



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

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

Trafodaeth grŵp(10 munud)

Group discussion (10 minutes)

I feel like I don't fit in at school because I am different and it's really confusing because there has been loads of assemblies about everyone being equal and how to treat everyone 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. Assemblies and break times are too 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 bullshit.
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 literally 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 DON'T KNOW.
But at least I know the lord's prayer off by heart!

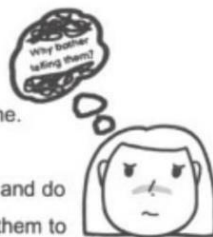
S, age 10

A Square Peg's 10 Commandments

Dear Teacher

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

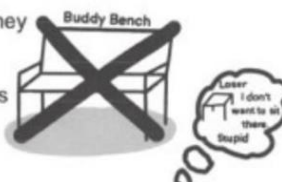
1. Be more respectful to children, listen to their feelings and do not ever doubt them. Otherwise I just give up telling them to you at all.



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?



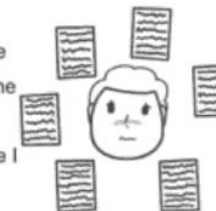
4. Don't put me in the same room or same table as my bullies. It gives them more chances to kick or push or threaten to stab my hand with their pencil. And children who are a friend stop being a friend once the bullies are on the same table.



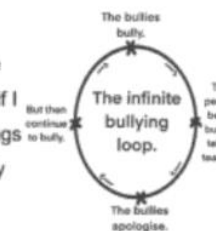
5. Don't change where I sit every time it's a new term. Making work friends in new topics takes ages. It's like someone has died when you change the seats around.



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.



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)

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

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

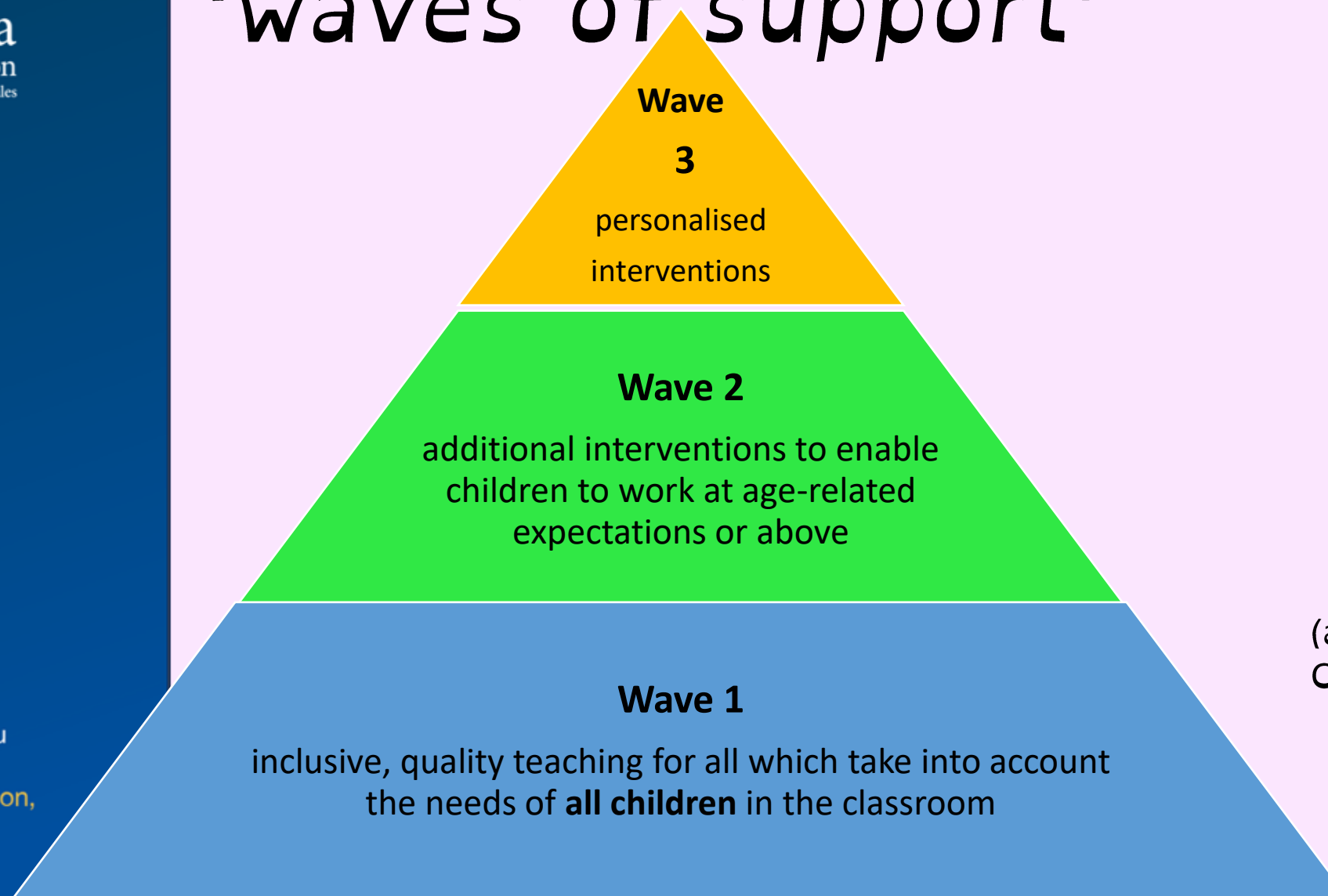
- ychwanegu at lwyth gwaith
- bod yn heriol o safbwynt
 - lle/gofod
 - adnoddau
 - arbenigedd
 - staffio
 - cost
- add to workload
- be challenging from the point of view of
 - place / space
 - resources
 - expertise
 - staffing costs

