

Our Approach to Managing & Supporting Behaviour



What will we be covering?

Session 1:

- The Brain
- Trauma and the Brain

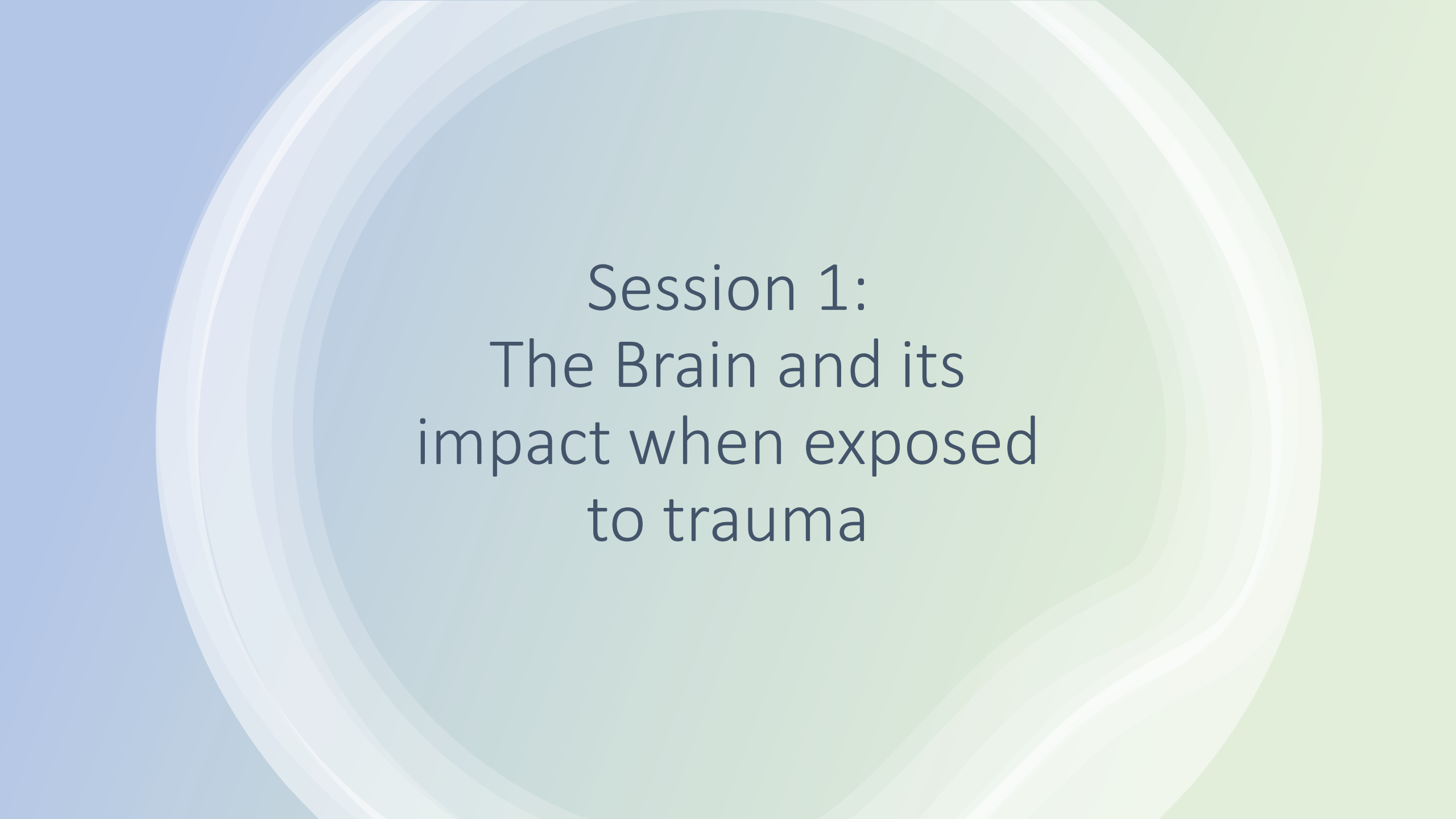
Session 2:

- Thrive

Session 3:

- PACE
- VRFs

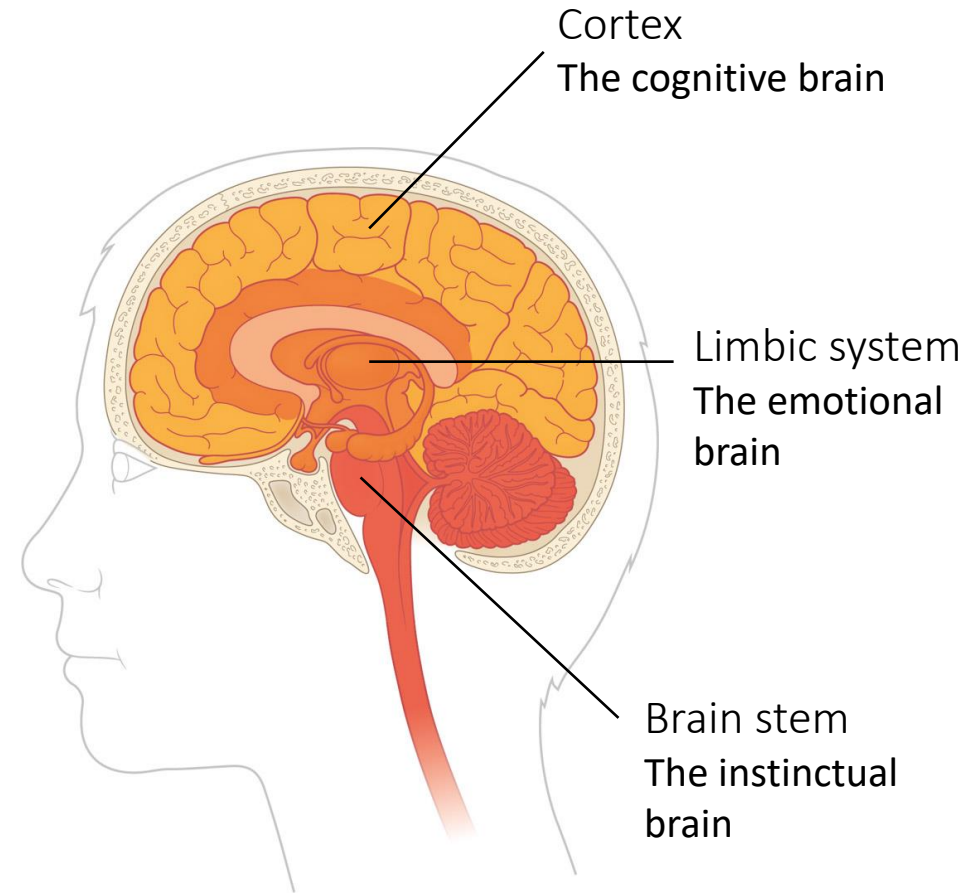
Everything we cover in this session will be what we embody as professionals. It is a whole school approach which everyone plays a crucial part in to ensure the best chances of progression and development in our children.



