

THERAPEUTIC THINKING

Developing a therapeutic approach to behaviour

To promote the inseparable link between teaching, learning and behaviour.

To support the inclusion of those with difficult or dangerous behaviours

To reduce exclusions

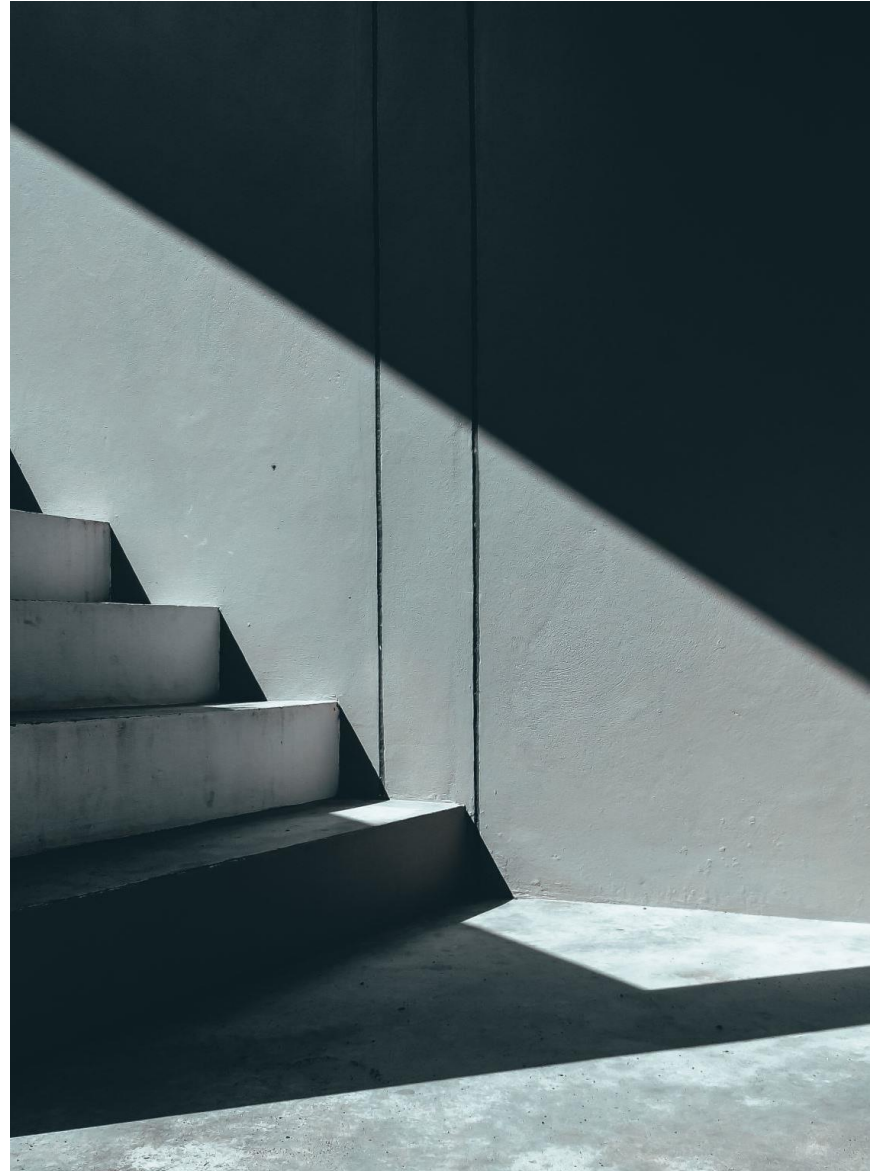
To support consistency within services

THERAPEUTIC THINKING AIMS

THERAPEUTIC


defined as:

An approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic.



AIMS

- To understand how our school promotes a Therapeutic Approach.
- To share why we use a Therapeutic Approach
- To help everyone understand our school policy
- To discuss the challenges and misconceptions around a Therapeutic Approach
- To answer any questions that you may have



Beneath every behavior,
there is a **feeling**. And beneath
every feeling, is a **need**.

And when we meet that need
rather than focus on the behavior,
we begin to deal with the **cause**
and not the **symptom**.

- *Ashleigh Warner*

@MasteringLawofAttraction



WHAT THERAPEUTIC THINKING LOOKS LIKE AT ALMOND HILL

Ethos – Everyone gets what they need and we work as a team – 3 tutors

Policy – behaviour policy for all and behaviour plans for individuals

Consequences not punishments. Reflect, Restore, Repair.

Consistency between staff

Parental Engagement

In Practice

What we do at Almond Hill for all Children

Positive Phrasing

Limited Choices

Disempower behaviour

Consequences (Learning opportunity)



If a child is experiencing more than the usual issues with their behaviour either in class or outside

Teacher will talk to a Therapeutic Thinking tutor
Anxiety map.

Roots and Fruits – with parents.

Predict & Plan, implement a mini plan which gives planned responses to behaviour and ensures a consistent approach

Devise a 'script'.

IN PRACTICE — WHAT WE DO FOR
SOME CHILDREN

PROSOCIAL DEFINITIONS:

-

Relating to or denoting behaviour which is positive, helpful, and intended to promote social acceptance

Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people

Behaviour which benefits other people or society

The absence of antisocial behaviour



ANTISOCIAL DEFINITIONS: -

- Behaviour that causes harm to an individual,

the community or to the environment.
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of another person

UNSOCIAL DEFINITION:

-

- Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.

Objectives



1. All staff need to know how to promote **pro social** behaviour and manage **antisocial**, difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating
2. All staff should focus on **de-escalation** and preventative strategies rather than focusing solely on reactive strategies

"A child who can't behave . . ."

