**4. MANAGING 1-1 INTERVENTIONS**

**This Best Practice Guide is designed to help you to plan and run an effective 1-1 Intervention sessions either as a one off immediate response or structured targeted support.**

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| **INTRODUCTION** |
| **There are Two Types of 1-1 Intervention****TYPE 1: Immediate Response*** Purpose: Address urgent issues that require immediate attention.
* Focus: Quick, effective support to resolve critical situations. Crisis management, immediate student support. Can be ‘in the moment’ or ‘on the day.
* Example: Use Mental Health First Aid Techniques (See Unplanned Engagement Best Practice Guide), Use GROW Coaching Model.
* Remember: Always follow School Processes, Always follow up, Consider further referrals or support.
* Can Lead to Targeted Support.

**Type 2: Targeted Support*** Purpose: Address targeted issues for early intervention.
* Focus: Achieve Targeted Outcomes and address specific challenges through structured sessions over set period.
* Example: Early Intervention Courses, Ethos Intervention Courses.
* Remember: Always follow School Processes, Always follow up, Consider further referrals or support.
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| **PLAN** |
| **PLANNING FOR TARGETED SUPPORT****Identify and Select Students**:* **Assess Needs**: Collaborate with school staff to identify students who would benefit most from interventions. Consider key factors like attendance, behaviour, attitude to learning, and specific challenges such as SEND or family issues.
* **Prioritise Resources**: With limited resources, prioritize interventions that align with school priorities and have the potential for significant impact. Ensure selected interventions address the identified needs effectively.
* **Match Students with Appropriate Interventions**: Use strategic criteria to place students in the correct intervention. Ensure students understand why they are selected and how the intervention will benefit them.
* **Follow the Referral Pipeline for your school.** Each school will have a different system for referring students onto 1-1 Interventions, but it is vital to make sure you have the right students for the right course. To check this look carefully at the purpose and intended learning outcome of the course. It is an obvious statement but if the course is about raising self-esteem, make sure it has students who would benefit from that. Be prepared to go back and say no or ask more questions about a student that doesn’t seem to fit the criteria for that particular course.

**Prepare for Effective Delivery**:* + **Plan all your resources in advance.** Check for any printouts or other materials needed to run your session. Avoid being caught short in the session!
	+ **Set Clear Objectives**: Define clear goals and desired outcomes for each intervention.
	+ **Create a Supportive Environment**: Choose a space that is conducive to learning and free from interruptions. For 1-1 sessions, ensure privacy and comfort to encourage open communication. You set the tone for the room; your welcome matters – if you are rushing around before and after it makes a difference to how students will settle.
	+ **Coordinate with Stakeholders**: Keep relevant staff, parents, and stakeholders informed about the intervention’s purpose, schedule, and expected outcomes. Ensure everyone understands their role in supporting the process.

**Decide if it needs to be 1-1 or Group Intervention:**Where you have a need for individualised support, consider a 1-1 Intervention.**Advantages of 1-1 Interventions:**1. **Personalised Support**: The intervention can be tailored specifically to the student’s unique needs, pace, and learning style.
2. **Deep Relationship Building**: There is more opportunity to build a trusting relationship between the student and the facilitator, which can enhance the effectiveness of the intervention.
3. **Confidentiality**: Students may feel safer to discuss sensitive issues privately, leading to more honest and effective communication.
4. **Focused Attention**: The facilitator can concentrate fully on one student, allowing for deeper exploration of issues.

**Disadvantages of 1-1 Interventions:**1. **Resource Intensive**: They require more time, personnel, and financial resources compared to group interventions.
2. **Isolation**: Students may miss out on the benefits of peer interaction and support that group interventions offer.
3. **Limited Perspectives**: Without peer input, students may not gain the same breadth of perspectives or solutions that a group setting can provide.
4. **Dependency Risk**: There is a risk that students might become overly reliant on the 1-1 support, potentially making it harder to transition to more independent functioning.

**Consider SEND NEEDS**: Intervention resources are designed to be accessible to students with varying learning abilities, but you may need to adapt which means you need to get as much information about the student as possible in advance. See the SEND Best Practice guide for more support. |

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| **DO** |
| **Your Approach to 1-1 Interventions****The INFLUENCE Approach (I is for Invest…)*** **Invest**: You only get out of 1-1 interventions what you put in. Invest time and effort in the students and families.
* **Natural**: Be authentic. Students can spot insincerity easily. Just be yourself—it's your greatest asset.
* **Faith**: Believe in the students and families. Often, they’ve never heard, "I believe in you." Be the person who gives them that confidence.
* **Listen**: Listen more than you speak. Pay attention to what is said and what isn't.
* **Understand**: Don't pretend to understand what you haven’t experienced. Instead, acknowledge the difficulty and ask them to share their story.
* **Empathy**: Empathy is key. Don’t just sympathize—get involved, help them out of the tough spots.
* **Navigate**: Help students and families find their own solutions but be ready to guide them when needed.
* **Cheer on**: Be their biggest cheerleader. Constantly affirm and encourage them toward success.
* **Encourage**: Celebrate their small victories and encourage progress. Help them reach their full potential.