Session 1:
The Brain and its
impact when exposed
to trauma

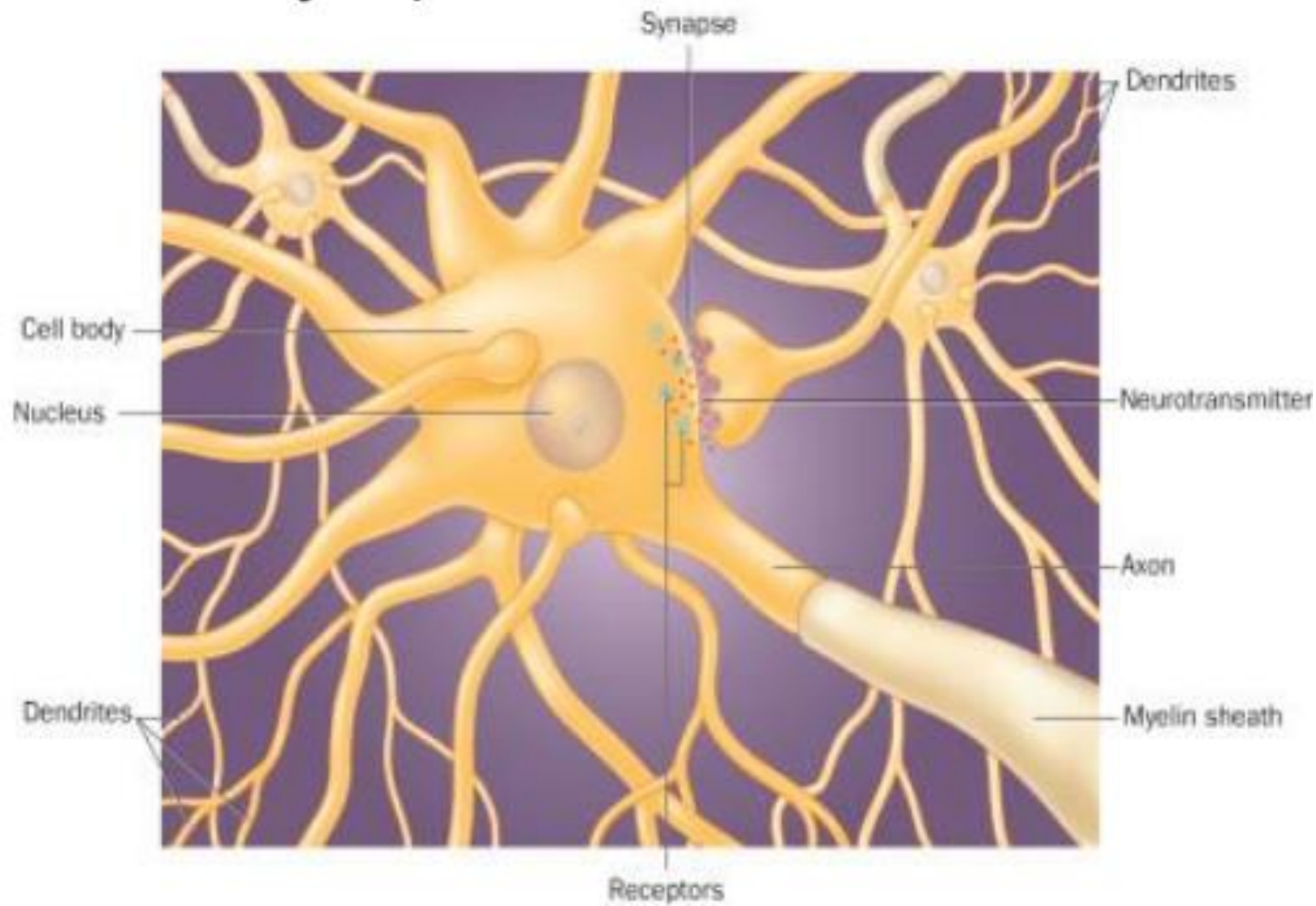
The triune brain

Three interlocking systems

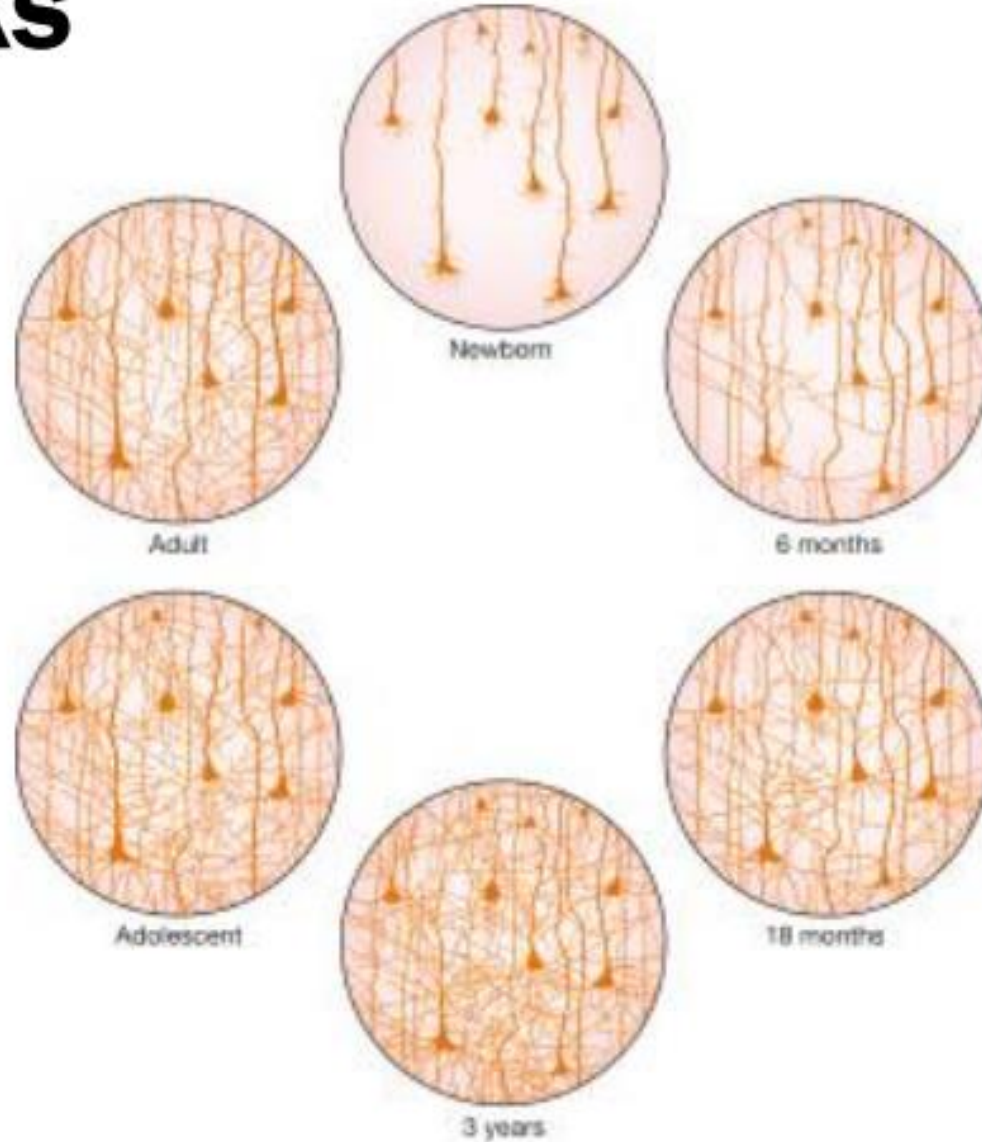


The building blocks of the brain

Neurons and synapses



The development of neural networks