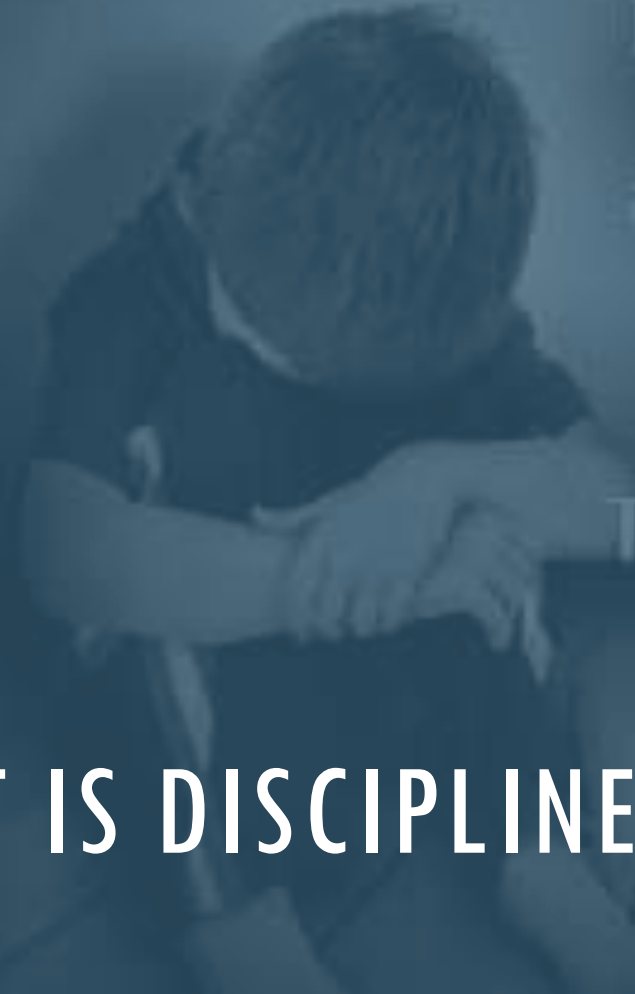
"If a child doesn't know how to read,
we teach."

"If a child doesn't know how to swim,
we teach."

"If a child doesn't know how to multiply,
we teach."

"If a child doesn't know how to drive,
we teach."

"If a child doesn't know how to behave,
we teach? Or punish?"



"Discipline is helping
a child solve a problem.

Punishment is making
a child suffer retribution
for having a problem.

To raise problem solvers,
focus on solutions,
not retributions."

- L R Knost

WHAT IS DISCIPLINE?

You can't teach
children to behave
better by making them
feel worse. When
children feel better,
they behave better.

-Pam Leo



One in ten children aged 5 – 16 has a clinically diagnosed mental health disorder. One in seven has a less severe mental health problem.

Certain types of SEN increase the likelihood of mental health problems, children with autism or learning difficulties are significantly more likely to have a mental health problem.

Children in need, looked after children and previously looked after children are more likely to have SEN and to experience the challenges of social, emotional and mental health problems.



MENTAL HEALTH AND BEHAVIOUR IN SCHOOLS

External discipline = Controlling behaviour
Internal discipline = Teaching behaviour

Internal discipline is sometimes referred to as self regulation

To create change we need to understand, not simply suppress, the behaviour.

DISCIPLINE

- **External Discipline** is imposed by staff through rules and suppression and will only achieve a short term change
- Working with student's experiences and feelings creates an **internal discipline**. This results in long term change

UNDERSTANDING

The move from external discipline to internal discipline is the journey from child to adult. We all need to help young people on this journey.

Angela Wadham 2009



EQUALITY



EQUITY

Fair vs. Equal

- * Equal means the same.
- * I will not be treating you exactly the same way.



- * Being fair means that I will do my best to give each student what he or she needs to be successful.

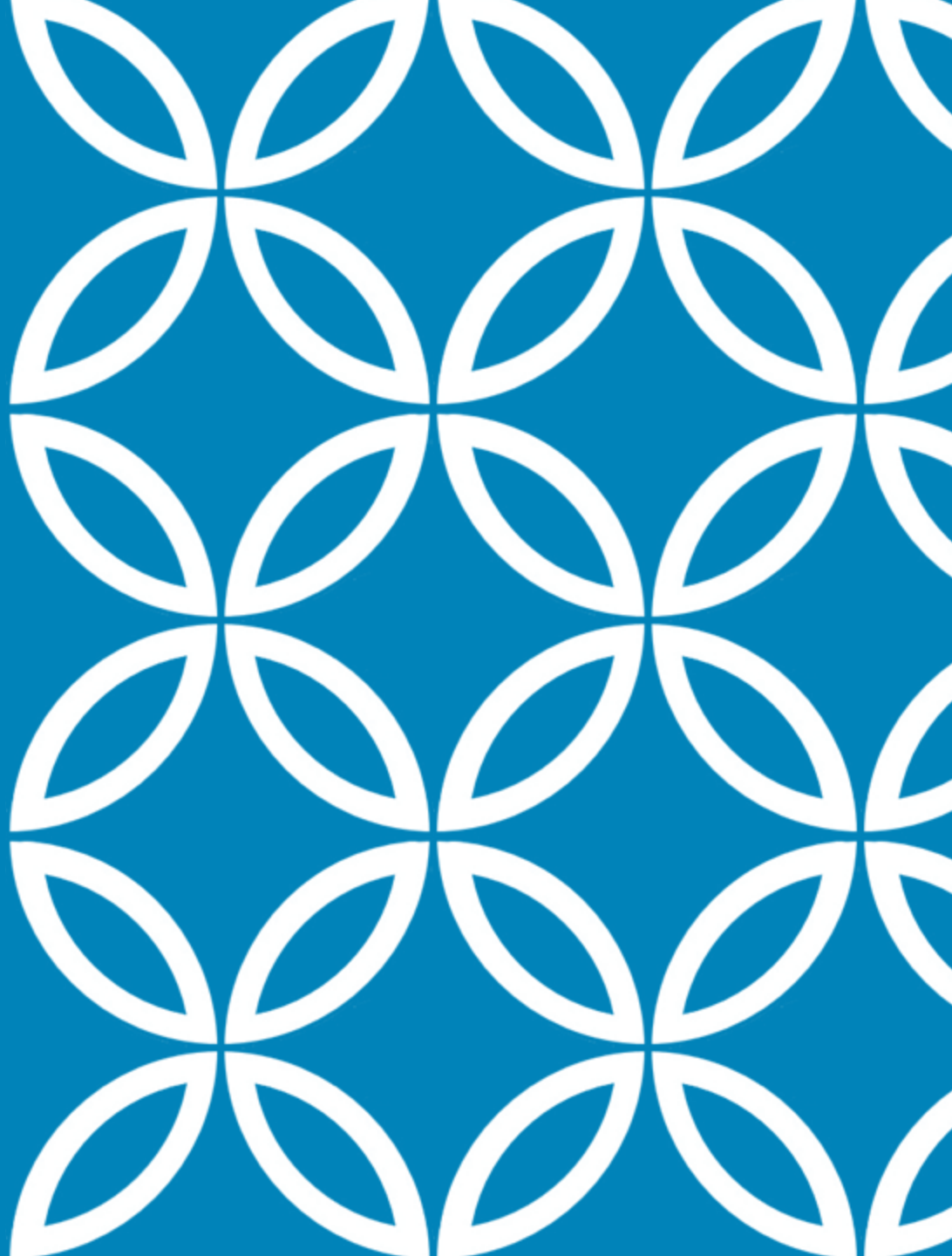
- * What you need and what someone else needs may be very different.



