

CASE STUDY: AVA

As detailed in the guidance document, we can use the NPM questions and tools to help us to carry out a holistic assessment. This will include:

- **G**athering data about key aspects of a child/YP
- **A**nalysing that data in the context of what we know about social/emotional and learning development. This identifies needs.
- **P**lan an intervention(s) to test out how to support the identified needs. A review of the plan will provide further 'contextual' data to assess impact and guide future interventions

Below is an example of the NPM being used in relation to a fictional S3 pupil called Ava. The case study demonstrates the process of assessment and review using the NPM within a staged approach to addressing concerns and needs. A staged approach is important because it supports what is referred to as the 'least intrusive approach' to intervention.


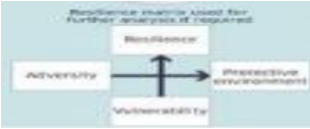
What is the Current Concern?

Ava is well known to her guidance teacher who she has built a relationship up with over the last few years. She is 14 years old and is a young carer for her mother. Overall, Ava is settled, engaged and attends school realtively well. Recent concerns from internal support meetings have highlighted several behavioural referrals from class teachers. These behaviours were typical of Ava when she first transitioned to secondary school but support from the Pupil Support Worker (PSW) in first year had helped her overcome some issues with developing peer relationships and managing her embaressment of using support for dyslexia (e.g. laptop) in class. Additional to this Ava's attendance has dropped drastically in the last few months and is due to hit a trigger. Although some behaviour concerns were managed by 'time out' in the alternative to exclusion area with support from the PSW, her most recent encounter resulted in an exclusion due to harm she inflicted on a peer.

GATHERING and ANALYSING DATA:

Ava's Guidance Teacher (GT) supported by the Depute Head Teacher/Head of House (DHT) decided to further explore what was going on for Ava. They had a few 'no-name' consultations with the Educational Psychologist (EP) to help form their thoughts about supporting her development whilst drawing from historic and current data available to them. Table 1 provides a summary of the data they used and how it helped them towards an understanding of 'the problem' in a staged way.

Table 1 – Summary of Data and Analysis

<p>Data Source</p>	<p>What does it tell us? The My World Triangle can be a helpful tool to consider the different areas of a YP life that can be impacting on their well-being.</p> 	<p>What we think. Using the ‘resilience Matrix’ can help with measurement of ‘risk’ and can focus towards priorities for intervention. This section is framed using the SHANARRI wellbeing indicators.</p> 
<p>SEEMIS Attendance records</p>	<p>Currently on 81% but steady decline since October holiday. The rate prior to October was constantly over 90%. <i>This gives us some information about both school and home context.</i></p>	<p>Protective: Previous attendance is good so suggests good habits, buy in from family, and indicates that most of learning experiences have been had (i.e. less learning gaps). (SHANARRI areas – Safe, Included, Achieving, Responsible)</p> <p>Risk: Currently missing out on average 1 day per week of education leads to concern relating to reduced learning opportunities, potential impact on peer relationships and potential safety issues associated with what doing in that time. (SHANARRI areas – Safe, Included, Achieving)</p>
<p>School Chronology from MOSAIC</p> <p>SEEIMIS pastoral notes</p>	<p>Early experience of significant domestic abuse. Several agencies involved to support mother and children. They no longer have contact with her father who was imprisoned two years ago.</p> <p>The family have always openly engaged with school and agencies for support. Early years support for Ava in school to develop attention and subsequent identification of dyslexia.</p> <p>Ava has had ongoing links with the young carer’s groups since S1.</p> <p>Several altercations in schools with other peers (mainly same 2 girls) in last</p>	<p>Protective: Ava and her mother demonstrate significant resilience as demonstrated by how they have managed adversity in the past. They engage well with support generally. (SHANARRI - Safe, Achieving, Nurtured, Responsible)</p> <p>Risk: Impact of past abuse means that Ava has to work really hard at managing her emotions and making the right decisions. This is especially important at times when she feels vulnerable. Her behaviour is communicating a ‘struggle’ for her somewhere in her life and and we may need to support her understanding -and management of the situation (i.e. co-regulate). (SHANARRI – Healthy and Responsible)</p> <p>Relationships with peers - There is some concern that her relationships (i.e. group of girls fighting with and associating with others involved in risky behaviours) may compromise her positive connection within the school and sense of safety. There is concern that she may be led down a path where</p>