What do we mean by trauma?

'the response to experiences or situations that are emotionally painful and distressing, and that overwhelm people's ability to cope, leaving them powerless'

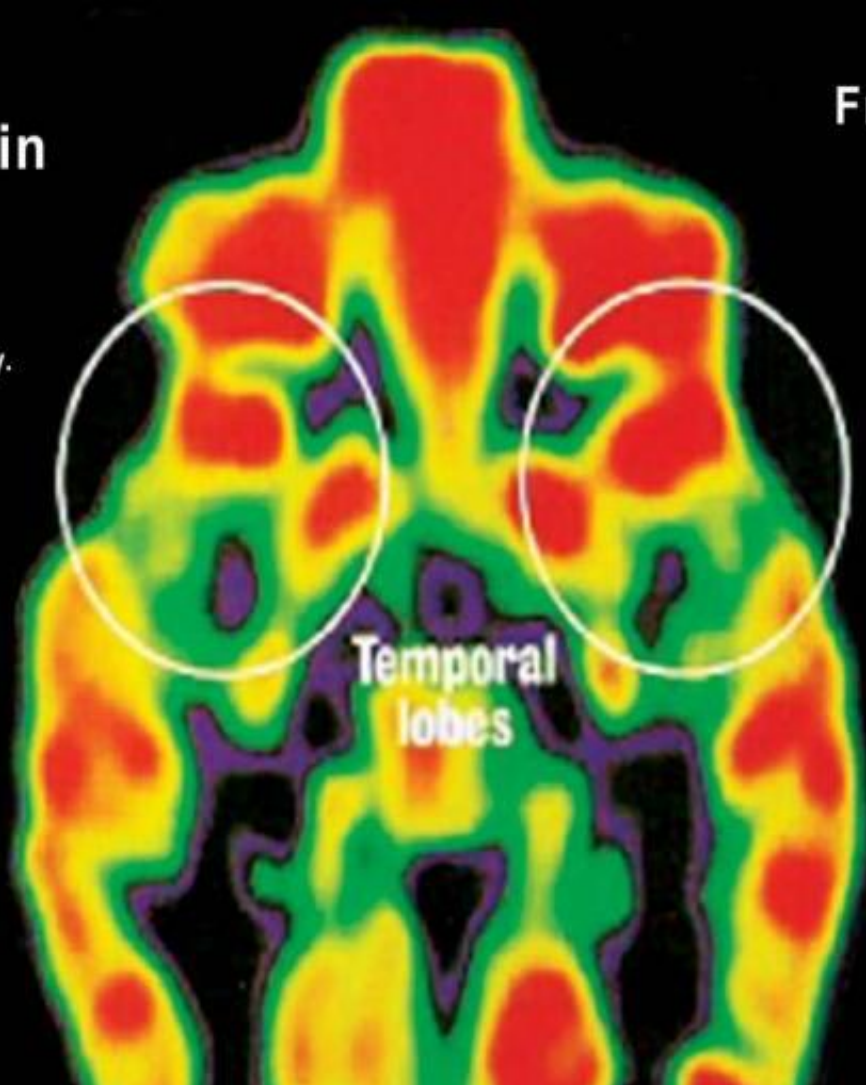
(Center for Nonviolence and Social Justice 2017)