- * I will always try to be FAIR, but this means things won't always feel EQUAL.

WHY EQUITY?

- Education is a right not a privilege
- Behaviour is always a communication
- Many children have had times when they haven't felt safe – and end up reacting to triggers in order to keep themselves safe or feel safe.
- Some children may have experienced multiple rejections.
- Some will have accompanying attachment difficulties and sometimes will “reject” before they can be rejected. They may push away because this may be less painful than allowing themselves to be rejected.



WHY EQUITY?

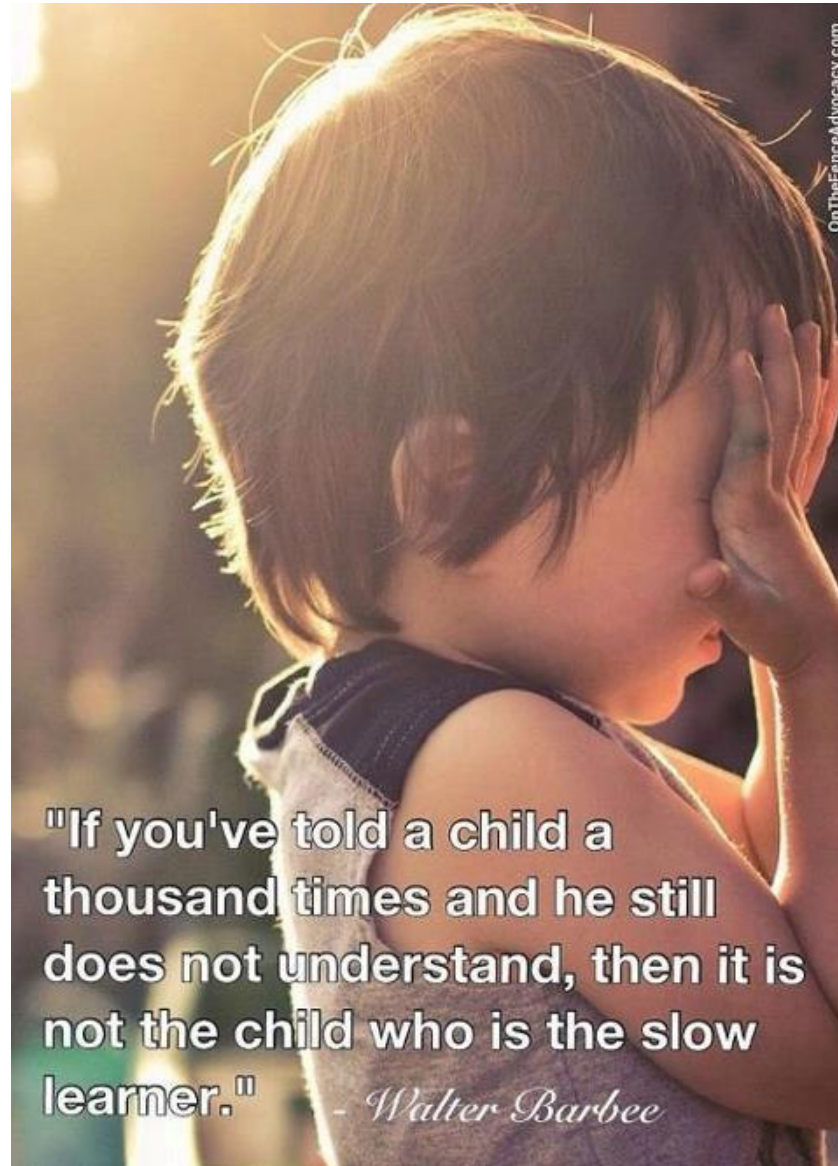
- Some of our children may have insecure attachment.
- Some of our children are looked after or previously looked after
- Some of our children have SEN
- Social and emotional levels of development and maturity in some children often won't match their chronological age. We must bridge these gaps in their social and emotional development.

HOW CAN WE CONTROL BEHAVIOUR?

- Dominating and imposing
- Demanding obedience
- Telling them what they must not do
- Punishing them
- Bribery
- Taking away all pleasurable experiences
- By shaming, belittling, embarrassing, and humiliating
- Exclusion

