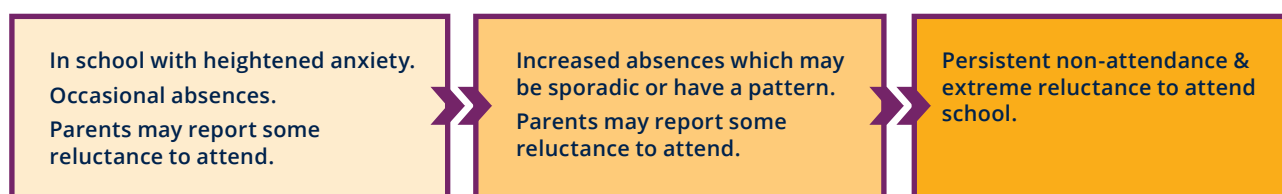


Section 4: Frameworks for Working With EBSA

EBSA occurs along a continuum, ranging from mild to severe, and from transient to long term. CYP will require different levels of support depending on where they are on an EBSA spectrum. Some CYP are at the 'first stage' and stay there while others may quickly experience extreme reluctance to attend despite there being no previous issues.

The Spectrum of EBSA



Understanding EBSA through The Continuum of Support and Hardiker Model

Both the Continuum of Support (COS) and the Hardiker model are used by services when developing their systems to support CYP and their families. Both are in triangle format to represent the idea that prevention and intervention for all should work to stop problems happening.

The Hardiker model was developed in the 1990's to help understand different levels of need within a population (Hardiker et al., 1991). It is now widely used as a planning tool by the U.K and Irish governments. The model outlines four levels of intervention as illustrated in Figure 3.

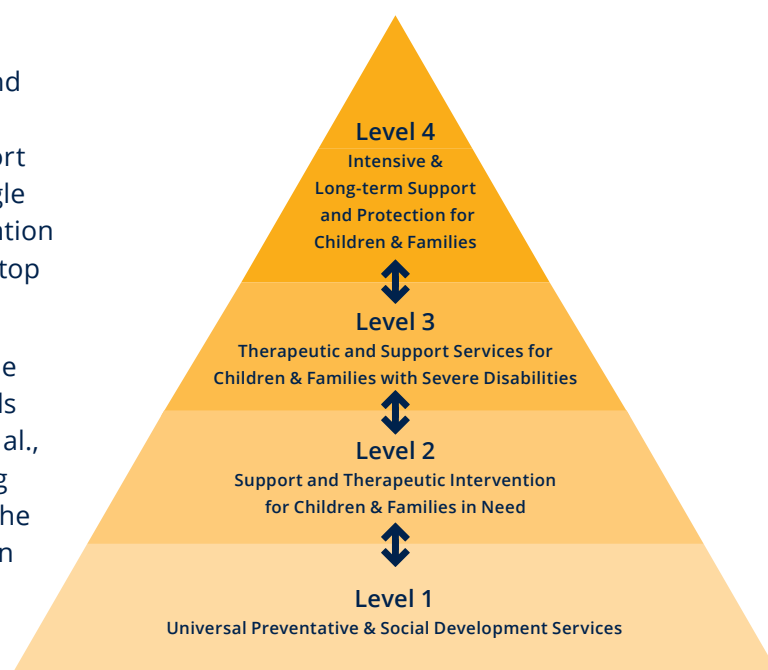
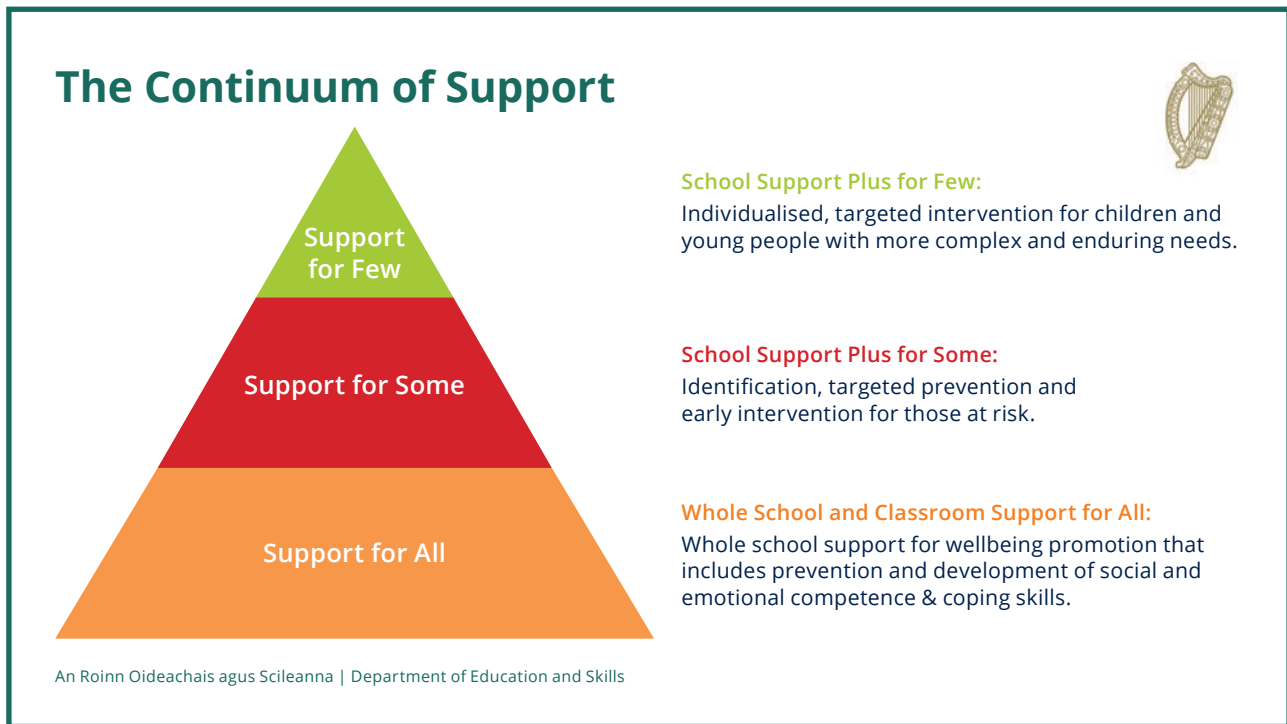


