

Interactive Factor Frameworks – Notes to accompany slides – SENCO Forum 25 January 2022

Slide 2	<p>Within educational psychology practice and as educational professionals we often consider and identify factors which may have an impact on a child’s wellbeing and ability to access learning. These factors and how they interact are considered in order to gain a wider view of the child or young person’s experience and to develop potential next steps to support them. The Interactive Factors Framework (IFF), which is shown on this slide, is a useful tool to help us to consider these wider holistic factors and reflect on why the child or young person may be presenting as they are. The Interactive Factors Framework encourages practitioners to explore variables at the levels of biology, cognition, behaviours and environment. It is a working document, which helps us to collate information on a child or young person. This can be added to over time to provide an up to date ‘pen picture’ of the child or young person that you are working with.</p> <p>For school personnel, the Interactive Factors Framework is useful for considering and/or discussing the needs of the children or young people you work with. It provides a clear overview of the child or young person and can support you to notice the child’s strengths, areas for developments and factors which may be linked. It can also be useful for noticing whether progress has been made and considering next steps or areas for exploration when interventions are not as successful as might have hoped.</p>
Slide 3	<p>As highlighted on the previous slide, The Interactive Factors Framework can be used to record information gathered about a particular child or young person.</p> <p>This information can include:</p> <ul style="list-style-type: none">- Any key information- Observations- The child or young person’s views- Information gained through parent/carer/ social worker consultation- ‘In house’ assessments- External assessment reports, including reports from the Speech and Language Therapy Service, Occupational Therapy Service, Educational Psychology Service, Specialist Teaching and Learning Service etc. <p>As you will have noticed on the previous slide, information recorded on The Interactive Factors Framework is split into different areas: Environmental factors, Biological Factors, Cognitive Factors, Affective Factors and Behavioural Factors.</p> <p>Environmental factors impact on the other four areas. They include the child or young person’s home environment, their family dynamics, relationships, adverse childhood events, family views etc. Environmental factors also include factors such as the school learning environment, the child or young person’s school attendance, their relationships with peers, their access to interventions, other agency involvement and any other influences within the school or local community.</p> <p>Biological factors consider the child or young person’s physiology. This includes the child or young person’s health, any medical conditions, hearing and eye sight. It also includes their family history, such as their early development, physical development and any diagnoses.</p>

	<p>Cognitive factors refer to characteristics such as memory, language, attention, problem-solving skills, non-verbal reasoning, flexibility of thought and executive functioning. It also includes the child or young person's attainment.</p> <p>Affective factors are emotional factors, for example the child or young person's self-esteem, their mood, motivation, determination, resilience and anxiety.</p> <p>Finally, Behavioural factors relate to things that can be observed, for example how the child presents generally, positive achievements, risk-taking behaviours, ability to develop and maintain friendships etc.</p>
Slide 4	<p>Here is an example of an Interactive Factors Framework for 6-year old child, whose teacher consulted an educational psychologist on account of 'Difficulty initiating and sustaining verbal interaction with adults and peers in a range of social situations'.</p> <p>For this example, I have just included information related to the concern. However, generally you would include as much information as you have to enable you to begin to make links between the factors.</p> <p>Within this example, we can begin to consider some initial hypotheses, by linking tentatively recorded behavioural-level specific descriptions of pupil behaviour with information about environmental, biological, cognitive and affective factors. This can be shown by arrows and can be useful in supporting us to consider interventions that may be helpful.</p>
Slide 5	<p>As you can see in this example, I have begun to link up factors that may be related using arrows, for example, the fact this child had a conductive hearing loss during their pre-school years may relate to their poor receptive vocabulary and expressive language. This may then link to the fact they don't tend to communicate their emotions or needs verbally and don't tend to initiate or respond to verbal interaction.</p> <p>By completing this, I can then begin to consider interventions that may be helpful to support this child, for example:</p> <ul style="list-style-type: none"> - Modelling and role play in small groups to support the child to develop their turn-taking, problem-solving and expressive language skills.. - Use of praise for appropriate language and social behaviour etc - Use of social stories
Slide 6	<p>There are many times when The Interactive Factors Framework can be a useful method for considering a child or young person's strengths, areas for development and next steps to support them. Here are some examples:</p> <ul style="list-style-type: none"> • During initial information gathering, when a child or young person is first raised. Write down all of the information that you have in each of the relevant areas. • In the 'assess' phase of the graduated response. Also write down any areas of weakness or strength which have been identified through assessment. • As an ongoing record, over time. Add in new information as needed. • As the basis for discussion with class teachers or key workers. Use the filled in framework to think about the child's strengths and areas for development. You may wish to link factors which you feel are related. An example follows: difficulty managing change and being distractible.

- **To identify needs in the 'planning' phase of the graduated response.** Use your information to choose and prioritise areas for intervention. Example: count down to the end of activities and sensory activities after break times.
- **As the basis for consultation with specialists (Educational Psychologists or Advisory Teachers, for example).** You can talk through your understanding of the child with professionals. They will use their professional knowledge to develop a working hypothesis and discuss next steps with you.
- **During the 'review' phase of the graduated response.** The IFF should be used to reflect on impact of interventions and new information can be added. Consider whether progress has been made. Have you seen any changes in behaviour? It is also helpful as a framework for thinking about next steps or areas for exploration when interventions are not as successful as hoped for. Were the agreed strategies actioned? Did anything impact on the support provided? What did change?
- **To provide a record of assessment and intervention over time.** Over time, your IFF can become a record of what is happening for the child that you are working with. When written effectively, it provides a child centred picture of the child in context. It also enables adults to remain reflective about and responsive to the child's needs, which may change over time.
- **To support the application for an Education, Health and Care Needs Assessment.** When this approach is used effectively, it facilitates meaningful engagement on the assess, plan, do review cycle. It also provides the basis for communicating the child's journey to other professionals.