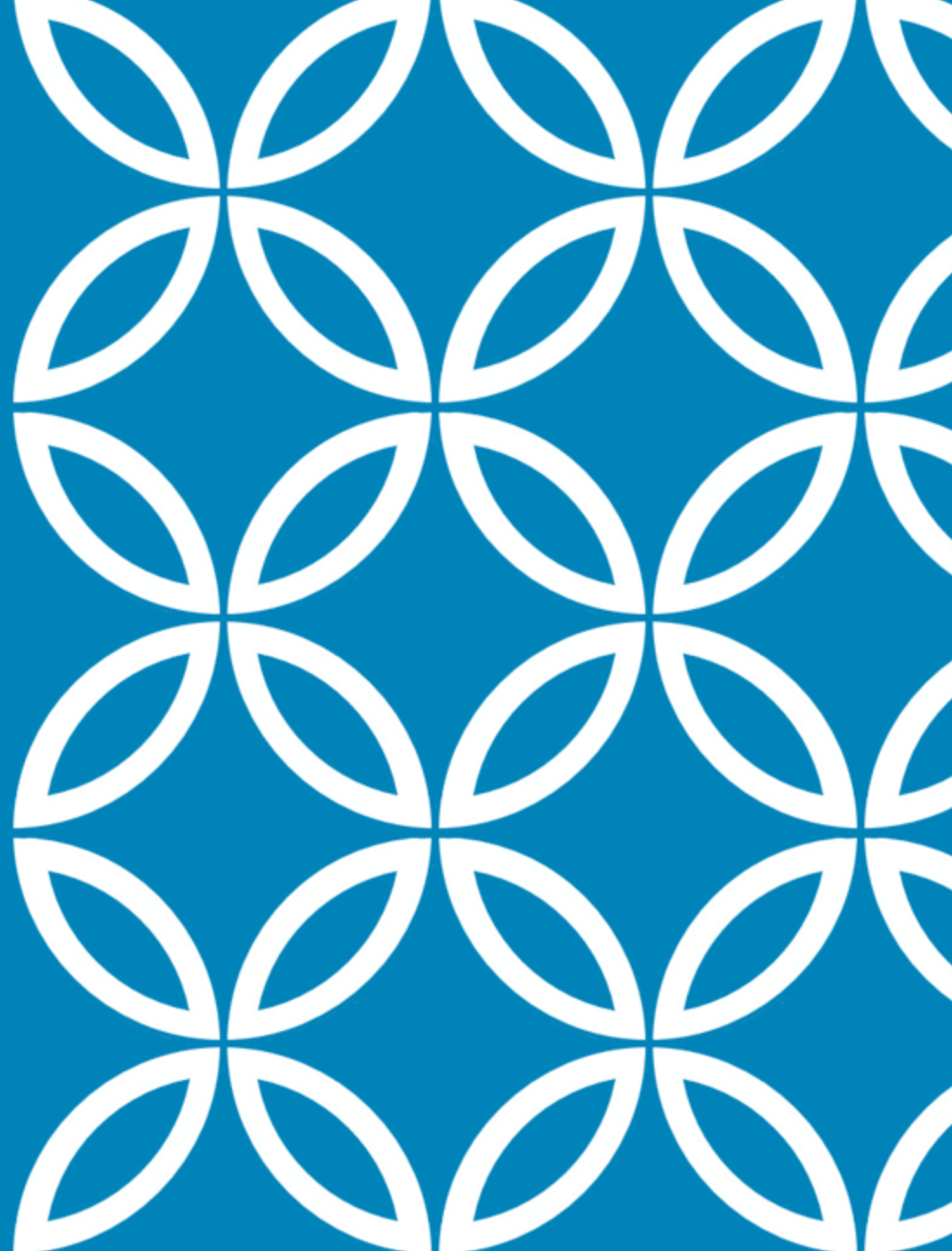
Relationships
Role modelling
Consistency
Scripts and routines
Positive phrasing
Planning
Reward and positive reinforcement
Feedback and recognition
Comfort and forgiveness

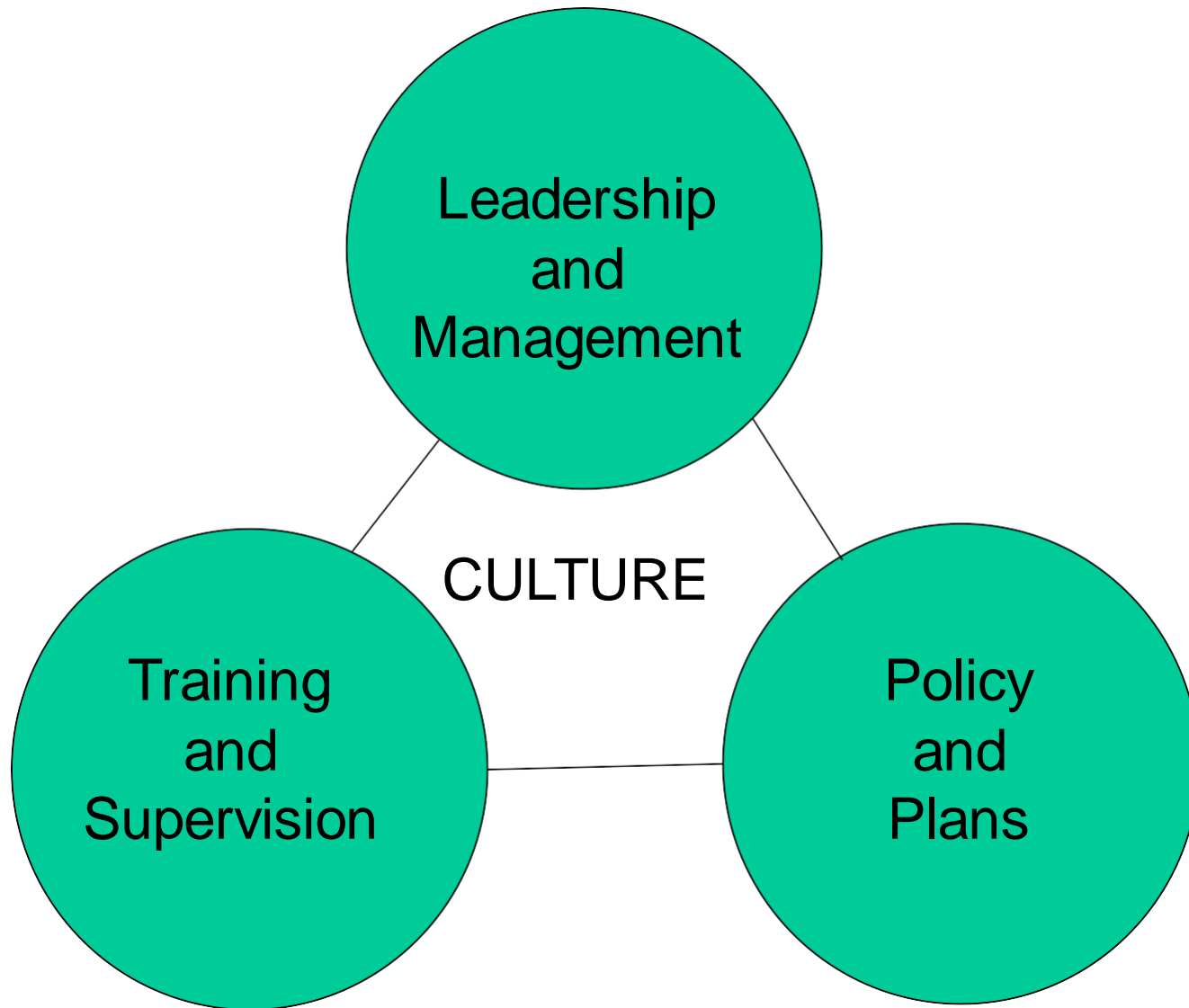
HOW CAN WE TEACH BEHAVIOUR?