Model o ymyrraeth – ‘tonnau o gefnogaeth’



(addaswyd o
Choudry, 2021,t.167)

An intervention model – 'waves of support'



(adapted from
Choudry, 2021,p.167)

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

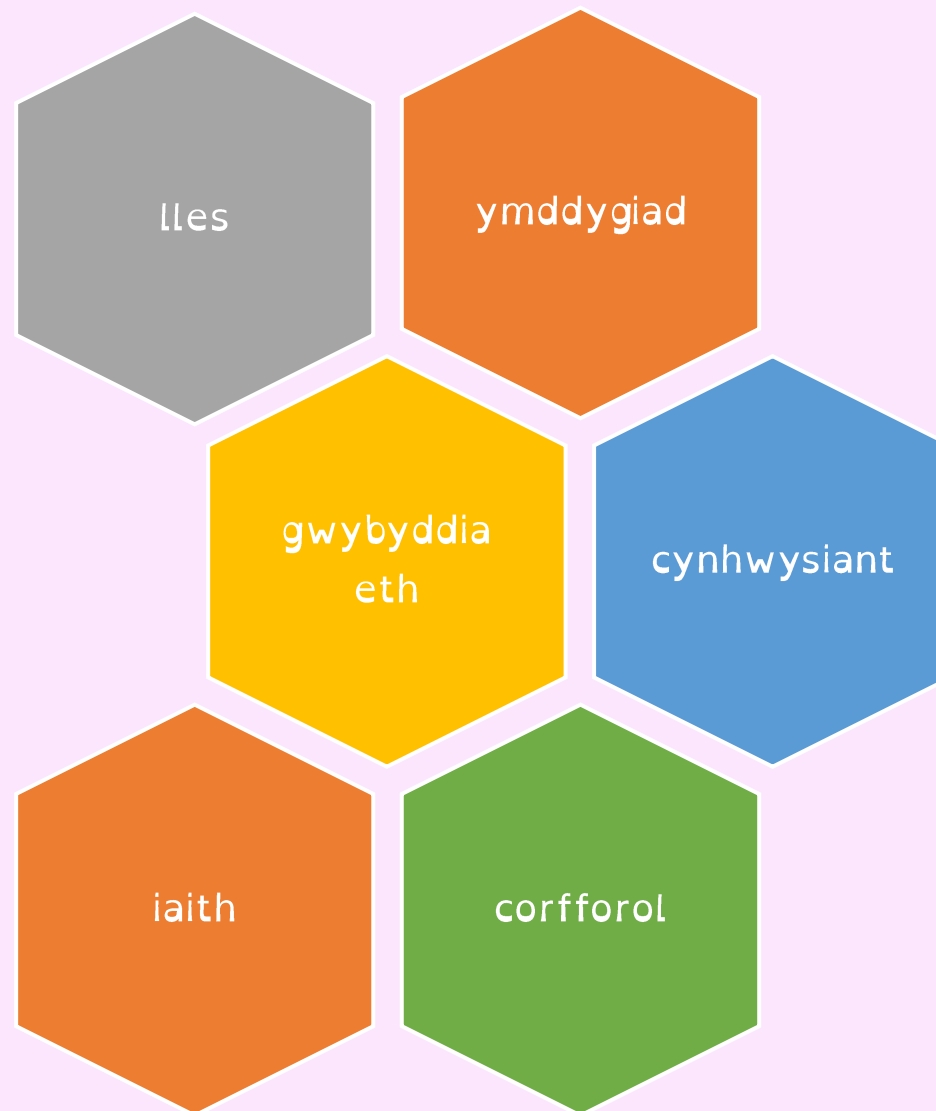
Ymyrraeth gynnar – pam? *Early intervention – why?*

