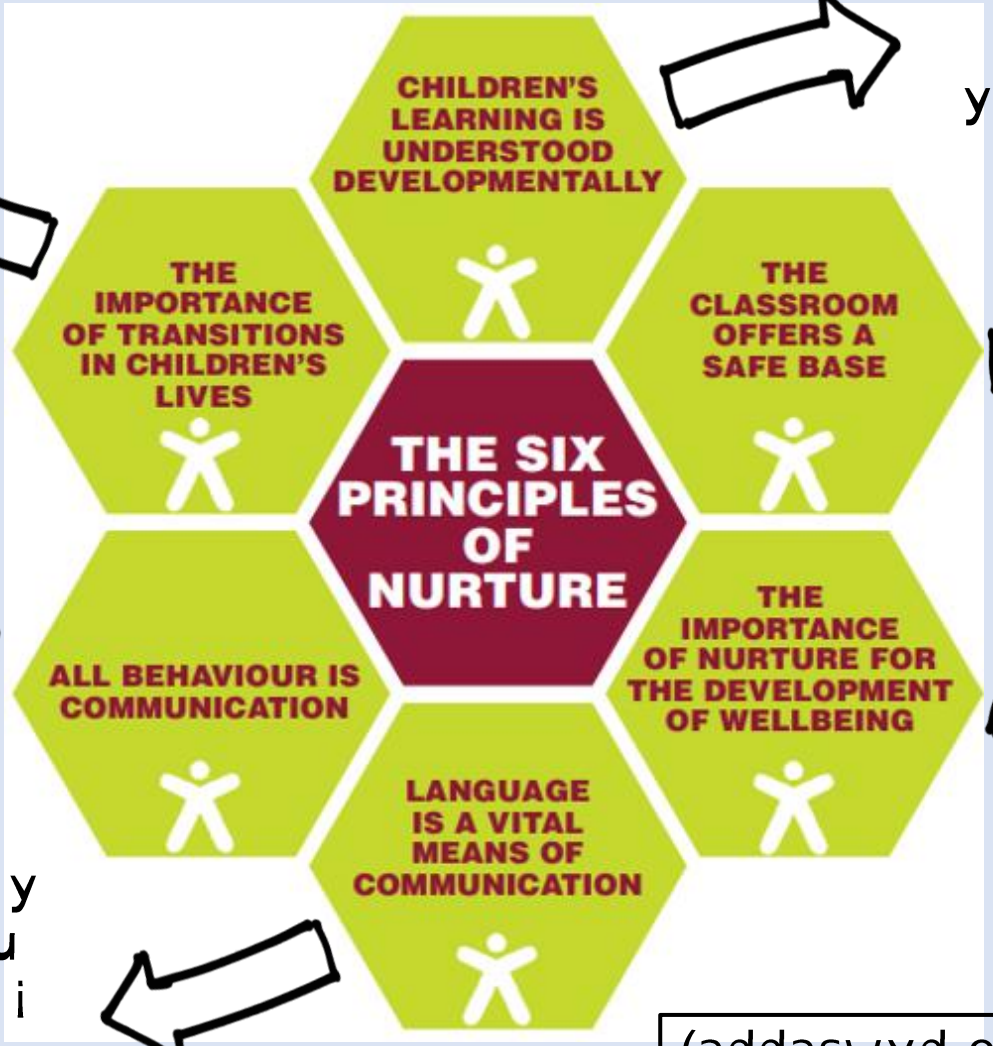
Chwe egwyddor anogaeth

Mae newid yn anodd i bawb; mae angen i'r plentyn wybod bydd rhywun wastad yno i'w helpu ac i wrando arnynt.

Y peth pwysicaf yw bod plant yn parhau i ddatblygu yn ystod eu cyfnod yn yr ysgol.



Mae'r ystafell anogaeth yn le diogel i'r plant i rannu eu gofidiau, a bydd rhywun yna i wrando a helpu.

Gadewch i'r plentyn wybod y gall fod yn anodd i drafod teimladau weithiau.

Bydd angen i'r plant fod yn barod i arbrofi gyda phethau newydd ac i ddysgu o'u camgymeriadau.

Mae'n bwysig bod y plentyn yn medru defnyddio geiriau i fynegi eu teimladau mewn modd briodol.

(addaswyd o NurtureUK, 2019, t. 2)

Six principles of nurture

Change is hard for everyone; the child needs to know someone will always be there to help and listen to them.

The most important thing is that the child continues to develop throughout their time in school.

Nurture room is a safe space for the child to share their worries, where someone will listen and help.

Let the child know that it can be difficult to discuss feelings sometimes.

The child needs to be ready to try new things and to learn from their mistakes.

It is important that the child can use words to express their feelings in an appropriate way.

(NurtureUK, 2019, p. 2)

Sut mae gweithredu?
How do they work?

1. Bydd y plant yn dechrau pob diwrnod yn y dosbarth prif ffrwd.

1. Children start each day in their mainstream classroom.

2. Bydd staff y grŵp anogaeth yn casglu'r plant ac yn mynd â hwy i'r ystafell anogaeth.

2. Nurture group staff will collect the pupils and take them to the nurture room.

3. Cynhelir amrywiaeth o dasgau yn ogystal â thasgau cwricwlwm.

3. Various activities are undertaken as well as curriculum tasks.

4. Bydd y disgyblion yn dal i dreulio amser egwyl a chinio gyda'u dosbarth prif ffrwd.

4. Pupils still spend break times and lunch time with their mainstream class.

5. Fel arfer mae'r plant yn treulio rhwng 1 a 4 tymor yn y grŵp anogaeth.

5.Children usually spend between 1 and 4 terms in the nurture group.