"If you've told a child a thousand times and he still does not understand, then it is not the child who is the slow learner."
- *Walter Barbee*

PLANNING WE
USE TO SUPPORT
YOUR CHILD





Analysis

8 WAYS A CHILD'S ANXIETY SHOWS UP AS SOMETHING ELSE

1. Anger

The perception of danger, stress or opposition is enough to trigger the fight or flight response leaving your child angry and without a way to communicate why.



2. Difficulty Sleeping

In children, having difficulty falling asleep or staying asleep is one of the hallmark characteristics of anxiety.



3. Defiance

Unable to communicate what is really going on, it is easy to interpret the child's defiance as a lack of discipline instead of an attempt to control a situation where they feel anxious and helpless.



5. Lack of Focus

Children with anxiety are often so caught up in their own thoughts that they do not pay attention to what is going on around them.



6. Avoidance

Children who are trying to avoid a particular person, place or task often end up experiencing more of whatever it is they are avoiding.



7. Negativity

People with anxiety tend to experience negative thoughts at a much greater intensity than positive ones.

8. Overplanning

Overplanning and defiance go hand in hand in their root cause. Where anxiety can cause some children to try to take back control through defiant behavior, it can cause others to overplan for situations where planning is minimal or unnecessary.

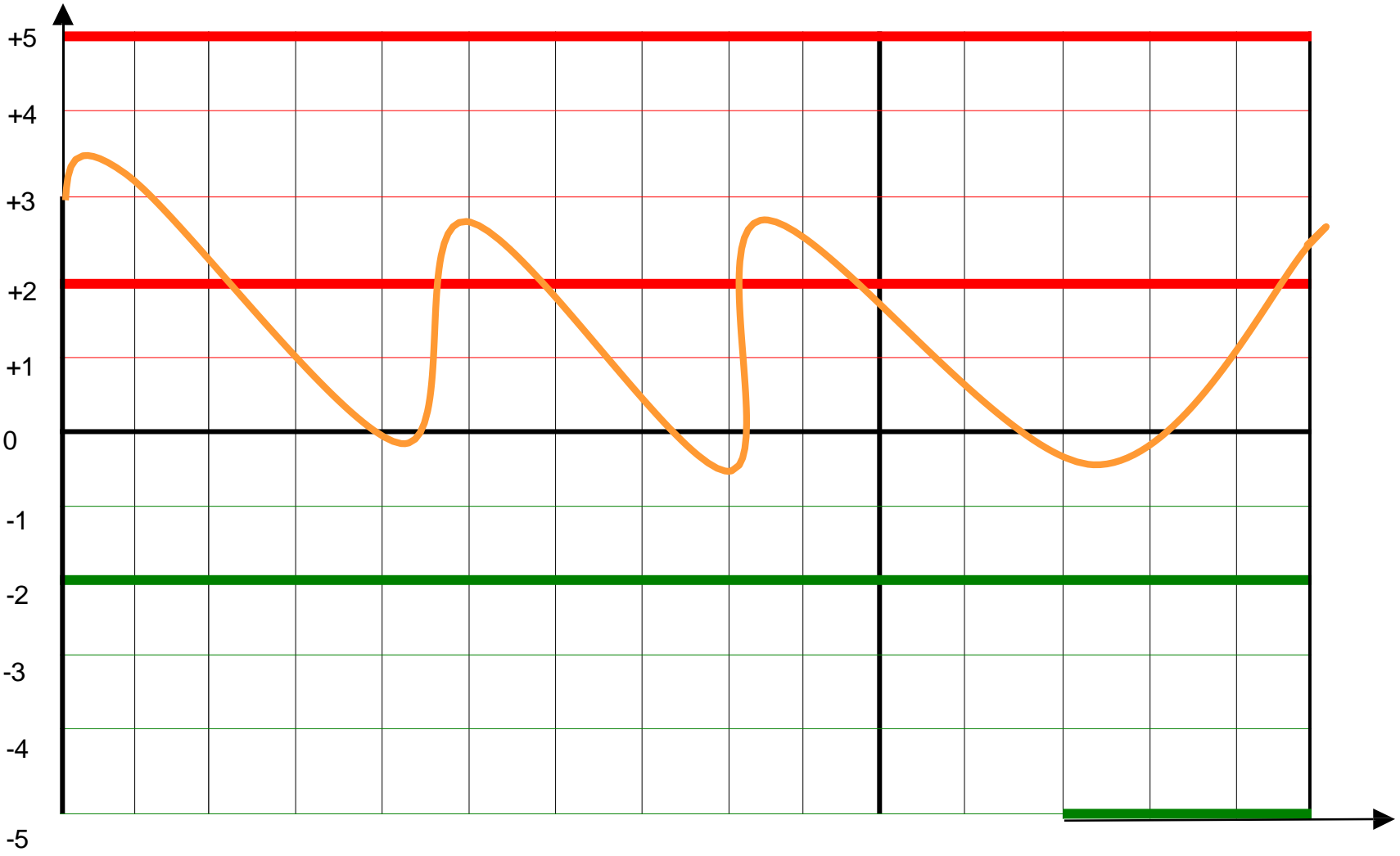


4. Chandeliering

Chandeliering is when a seemingly calm person suddenly flies off the handle for no reason. They have pushed hurt and anxiety so deep for so long that a seemingly innocent comment or event suddenly sends them straight through the chandelier.