Three types of trauma:

- Single overwhelming events
- Accumulated stress
- Early developmental trauma

Healthy Brain

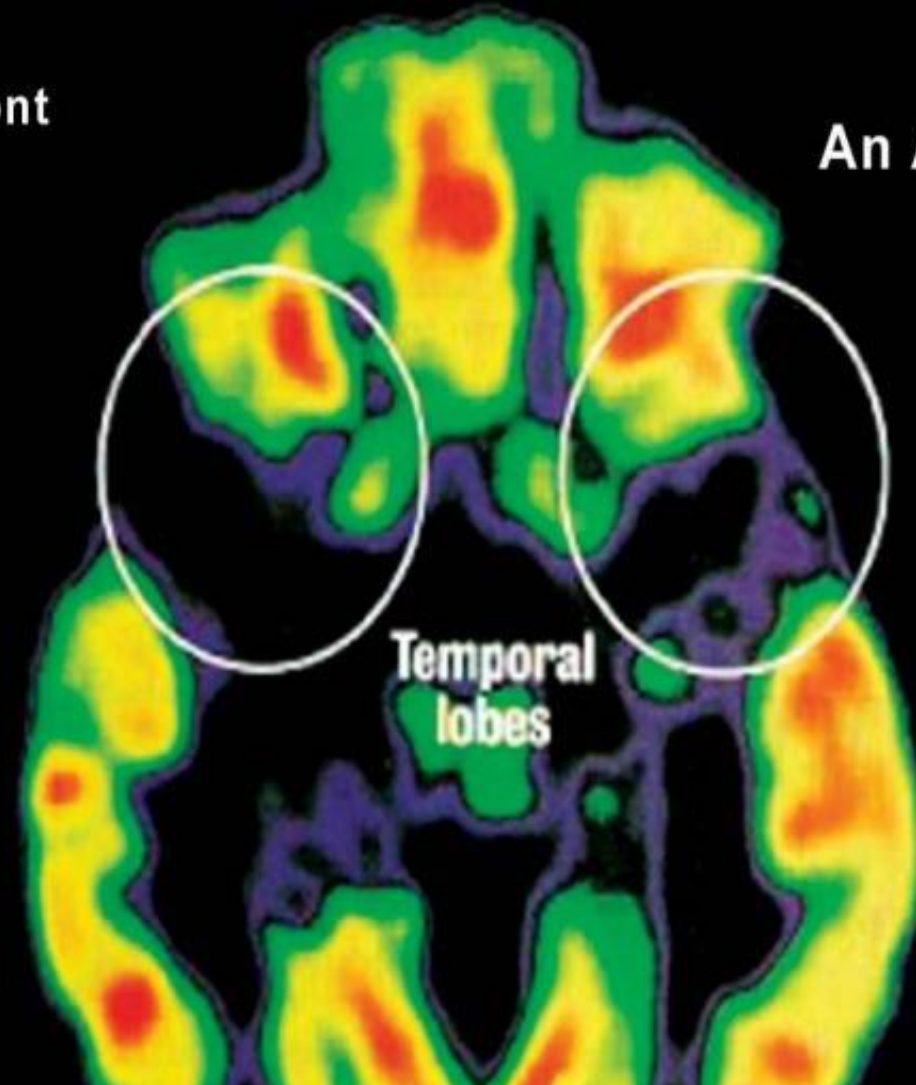
This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.



Front

An Abused Brain

This PET scan of the brain of a Romanian Orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.