- 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
- Gwella cynnydd a chanlyniadau mewn:
 - ❑ iechyd corfforol a meddyliol
 - ❑ gwybyddiaeth a dysgu
 - ❑ sgiliau sylfaenol a/neu drosglwyddadwy
- NOT to address the symptoms but to alleviate those factors that impact on inequality and ability to fulfil their potential
- Improve progress and outcomes in:
 - ❑ physical and mental health
 - ❑ cognition and learning
 - ❑ basic and transferable skills

**Nid yw ymyrraeth ar
gyfer dysgwyr ag ADY
yn unig!**

**Interventions are not
solely for learners with
ALN!**

Targeddu unigolion, grwpiau neu ddosbarth cyfan



Targeting individuals, groups or whole class



Beth yw ELSA? What is an ELSA?

ELSA Emotional Literacy Support Assistants

- Cynorthwydd Llythrennedd Emosiynol
- Cael eu hyfforddi a'u goruchwyllo 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)
- 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

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www.uwtsd.ac.uk

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 sgysiau 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

Therapi Lego Lego Therapy

APIAU/APPS:

- Bricks & More
- Lego Digital Designer



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

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

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*

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.

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

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



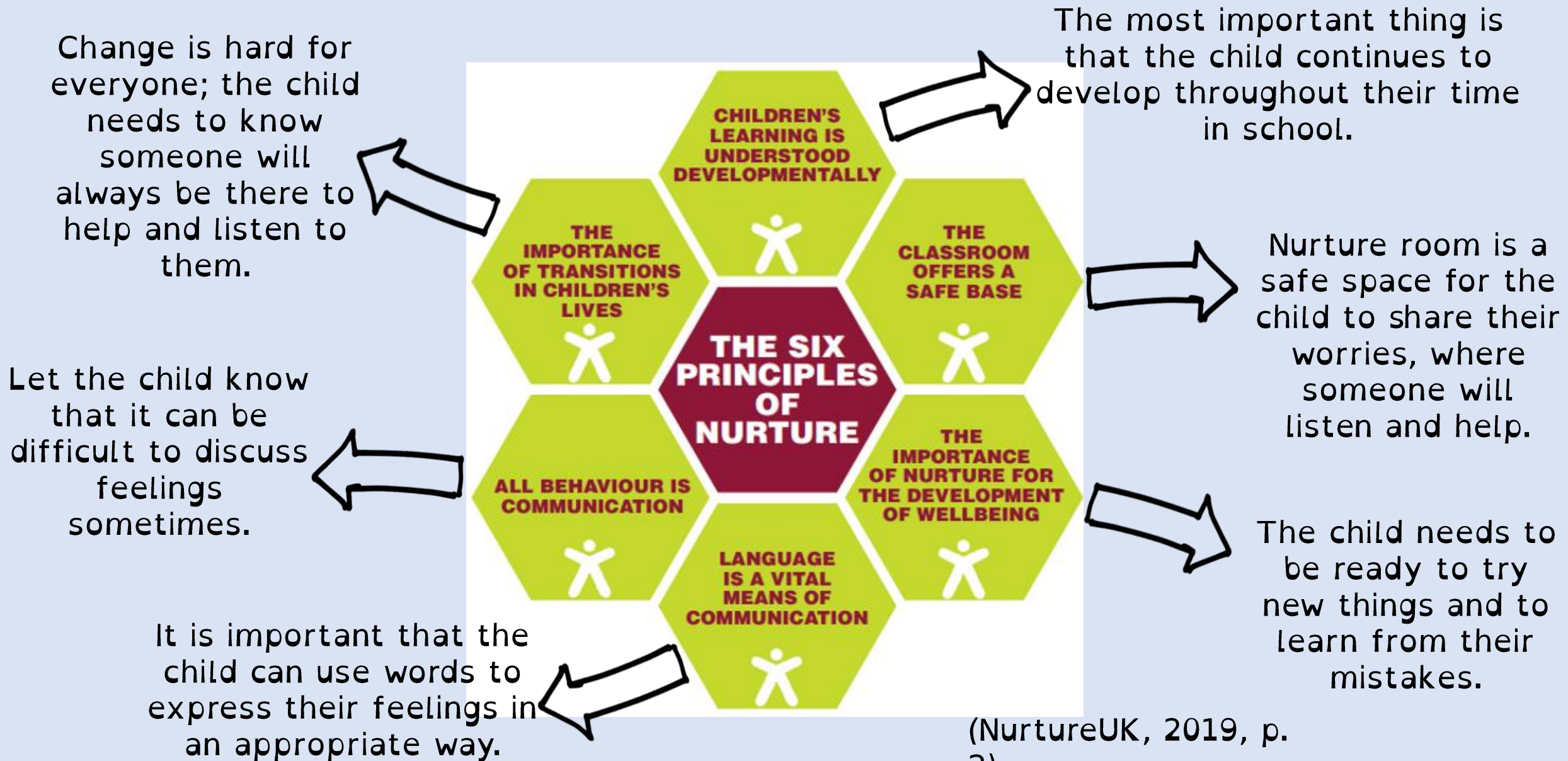
Y peth pwysicaf yw bod plant yn parhau i ddatblygu yn ystod eu cyfnod yn yr ysgol.

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

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

(addaswyd o NutureUK, 2019, t. 2)

Six principles of nurture



Sut mae gweithredu?

How do they work?

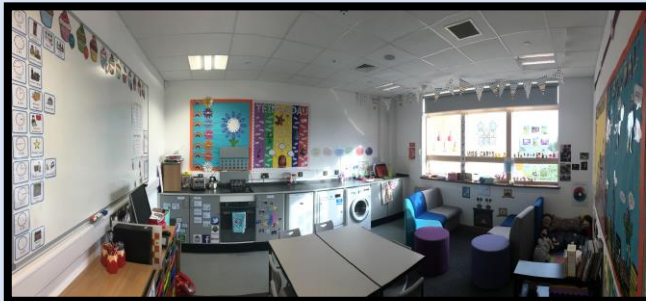


1. Bydd y plant yn dechrau pob diwrnod yn y dosbarth prif ffrwd.

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.