Anxiety



0830

0900

0930

1000

1030

1100

1130

1200

1230

1300

1330

1400

1430

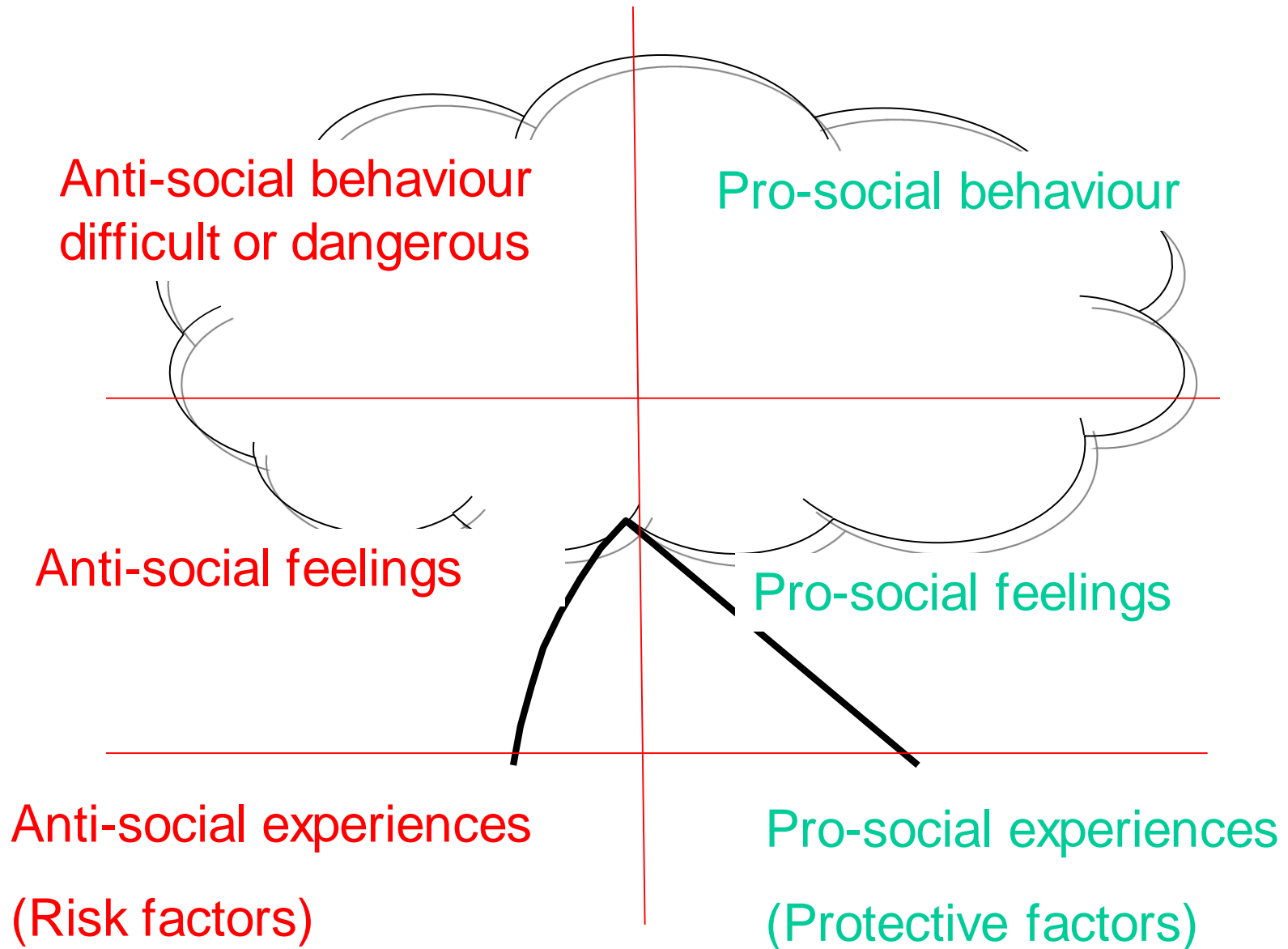
1500

1530

Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time <u>Predict it</u>	Evidence of action <u>Prevent it</u>
Raised Anxiety	+2 - + 5	These items overwhelm the pupil • • • •	Planned Differentiation required to reduce anxiety • • • • •
	+ 2	These items run the risk of overwhelming the pupil • •	Monitoring needed • • •
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant • •	Monitoring needed • • •
	-2 _ -5	These areas have developed an over reliance • • •	Differentiation needed to reduce this over reliance • • •