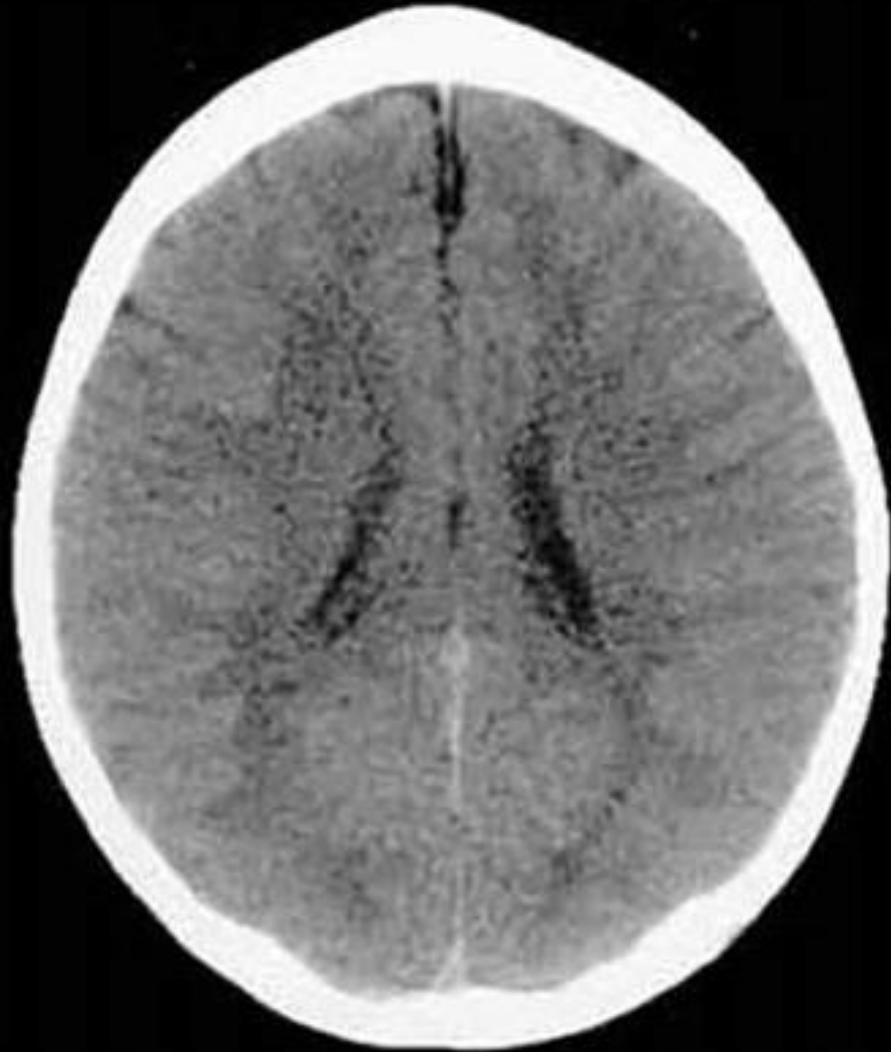


How trauma affects the brain of a child

Back



3 Year Old Children



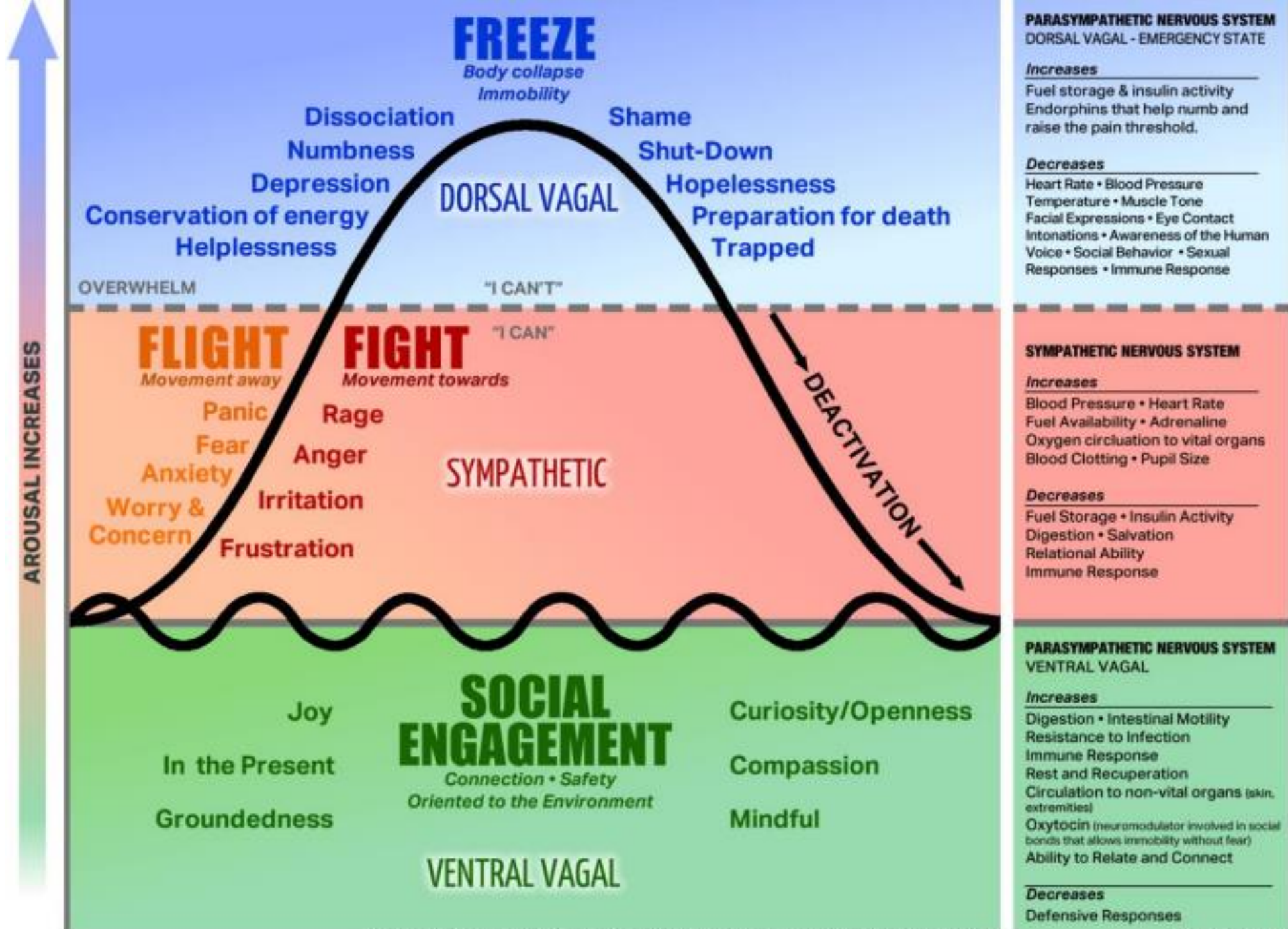
Normal



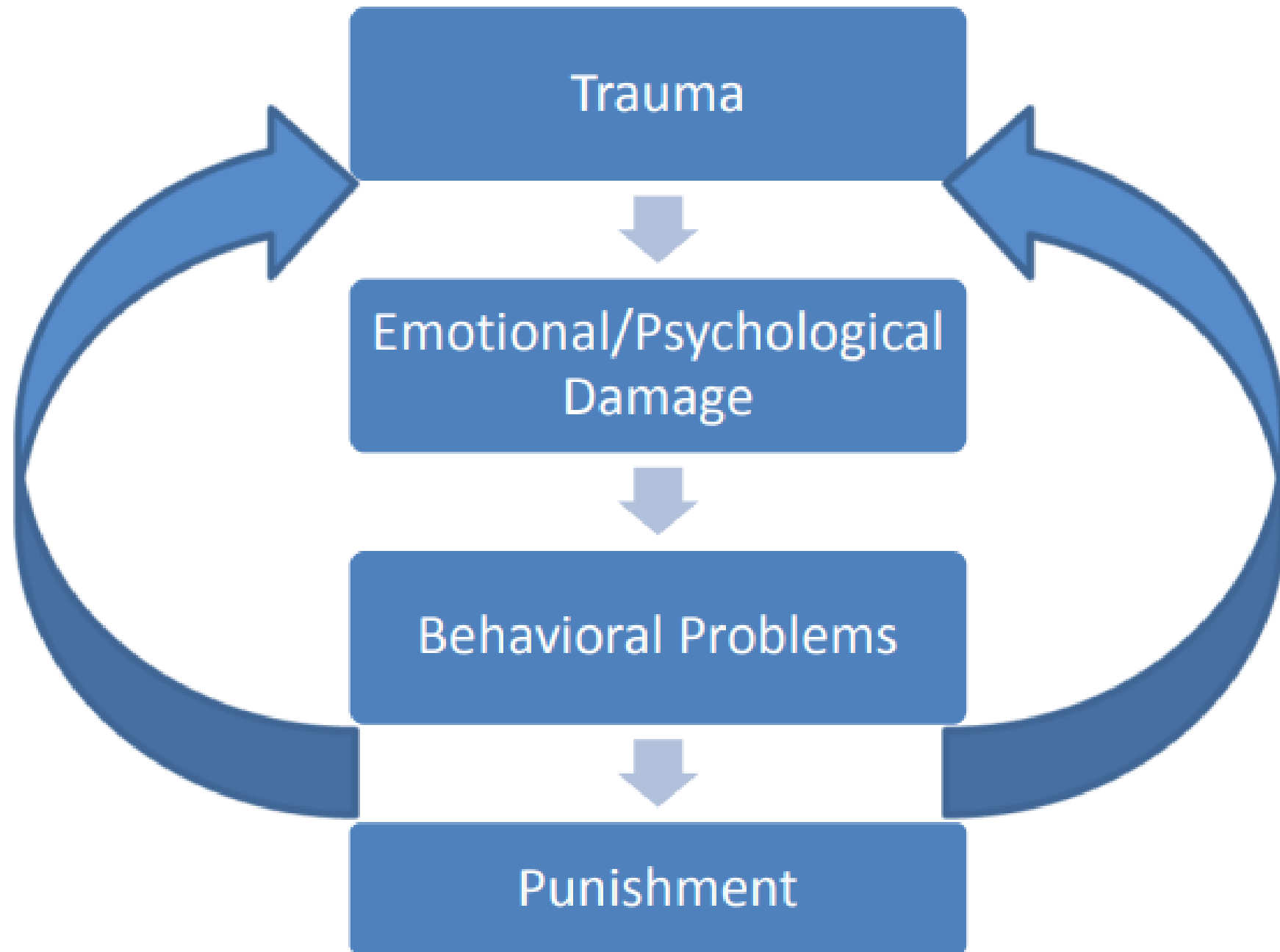
Extreme Neglect

The effects of trauma on the brain

- Without our help, support and co regulation trauma effected brains will remain at the stage the unprocessed trauma occurred at and not grow.



Cycle of Trauma





Session 2:
Thrive





Established research
in neuroscience

What is Thrive based on?

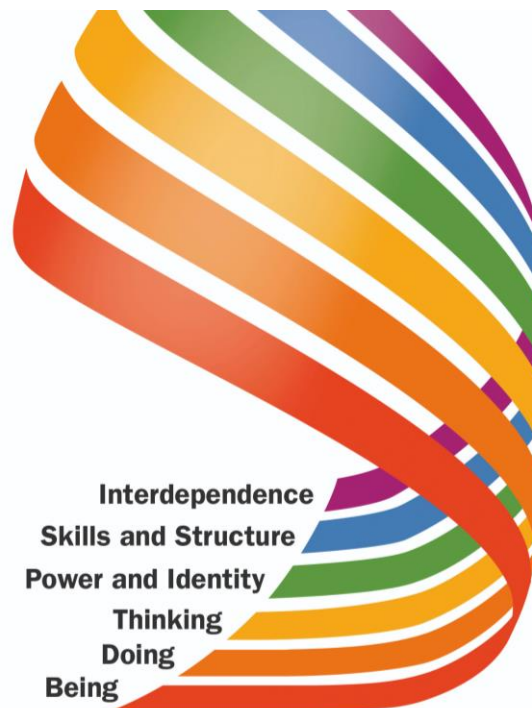
Child development
theory



Attachment
research

Research
into the role of
creativity
and play

Thrive and why it's so important?



- Supporting real time development and filling in the gaps in development caused by trauma allowing a young person to reduce their toxic stress levels, regulate, reflect and ultimately reach their maximum potential.

Being



0-6 months

- Feeling safe
- Being special
- Having needs met

What this looks like in a child:

- experience volatility, irritability, and 'flip their lids' more often
- appear disinterested, withdrawn, confused, hopeless
- not look after themselves, for example, poor self-care
- struggle with body image
- need help to keep themselves safe.

What can we do?

- providing clear boundaries and being responsible for safety
- being reliable and consistent
- attuning to, containing and validating the young person's emotional experience
- anticipating and providing for the young person's needs.

Interdependence
Skills and Structure
Power and Identity
Thinking
Doing
Being

Neurons and neuronal pathways at Being



Newborn



A **newborn baby** has around 200 billion brain cells,
but **few connections.**

Doing



6-18 months


- Exploring and experimenting
- Experiencing options
- Initiating, engaging and doing

What this looks like in a child:

- be easily distracted
- experience emotions intensely
- prioritise fitting in with peers
- engage in risk-taking behaviours
- misread situations; over- or under-estimate their capabilities.

What can we do?

- modelling being interested and excited by the world
- doing things alongside the young person; show them how
- providing a running commentary to label experiences
- noticing how the young person approaches new experiences; support them to feel safe and interested.



Interdependence
Skills and Structure
Power and Identity
Thinking
Doing
Being

Neurons and neuronal networks at Doing



18 months



In a child of about **18 months**, cells in the higher brain have developed many more **connections**.

Thinking



18 months-3years

- Expressing a view
- Learning about cause and effect
- Feeling, thinking and problem solving

What this looks like in a child:

- Unable to make link between action and consequence
- Starting to think independently and make decisions, need support doing this whilst not taking away control.
- Believe everything is others fault.
- Testing limits and pushing boundaries.