These approaches will set you up for success with students. If you need to build trust and rapport with a student, try the following: * **Casual Conversations**: Start with informal chats about their interests, hobbies, or anything non-academic to break the ice and show genuine interest in them as a person.
* **Shared Activities**: Engage in a low-pressure, shared activity like a game, walk, or creative project. This helps establish a connection in a relaxed environment.
* **Active Listening**: Practice active listening from the start. Show that you value their thoughts and feelings by paying full attention and responding thoughtfully.
* **Positive Reinforcement**: Offer genuine, specific compliments or encouragement when they share something or take a positive step. This helps them feel valued and understood.

**PLANNING FOR IMMEDIATE SUPPORT (USING GROW COACHING MODEL)****Asking Good Questions**Questions are at the heart of an effective 1-1 Session. * Plan your questions
* Know your purpose
* Open conversation
* Speak your listeners language
* Use neutral wording
* Follow general questions with more specific ones
* Ask one thing at a time
* Only ask essential questions
* Don’t interrupt
* Transition naturally

**Immediate Response:** **Here is a great model to use for one-off Goal focussed 1-1 Interventions called GROW:**GOAL>REALITY>OPTIONS>WILLThe GROW model is useful in a short-term, one-off intervention with students when you need to provide focused, goal-oriented support within a limited timeframe. Here’s when it’s particularly effective:1. **Clarifying Immediate Goals**: If a student needs help defining or refining a specific, short-term goal, the GROW model can quickly guide them to articulate what they want to achieve.
2. **Structuring the Conversation**: In a limited time, the GROW model provides a clear framework (Goal, Reality, Options, Way Forward) to ensure that the conversation remains focused and productive.
3. **Identifying Barriers**: The "Reality" step helps the student reflect on current obstacles, allowing you to address any immediate challenges that might be hindering their progress.
4. **Exploring Options**: In a short session, the "Options" stage allows the student to brainstorm potential solutions or strategies they can use right away.
5. **Action Planning**: The "Way Forward" step ensures that the student leaves the session with a clear action plan, making the intervention impactful even in a one-off meeting.

Overall, the GROW model is ideal for quick, structured interventions where the goal is to leave the student with a clear path forward, even after just one meeting.**GROW MODEL – EXAMPLE QUESTIONS TO ASK****GOAL*** What is your goal?
* What do you want to achieve?
* What do you want to improve on to help you make progress?
* What are the real results you want to achieve?
* What is your picture of success?
* What will be happening that will show you have reached the goal?

**REALITY*** What is your current reality?
* What is happening in your world?
* Can you give specific examples, especially those that relate to the goal you want to achieve?
* Looking at this reality, what are the things you can control?
* What is hindering/stopping you?

**OPTIONS*** What can you do to reach the goal?
* What simple, believable and practical steps could you take to move forward?
* What are the potential options?
* What are the consequences of each option?
* Are there any other creative solutions?

**WILL*** What will you do to reach the goal?
* Which is the route, or routes, you want to take towards achieving the goal?
* Who else might you need to talk to?
* On a scale 0 – 10, how committed are you to taking this route?
* What is your action plan for moving forward and by when?
* What are the specific measures that will show you have achieved the goal?
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| **REVIEW** |
| * **Follow up:** Offer support outside the group to those who might need it and be sure to seek help, support or advice should you need it. Try using a pile of post it notes and encourage the students to take one whenever they hear something that they want to remember or do during the week. You can use this as a way to see how their week has been between sessions.
* **Monitor and Record Progress**: During or after the intervention, take notes where appropriate notes on each session’s progress. Record specific achievements and challenges and use these notes to guide future sessions and provide feedback to stakeholders.
* **Measure Impact**: Measure impact through statistics, student voice and stories of impact. Where possible benchmark where they are at the start of the journey and see how far they come along the way, particularly with regards to behaviour, attendance, or attitude to learning. If you want to create a case study, then you can follow a student six weeks after the course to see what learning sticks. Impact Tools are available on the Tool Kit.
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