Figure 3: The Hardiker Model

Figure 4: The Continuum of Support



Both the Hardiker and Continuum of Support frameworks emphasise the importance of a staged approach.

The Dept. of Education advises schools to use the Continuum of Support to map out how they will support CYP with additional needs and this includes learning and social and emotional needs. Research advocates a multi-component, preventative, whole-school approach to the promotion of wellbeing, so interventions at universal and targeted levels are needed (DES, 2019). This framework involves three levels as set out in Figure 4.

The Continuum of Support recognises that individual children and young people can have different needs at different times. Our response to the needs of students is also offered along a continuum, from whole school and preventative approaches to individualised and specialist approaches. Using this framework helps to ensure that school-based interventions are incremental, moving from class-based or whole-school interventions (at the “Support for All” level) to more intensive and individualised support (at the Support for Some/Support for Few levels). Movement is informed by careful monitoring of a child’s needs and their progress.

The Continuum of Support model offers a useful lens through which to conceptualise EBSA, and the spectrum of EBSA presentations. In essence, some CYP will attend school and benefit from what the school offers to 'all' while others will need extra support. Those at greater risk and with greater needs might need extra "supports for some" (the middle of the triangle), while those whose behaviour is at the more severe end or at the 'top of the triangle' may require more specific and targeted support which is offered to a 'few'.

Figure 5: NEPS Problem Solving Framework



At any stage on the spectrum of EBSA, we suggest that there is use of a problem-solving process. There needs to be systematic gathering of information about the pupil and what is going on for them. Within the context of EBSA, this involves a more intensive problem-solving process. You build on information gathered from people who know the pupil best of all. It is important, at this stage, to gather information from the young person, parent and school staff in order to develop and implement a plan and review its progress. The NEPS problem-solving framework can be a useful tool to assist with this process. It is illustrated in Figure 5.