What can we do?

- modelling being interested and excited by ideas
- giving permission for young people to make mistakes, try out, be curious, ask for help
- talking about feelings in different ways
- lending the young person your thinking brain – thinking out loud.

Interdependence
Skills and Structure
Power and Identity
Thinking
Doing
Being

Neurons and synaptic pruning at Thinking



3 years



In a child of about **three years**, the brain wiring has become more complex and **synaptic pruning** has begun.



Power and Identity

3-7 years

- Developing an identity
- Distinguishing between fantasy and reality
- Exploring power with responsibility

What this looks like in a child:

- be susceptible to swallowing whole messages about themselves from others, particularly about their identity
- have difficulty navigating the social rules of peers and adults
- be struggling with important choices
- have a strong need for social acceptance.

What can we do?

- Facilitating the child's individuality
- Helping the child to learn responsibility for their behaviour and to distinguish between fantasy and reality
- Role-modelling how to use power in relationships .



Skills and Structure



7-11 years

- Motivation for developing skills
- Developing morals and values
- Understanding the need for rules

What this looks like in a child:

- Anxiety about themselves and their future.
- Having individual values challenged by others.
- Vulnerability to others' influences.
- Irritation and rebellion against established rules.

What can we do?

- Encouraging and supporting the extension of skills
- Introducing the child to diverse experiences and people
- Acting as a role model for the exploration of values



Interdependence



4 stages/strands of interdependence:

1. Entering Interdependence- 11-13 years:

- Feeling welcomed and known
- Creating safety
- Discovering the new
- The adult's role is to be rock and resource, connected, respected and supported.

2. Exploring Interdependence- 13-15 years:

- Learning to know and manage my inner and outer world
- Experimenting with power, problem-solving and decision-making
- Finding my voice
- The adult's role is being curious, connecting and containing

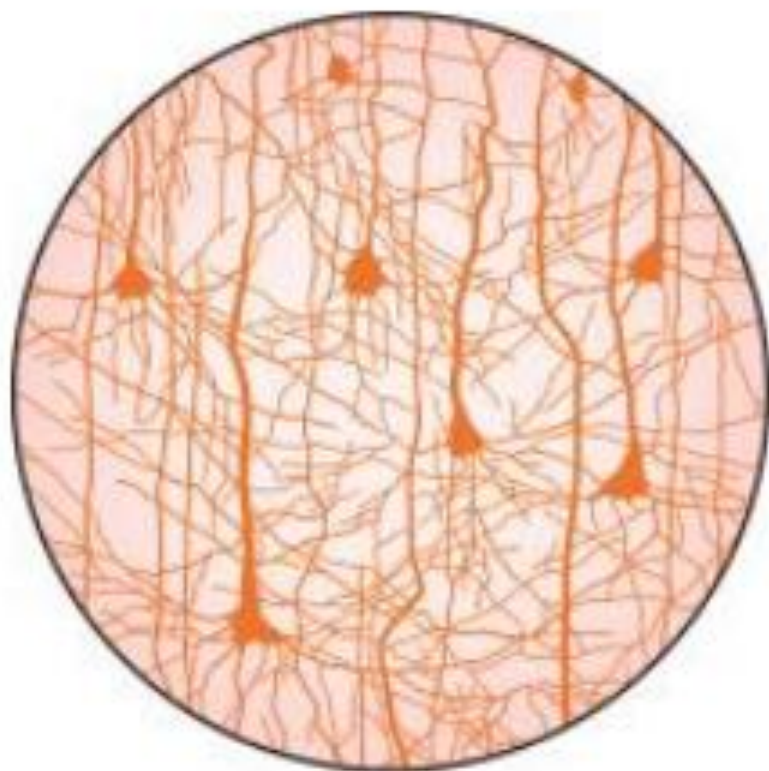
3. Practicing Interdependence- 15-18 years:

- Strengthening my relationship with myself
- Navigating challenge and change
- Exploring the world creatively
- The adult's role is being rock and resource, being aware, interested and available.

4. Securing Interdependence- 18- 25 years

Interdependence
Skills and Structure
Power and Identity
Thinking
Doing
Being

Neuroplasticity in adolescence



Adolescent



In adolescence the rate of **neuroplasticity** – the process of **myelination** and **synaptic pruning** – speeds up.

The adolescent brain

- During adolescence, there is a huge burst of growth and maturation in the brain, second only to the rate of change happening during the first three years of life.



The adolescent brain

- These changes mean young people:
 - feel emotions more intensely
 - connect with their peers differently
 - seek rewards by trying new things
 - push back on existing ways of doing things to create new ways of being in the world.



Using Thrive in day to day practice

- Applying Action Plans and Strategies to daily practice.
- Group and individual action plans and profiling.
- Considering where a child's development is at and differentiating work to suit current learning and thinking style.
- PACE
- VRFs



Class screening – showing each student

[Group Summary](#)
[Child Summary](#)
[Action plans \(0\)](#)
[Reporting](#)

[Rarely \(0\)](#)
[Emerging \(6\)](#)
[Developing \(0\)](#)
[Secure \(0\)](#)

These children/young people would benefit from individual or small group attention. Carry out baseline skills assessments (BLS) at the developmental strand below the current profile. Consider incorporating the individual strategies within your group action plan or addressing them within small group work.

Name	UPN	Score	Gender	Progress of Individual profile	
Sandra		37%	Female	0% completed	Profile > ✕
Peter		44%	Male	0% completed	Profile > ✕
Roger		49%	Male	0% completed	Profile > ✕
Tanya		44%	Female	0% completed	Profile > ✕
Daniel		31%	Male	0% completed	Profile > ✕
Lisa		29%	Female	0% completed	Profile > ✕

Individual profile – summary

Interdependence Baseline Skills For Sarah West UPN Created by Lucy Latchmore Call our Support line 01392 797550 for help 85%

Definition Profiling Summary Action Plan

Breakdown of behavioural results **Interdependence Baseline Skills Results** Date created 30/09/16 Date completed 30/09/16

Summary Action plans (0) Reporting

About Interdependence

This child's developmental task is to learn to become a responsible adult with a secure sexual identity as they transition into adulthood.