	<p>few months. Recent Exclusion as a result of last incident.</p> <p>Smoking on school grounds – with a few YP who are being supported and have had issues with bringing drugs into school premises.</p> <p>Concern calls from mum re Ava’s aggressive behaviour towards her a few times when trying to get her to attend school.</p>	<p>she increases her risk relating to social, emotional and general health.</p> <p>(SHANARRI – Safe, Healthy and Included)</p> <p>Smoking has clear implications for Ava’s health as well as potential risk of getting involved in misuse of other substances. (SHANARRI – Health)</p> <p>Relationship strain with parents is not untypical for her age but poses a worry in terms of compromising her support network.</p> <p>(SHANARRI – Nurture)</p>
<p>Round Robin from all class teachers</p>	<p>Ava’s level of work in school has “slipped” and she has become confrontational with some members of staff. This is more noticeable in English where she has most absences. She also appears to be struggling more with attention in some classes. Despite this she was working towards level 4/5.</p>	<p>Protective: Ava continues to be on track with levels and absences have not yet significantly impacted on this. (SHANARRI – Achieving)</p> <p>Risk: Ava is missing out on classes but mainly her English class. This is a concern given the difficulties that she has managing and using her strategies to support her literacy difficulties. There is concern that this could result in gaps, loss of motivation and eventually impact on overall attainment. The observation from staff noticing a reduced ability to attend suggests that she is ‘distracted’ by issues that may be a source of stress/anxiety for her.</p> <p>(SHANARRI – Achieving and Health).</p>
<p><i>After further discussion between the GT and the DHT it was decided that a consultation with Ava and her mother would be helpful to gain their perspective and further insight into the ‘problem’. It was felt that the guidance teacher would complete a wellbeing wheel with Ava to help guide the meeting.</i></p>		
<p>GT and Ava jointly complete a SHANARRI wheel</p>	<p>Ava and her GT met up to complete a Wellbeing wheel. Armed with the above overview of ‘protective’ and ‘risk’ factors the GT was able to frame up the conversation highlighting the school ratings (i.e. using the 1-10 scale) and how these linked to their concerns for Ava. Although they did not have agreement on all of the ratings Ava was able to articulate and think about what could be contributing to her recent changes in behaviour and her ability to cope well. They agreed on themes to take to the TATC meeting as:</p> <p>SAFE – Ava raised concern about her fathers release from prison and said that she was having nightmares and flashbacks. It was felt that some of the tension with her mum may be a result of her not wanting to raise this with mum in case it worried her. Ava was also worried that she had pushed the girls (she has been fighting with) too far and she</p>	



was worried about what they might do to get back at her. She was reluctant to discuss this in detail but suggested it started as a result of online comments. She was hanging around with the other group of peers because she knew they would be allies.

HEALTHY – Ava reassured her GT that she had tried smoking and didn't like it. She had managed to avoid peer pressure to take other substances and had discussed this at the young carers group with her peers. She is happy that she is in control of this. She is worried about her level of anxiety and not feeling in control of her life. This was discussed in the context of (peer relationships, gaps in work and dad coming out of prison).

ACHIEVING – Ava raised concern about English. She felt that some of the current demands were just too much for her and was struggling to keep up. This was reducing her motivation and she felt that a recent change of teacher (due to maternity leave) left her unable to talk this though during class. She is worried about what she has missed out on in the last few weeks of absence.

NURTURED – Ava continues to be aware that he mother loves her but is also worried about how much they have been arguing. She is worried about her own reactions and how aggressive she is towards her mum at times. She worries that she is 'like her dad'. When this was explored further she spoke about how he also shouted and hit them to get what he wanted.