Roots and fruits activity



**ANTI-SOCIAL
BEHAVIOUR
DIFFICULT OR
DANGEROUS**

Pro-social behaviour

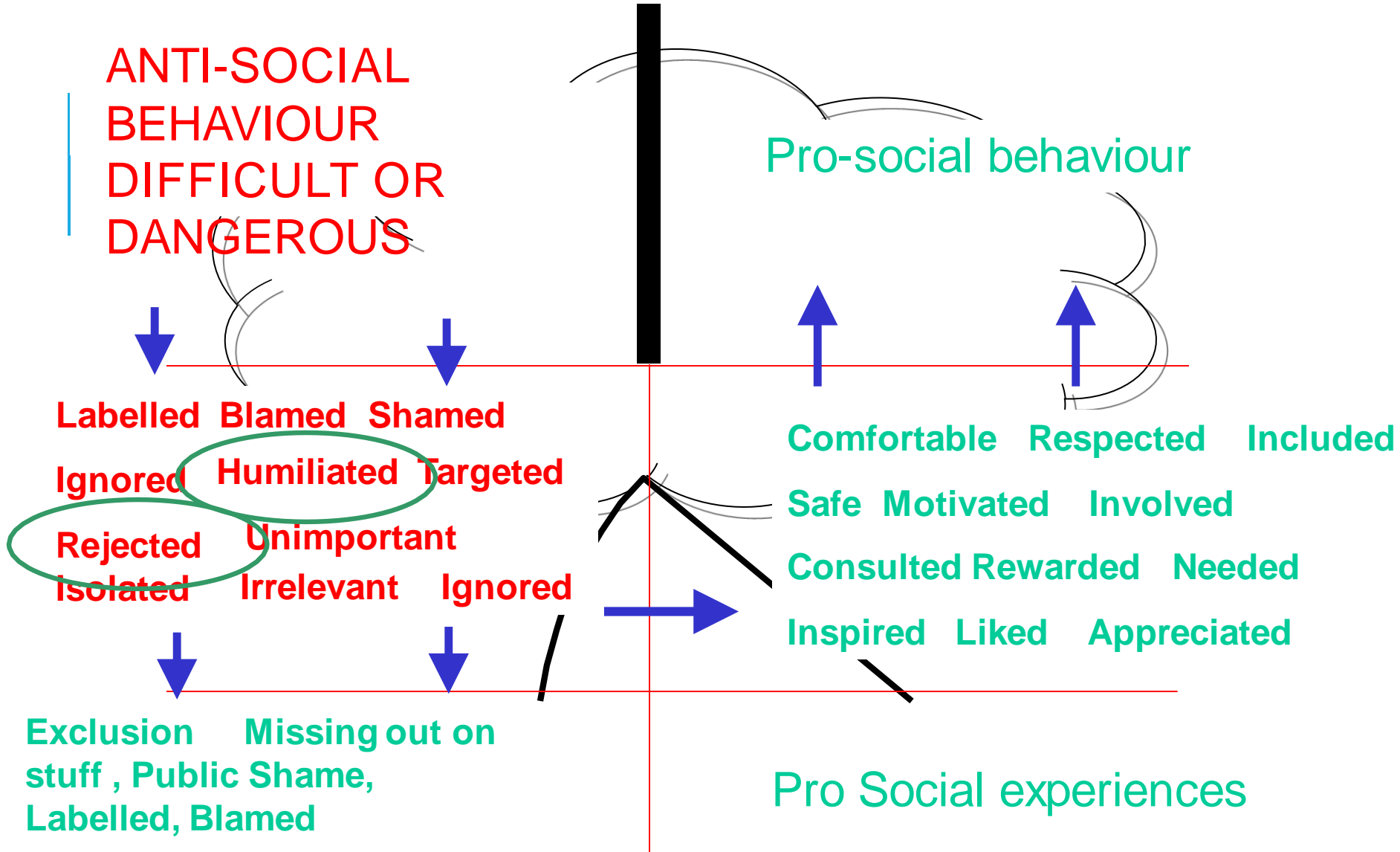
**Labelled Blamed Shamed
Ignored Humiliated Targeted
Rejected Unimportant
Isolated Irrelevant Ignored**

**Comfortable Respected Included
Safe Motivated Involved
Consulted Rewarded Needed
Inspired Liked Appreciated**

**Exclusion Missing out on
stuff , Public Shame,
Labelled, Blamed**

Pro Social experiences

**Abuse, Neglect, Poverty,
Bereavement, Difference,
CLA, EAL**





Punishment or Consequence

Protective consequences:



- Removal of a freedom to manage harm

Educational consequences:

- The learning, rehearsing or teaching so the freedom can be returned

PROTECTIVE CONSEQUENCES

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- No availability of minibus/car
- Differentiated teaching space
- Exclusion