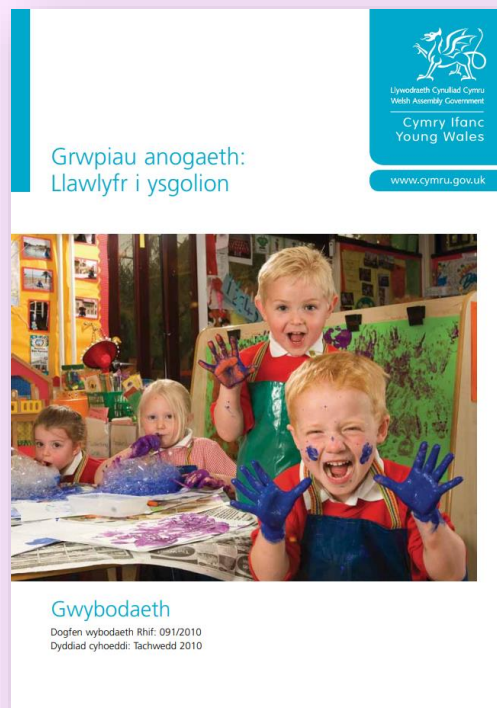
Emma's Story

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>

Gwybodaeth bellach *Further information*



[Contents \(llyw.cymru\)](http://llyw.cymru)
(CYMRAEG)