ACTIVE – Ava continues to be involved fully in PE and is still enjoying activities like swimming and ice skating with friends.

REPECTED – Ava feels that she is respected and listened to with key people that support her in school and home. On reflection she feels that she could have asked for help sooner. She was upset about the exclusion and did not feel that she was understood at the time. This upset her and may have contributed to her "giving up" with English and make her feel less motivated to continue with the effort.

RESPONSIBLE – Ava explained that this conversation had helped her see 'the problem' from a different perspective and no longer felt 'to blame'. She can now see that there are things that can be done to lessen her issues.

INCLUDED – Ava is continuing to attend the Young Carers group and said that she is enjoying this release. She feels she continues to have good friends in school and continues to feel 'at home' in some of her classes in school.

PLANNING AND REVIEW CYCLE:

A TATC meeting was had with Ava, mum, GT and DHT. The approach to the meeting was solution focused with the aim being to shore up the protective factors already identified in order to support Ava and her family in relation to the areas of identified risk. Table 2 depicts a rough example of the TATC plan and minute was produced on mosaic.

Table 2 – Example of extracts from TATC plan (PLAN & REVIEW)

Summary - Despite demonstrating great resilience over the last few years, it was discussed that past experience of domestic violence is currently contributing to anxieties being experienced by both Ava and her mother. This is exacerbated by the imminent release of her father from prison and appears to be having a twofold effect. Firstly, it is causing angst in the family home as they have struggled to communicate their feelings in fear of stressing each other out. This has been discussed today and a solution to gain help from women’s aid to create a safety plan may further support this. The second area of concern is that the anxiety appears to be reducing Ava’s capacity to cope with peers and learning issues in school. This has manifest in untypical and risky behaviours which recently resulted in an exclusion. A SHANARRI wheel discussion between Ava and her GT highlighted issues relating to specific areas of learning ‘English’ and the impact of having a replacement teacher on her capacity to communicate and have her learning needs met. Solutions pertaining to identifying gaps, liaising with new CT and to this were discussed. A further issue with peers was discussed and school will facilitate a restorative approach.

SHANARRI AREA	Needs to be targeted and expected outcomes	Actions	Who to support	When
Safe	Anxiety for both Ava and her mother re the potential risk to them from her father’s prison release. Anxiety to be reduced with the help of a ‘safety plan’ and ongoing support from women’s aid during the transition period. Unresolved conflict with peers in school	GT will link with Women’s Aid and support mum to engage with the service. Request to provide support via ongoing contact and developing a safety plan for the family.	GT Mum	Next Week
		GT will organise a restorative conversation between Ava and her peers. The school will monitor these relationships over time and support the YP to use appropriate strategies. A weekly ‘touch base’ between Ava and GT will take place.	GT Ava	Next Week and weekly
		GT will link with English Department re identification of gaps and facilitating Ava’s new teachers understanding of her needs. Plan to bridge gaps and how what supports work best for Ava.	GT Ava English Teacher	Next week and regular links until resolved.
Healthy	Link to ‘safe’ interventions to support anxiety.			
Achieving	Link to ‘safe’ interventions to support anxiety and facilitate relationships with CT and bridge gaps/support strategies in English.			
Nurtured	N/A			
Respected	N/A			
Responsible	Ava to continue to access the supports in school to enable her to perceive and tackle her problems in a more effective way. Links to safety interventions – regular check in with GT re coping strategies.			
Included	N/A			
<p>A REVIEW DATE FOR 6 WEEKS WAS PUT IN PLACE TO MEASURE THE IMPACT OF THE INTERVENTIONS AGAINST EXPECTED OUTCOMES.</p> <p>Please note that the majority of Ava’s needs are being met by the school at the additional level with some support from Women’s aid. Consistent use of the 5 GIRFEC questions allows a focus on ‘least intrusive’ interventions and supports appropriate (evidence based) referrals to ‘additional’ and ‘targeted’ agencies as needed.</p>				