EDUCATIONAL CONSEQUENCES



Completing tasks



Rehearsing



Assisting with repairs



Reflection – STEPs Club



Research

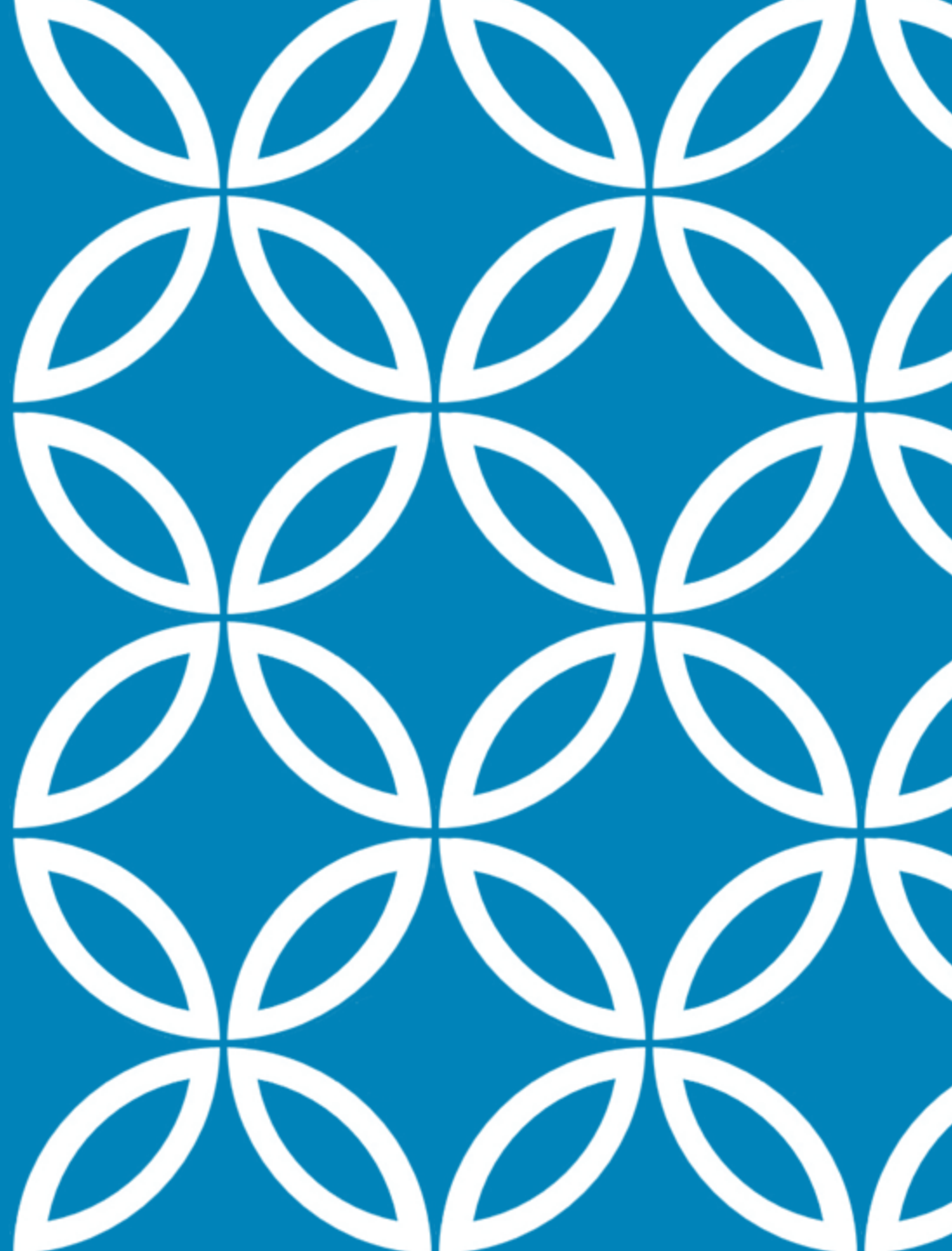


Restorative Conversations

De-escalation script



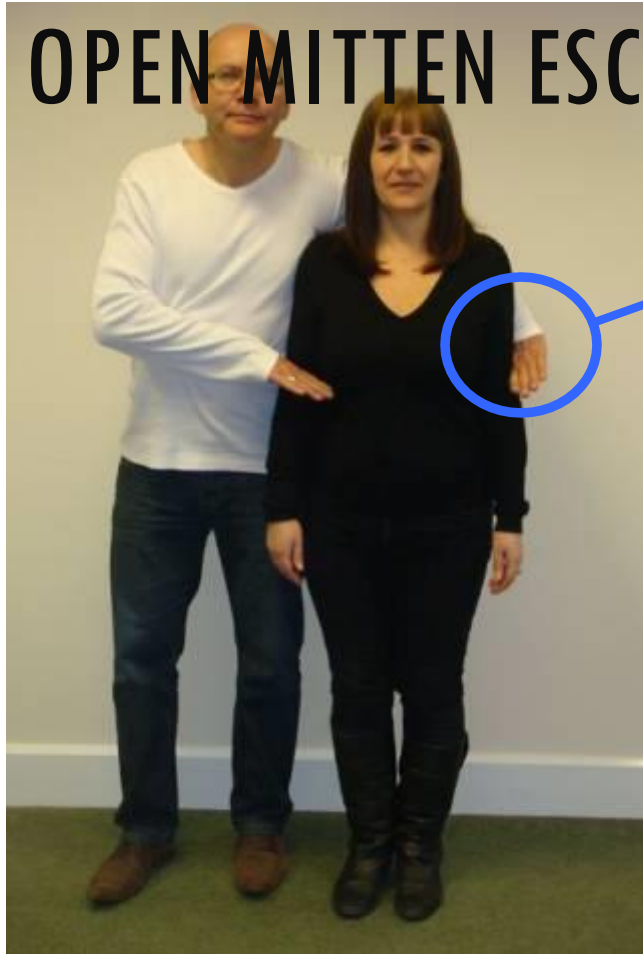
PHYSICAL INTERVENTION





**OPEN
MITTEN
GUIDE**

OPEN MITTEN ESCORT



REFLECT, REPAIR AND RESTORE





We don't need to feel bad to learn a lesson



We learn to walk, eat, talk, read and write without the use of punishment.



We can and will learn to behave prosocially without punishment



We learn through practice, support and comfort



A RESTORATIVE APPROACH

An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

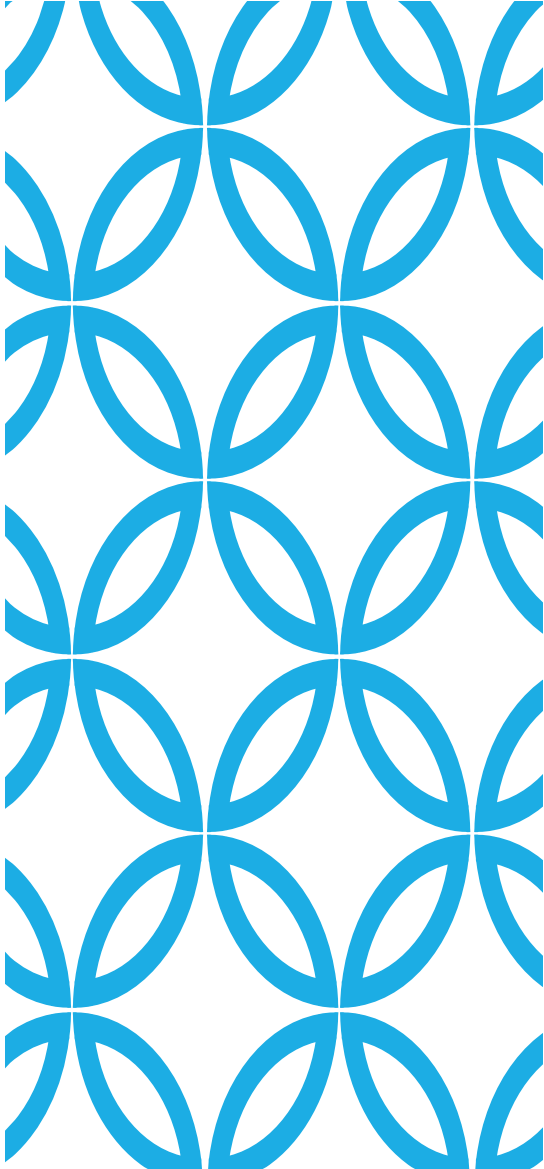
Wright 1999

MORE SIMPLY IT INVOLVES ASKING:

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

CHALLENGES

- All children deserve the right to an education, including those with social, emotional and behaviour difficulties
- Any child at any time could experience trauma which has an impact on them – we understand this and provide support to help children find new ways to manage how they feel
- Nothing is ignored – where disruption occurs steps are put in place to reduce the risk of this happening again
- Our behaviour policy is structured to incorporate support for the child and family
- We know that behaviour changes when children are provided with certainty and not severity
-



THANK YOU FOR YOUR TIME

Any questions?