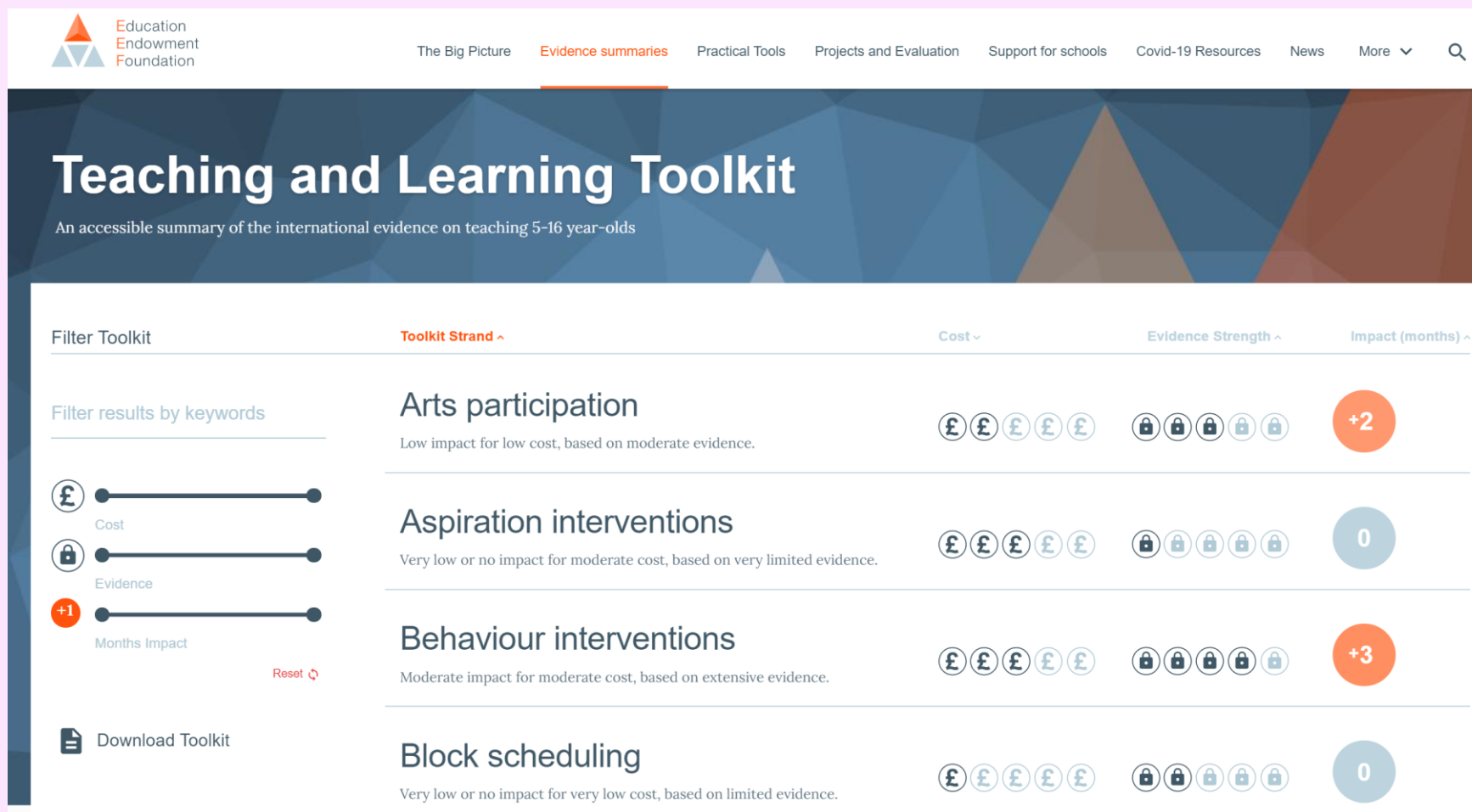


[Contents \(gov.wales\)](http://gov.wales)
(ENGLISH)



Nurture-Groups-Booklet-Dec-2019.pdf
nurtureuk.org

Gwerthuso ymyraethau Evaluating interventions



The screenshot shows the 'Teaching and Learning Toolkit' website. The header includes the Education Endowment Foundation logo and navigation links: 'The Big Picture', 'Evidence summaries' (highlighted), 'Practical Tools', 'Projects and Evaluation', 'Support for schools', 'Covid-19 Resources', 'News', and 'More'. The main title 'Teaching and Learning Toolkit' is prominently displayed, followed by the subtitle 'An accessible summary of the international evidence on teaching 5-16 year-olds'. Below this is a 'Filter Toolkit' section with sliders for 'Cost', 'Evidence', and 'Months Impact', and a 'Download Toolkit' button. The main content area lists four intervention categories with their respective impact, cost, and evidence strength ratings:

Intervention	Impact (months)	Cost	Evidence Strength
Arts participation Low impact for low cost, based on moderate evidence.	+2	£££££	5 icons
Aspiration interventions Very low or no impact for moderate cost, based on very limited evidence.	0	£££££	5 icons
Behaviour interventions Moderate impact for moderate cost, based on extensive evidence.	+3	£££££	5 icons
Block scheduling Very low or no impact for very low cost, based on limited evidence.	0	£££££	5 icons

[Teaching and Learning Toolkit
\(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk)

Astudiaethau achos

