



THE ARCHETYPE APPROACH / PRACTITIONER IMPACT CASE STUDY

AA-CS-013

Understanding Before Intervention

How an Experienced Practitioner Refined Practice Without Replacing What Already Worked

CASE TYPE	Experienced Practitioner Development & Reflective Practice
ROLE / CONTEXT	Deputy manager / experienced practitioner - 1+ years using AA
REVIEW DATE	Practitioner review completed 01/06/2026
PRACTICE SITE	Children of Towan Kindergarten
SOURCE	Anonymised practitioner review

EMERGING AA PRINCIPLE

Experienced practice can deepen when interpretation changes, even when confidence and relationships are already strong.

OBSERVE

What was being noticed?

RECOGNISE

What shifted in perception?

BALANCE

What changed in practice?

INTEGRATE

What became available?

Observe -> Recognise -> Balance -> Integrate

What was being noticed?

The practitioner position and reported impact



INITIAL POSITION

An experienced practitioner and deputy manager entered the review already confident in behaviour support and reflective practice. They described the books and training materials as beneficial both professionally and personally, and noted that the archetype language became easier and more natural with time and consistency.

RECURRING REPORTED PATTERNS

- Existing confidence and established reflective practice
- A desire to keep learning despite professional experience
- Strong attention to relationships and the emotional climate
- Interest in how behaviour communicates needs
- A wish to deepen SEND and additional-needs application

PRACTICE AND CHILD-IMPACT EVIDENCE

Rather than identifying one dramatic intervention, the practitioner described a gradual effect across the setting. They reported seeing more than one key child 'blossom' over time and connected this with children being better understood and better catered for across daily practice.

CONTEXTS WHERE THE LENS MATTERED

- Behaviour that might otherwise be managed or controlled at surface level
- Deeply familiar professional labels and established interpretations
- Complex SEND and additional-needs presentations
- Situations where experienced practice could become habitual rather than actively reflective

WHAT WAS THE PRACTITIONER SHOWING US?

The practitioner was already skilled and confident. What remained open was the possibility of seeing familiar situations through a more finely tuned lens.

What shifted in perception?

Seeing the practice beneath the response



PRIMARY PRACTICE SHIFT

Management / control -> communication of needs

SUPPORTING SHIFT

Established confidence -> deeper ongoing reflection

BRIDGING FUNCTION

A shared framework for observation, interpretation and response

PRACTICE TENSION / RISK

Experience can create strong professional intuition, but it can also make familiar interpretations feel settled. The review explicitly recognised how challenging it can be to move away from deeply entrenched labels and conditions, even when those labels sometimes remain useful.

WHAT THE PRACTITIONER NEEDED FROM THE FRAMEWORK

- A framework that complements rather than dismisses existing professional knowledge
- Permission to refine practice without pretending earlier practice was wrong
- Language for understanding behaviour as communication
- A stronger reflective structure for SEND and additional needs
- Continued attention to the individual child within established systems

PRACTICE UNDERSTANDING

The practitioner described the approach as helping to refine and adjust responses rather than replace them. The strongest change was a deeper understanding of behaviour and a move away from seeing it primarily as something to manage or control.

PERCEPTION SHIFT

The key perception shift was from behaviour as a management problem towards behaviour as communication of needs and unmet needs.

What changed in practice?

Keeping professional judgement - widening the lens



PRACTITIONER APPROACH

- Use reflection to refine an already competent response rather than simply adding more strategies.
- Ask what need or perception may sit beneath behaviour before deciding how to intervene.
- Keep labels available as information without allowing them to become the child.
- Use the framework to support conversations with colleagues and parents.

ENVIRONMENTAL AND PRACTICE ADJUSTMENTS

- Responsive environments built around observed need
- Ongoing team reflection
- Consistent staff interpretation and response
- Space for individual ways of engaging
- Further development of SEND and additional-needs applications

BALANCING RELATIONSHIP

Experience -> Reflection -> Refinement

The framework functioned less like a new behaviour system and more like a lens that made existing knowledge more deliberate, compassionate and responsive.

REFLECTIVE SEQUENCE

Observe -> Question -> Understand -> Refine

The aim was not to replace experienced judgement. It was to keep experienced judgement open to correction and deeper understanding.

What became newly available?

Reported growth in practice, relationships and response



REPORTED CHANGE

The practitioner reported improvement across all listed child-impact areas, including regulation, transitions, confidence, participation, communication, peer relationships, independence and emotional expression. They also reported stronger team reflection, consistency and relationships with children.

WHAT BECAME VISIBLE

- A deeper understanding of behaviour
- More refined and adjusted behavioural responses
- Greater ongoing reflective practice
- Stronger confidence when working with children and parents
- A more responsive, compassionate and informed practitioner stance
- Strong perceived potential for SEND and additional-needs work
- A culture described as more aware and deeply reflective

WHAT EMERGED OVER TIME?

The practitioner described the approach as deepening an already supportive culture. The materials were also described as beneficial in parenting, suggesting that the underlying lens transferred beyond the professional role.

INTEGRATION

Professional experience remained intact, but became more conscious, more questioning and more relational.

Understanding Before Intervention

Experienced practitioners do not always need more techniques. Sometimes the developmental gain lies in a clearer interpretation of what they are already seeing. In this review, reflection became more finely tuned and behaviour was increasingly understood as communication rather than something to control.

AA SNAPSHOT

PRIMARY PRACTICE SHIFT

Management / control -> communication of needs

PRACTITIONER CONTEXT

Experienced practitioner / deputy manager

TEAM IMPACT

Reflection, consistency and relationships improved

CASE CATEGORY

Experienced Practitioner Development

SUPPORTING SHIFT

Confidence -> deeper reflective refinement

REPORTED CHILD IMPACT

Improvement across all listed domains

WIDER TRANSFER

Professional practice, parent work and personal parenting

EVIDENCE SOURCE

Signed implementation review - June 2026

CLOSING REFLECTION

“The strongest professional learning does not always give us more to do. Sometimes it gives us more to notice.”

AA TAGS

Experienced Practitioner

Reflective Practice

Behaviour Understanding

Communication of Need

SEND Potential

Team Culture

Parenting Transfer

Professional Confidence

Responsive Practice

Reduced Labelling

AA EVIDENCE THEMES

- Understanding before intervention
- Behaviour can be read as communication
- Experienced practice can still deepen
- Reflection can refine existing skill
- Labels should not replace understanding
- The framework may transfer beyond the setting

AA DEVELOPMENTAL REFLECTION | EVIDENCE STRENGTH: 4.5 / 5

This is the strongest of the current practitioner reviews because it comes from an experienced deputy manager who explicitly distinguishes refinement from replacement. It offers rich qualitative evidence across child impact, team culture, SEND potential and reflective practice. It is still self-report rather than independent evaluation, so its value lies in the specificity and coherence of the reported change rather than in proving efficacy on its own.