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Emma's Story

Watch Emma's story as she explains how a nurture group helped to build up her confidence and to overcome her anxiety at school.

https://youtu.be/maC5aHpjrm8

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Gwybodaeth bellach
Further information

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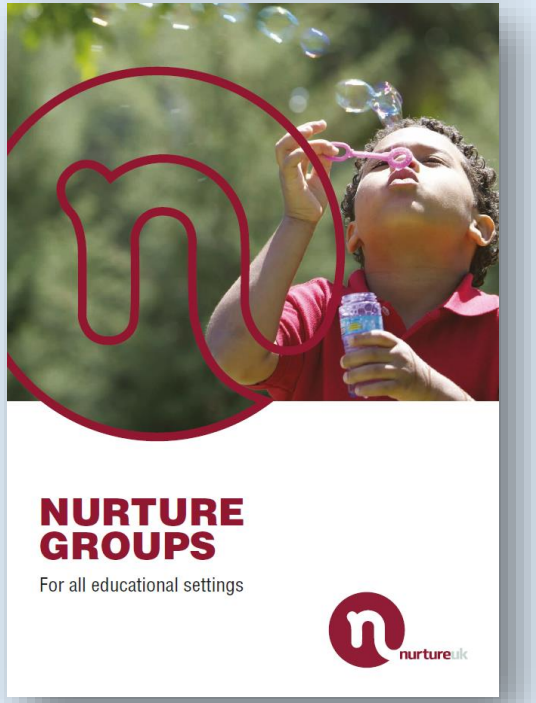
[Contents (gov.wales)](#)
(ENGLISH)



[Nurture-Groups-Booklet-Dec-2019.pdf (nurtureuk.org)](#)

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Gwerthuso ymyraethau
Evaluating interventions

Education Endowment Foundation

The Big Picture | Evidence summaries | Practical Tools | Projects and Evaluation | Support for schools | Covid-19 Resources | News | More

Teaching and Learning Toolkit

An accessible summary of the international evidence on teaching 5-16 year-olds

Filter Toolkit

Filter results by keywords

Cost

Evidence

+1 Months Impact

Reset

Download Toolkit

Toolkit Strand	Cost	Evidence Strength	Impact (months)
Arts participation Low impact for low cost, based on moderate evidence.	£ £	🔒 🔒 🔒	+2
Aspiration interventions Very low or no impact for moderate cost, based on very limited evidence.	£ £ £	🔒	0
Behaviour interventions Moderate impact for moderate cost, based on extensive evidence.	£ £ £	🔒 🔒 🔒 🔒	+3
Block scheduling Very low or no impact for very low cost, based on limited evidence.	£	🔒 🔒	0

[Teaching and Learning Toolkit (educationendowmentfoundation.org.uk)]

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Astudiaethau achos
Case Studies

Pa agweddau mae'r ymyrraeth yn eu hybu:

i. gwybyddiaeth/meddwl/ deallusrwydd?

ii. emosiynol & chymdeithasol?

iii. ieithyddol?

iv. corfforol?

v. arall?

Oes mwy nag un?

Ystyriwch sut mae'n hybu cymhelliant ac ymrwymiad i ddysgu

Beth am hawliau a chynhwysiant?

Oes cyfleoedd ar gyfer cyfranogiad?

Oes cyfleoedd ar gyfer gwneud cynnydd?

Unrhyw agwedd bwysig arall?

What aspects does the intervention promote:

i. cognitive/thinking/intellectual?

ii. emotional and social?

iii. linguistic?

iv. physical?

v. Other?

Is there more than one?

Consider motivation and engagement in learning.

What about rights and inclusion?

Are there opportunities for participation?

Are there opportunities for progression?

Any other important aspects?

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Astudiaethau achos cyfrwng Cymraeg

1) https://www.estyn.llyw.cymru/arfer-effeithiol/datblygu-arferion-darllen-da?_ga=2.4204403.1580477775.1610712347-464425435.1610712347
2) https://www.estyn.llyw.cymru/arfer-effeithiol/cynorthwywyr-cymorth-dysgu-yn-arwain-ar-raglenni-ymyrraeth
3) https://www.estyn.llyw.cymru/arfer-effeithiol/ymyriadau-arloesol-syn-arwain-welliant-mewn-cyrhaeddiad
4) https://www.estyn.llyw.cymru/arfer-effeithiol/effaith-ymyriadau-ar-ddatblygiad-cyfathrebu-datblygiad-emosiynol-ac-ymddygiadol?_ga=2.104531712.1289784357.1610712655-1563878448.1610712655
5) https://www.estyn.llyw.cymru/arfer-effeithiol/sefydlu-grwpiau-ymddygiad

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English medium case studies

1) https://threebearscookeryclub.com/
2) http://richmondpark.amdro.org.uk/media/104819/Pupil-Voice-Clubs.pdf
3) https://www.pontarddulaisprimaryschool.co.uk/school-clubs/
4) https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools
5) https://www.estyn.gov.wales/effective-practice/developing-good-reading-habits
6) https://www.estyn.gov.wales/effective-practice/learning-support-assistants-lead-intervention-programmes
7) https://www.estyn.gov.wales/effective-practice/innovative-interventions-lead-improvement-attainment
8) https://www.estyn.gov.wales/effective-practice/establishing-behaviour-groups?_ga=2.53987755.2086254070.1610746033-596235490.1610746033
9) Learner resilience - building resilience in primary schools, secondary schools and pupil referral units (gov.wales)
10) Supporting vulnerable groups of pupils | Estyn (gov.wales)

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