Case Studies

Pa agweddau mae'r ymyrraeth yn eu hybu:

- i. gwybyddiaeth/meddwl/ deallusrwydd?
- ii. emosïynol & 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?

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>

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 \(gov.wales\)](#)

Cyfeirnodau References

Choudry, S. (2021) *Equitable Education: What everyone working in education should know about closing the attainment gap for all pupils*. St Albans: Critical Publishing.
https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/11c0l68/alma99100394812702421

Morgan, F., Costello, E. and Gilbert, I. (2023) *Square Pegs: Inclusivity, compassion and fitting in - a guide for schools*. Carmarthen: Crown House Publishing.
https://librarysearch.uwtsd.ac.uk/permalink/44WHELF_UWTSD/11c0l68/alma99100516202802421

NASUWT (2018) *Effective Interventions: Promoting Learning, Tackling Workload*. Available at: [Effective Interventions: Promoting Learning, Tackling Workload \(nasuwt.org.uk\)](https://www.nasuwt.org.uk/effective-interventions-promoting-learning-tackling-workload)

NurtureUK (2019) *Nurture groups for all educational settings*. Available at: [Nurture-Groups-Booklet-Dec-2019.pdf \(nurtureuk.org\)](https://www.nurtureuk.org/nurture-groups-for-all-educational-settings)

Ruby. (2020). British norms and psychometric properties of the Boxall Profile for primary school-aged children. *Emotional and Behavioural Difficulties*, 25(3-4), 215–229.
<https://doi.org/10.1080/13632752.2020.1816055>