Profile Score 33%

Key task

To learn about becoming independent, taking responsibility for feelings, thoughts and behaviour and to move towards adulthood.

Needed Developmental Experience

- Establishing Independence 35%
- Connecting with Peers 35%
- Exploring Identity and Gender 28%

Skill level by Need

Need	Skill Level
Establishing Independence	Emerging
Connecting with Peers	Emerging
Exploring Identity and Gender	Rarely

Detailed Report →

Go Back Create new Action Plan Start a new Baseline Skills Profile

Individual – sample action plan

Action plan: Action Plan #386959

Child name: Alan

Date completed: 05/09/19

Child ID: 511158

Profile type: Baseline Skills at Being

Profile ID: #249171

Action plan setting: Educational

Action plan focus:

General - Always tick this option, Early years groups Specific

The child's key task is:

To have a positive experience of being dependent and then being able to move on to make new relationships.

The needed developmental experience is:

Being Safe - Being Special - Having Needs Met

Chosen learning targets to work on:

- Can express their feelings: happy, sad, scared, angry (Having Needs Met)
- Can recognise different feelings in others and respond appropriately (Having Needs Met)

Chosen Strategies for this plan

- Understand how children's different needs can be met in various ways. Vary activities. Allow for changes of pace or physical need
- Provide an attractive gently stimulating environment with access to quiet spaces
- Notice the different feeling states of the child/young person's and respond appropriately by soothing, calming or gentle stimulation and take responsibility for meeting their needs.

Chosen Activities for this plan

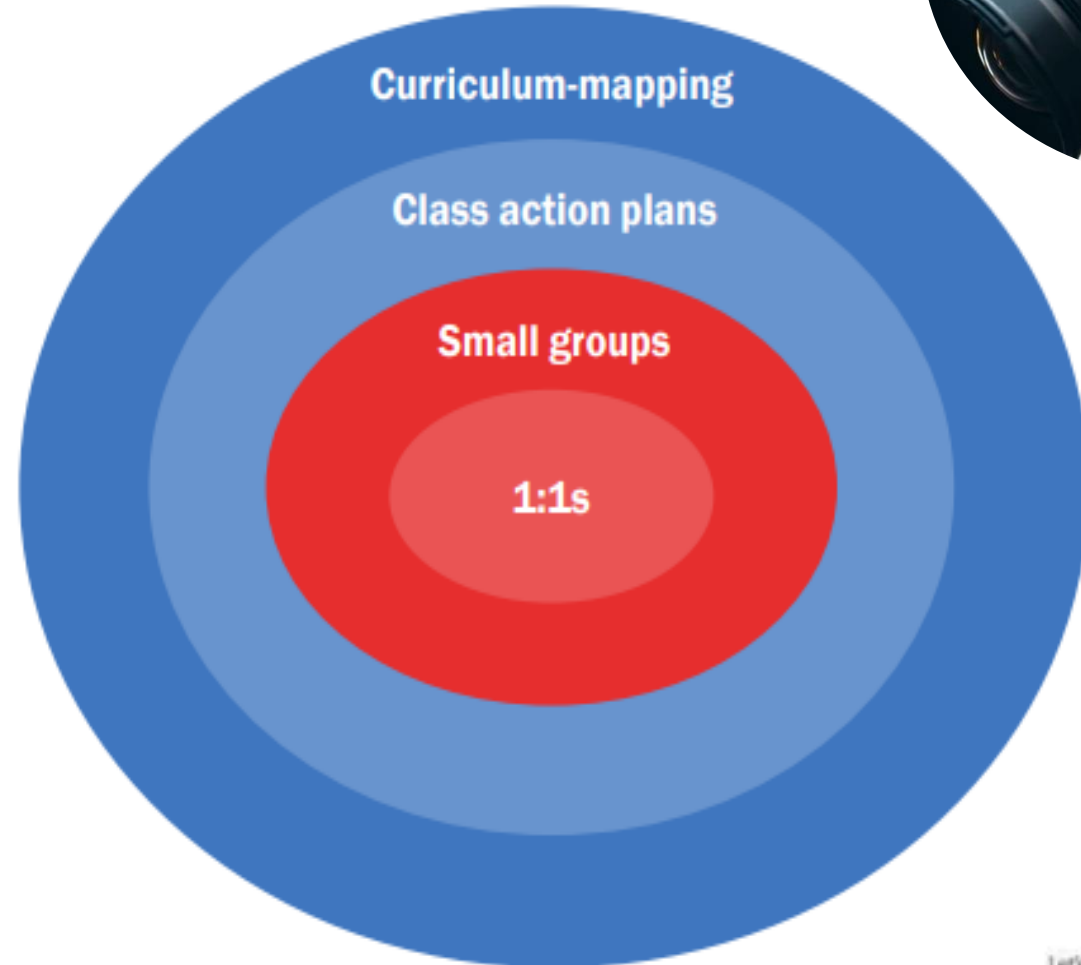
- To help a child calm, together count 1-10 backwards or say the alphabet or recite a poem or sing a song they know and like or any other activity that helps the child to stay thinking when they feel emotional
- Create zoned spaces within classroom for child / young person to go to when necessary either for safety or for connection with a named person. Always keep the child/young person in view.
- Involve or refer to Child and Adolescent Mental Health Services (CAMHS) where necessary

Please note that Thrive-Online™ relates only to the child's emotional and social developmental needs and is NOT an assessment of any other person or influence.

Thrive and the bigger picture

- Everyone has a role to play in Thrive from receptionist, to cook to teachers to TAs.
- Thrive is an approach used by all and is most effective when approaches are consistent and at that child's level of need.
- Thrive runs through the curriculum-informs type of work set, informs type of engagement expected from young person.
- Home action plans and strategies will be shared.
- It can be used for all children to support right time development as well as interrupted development.

Embedding Thrive

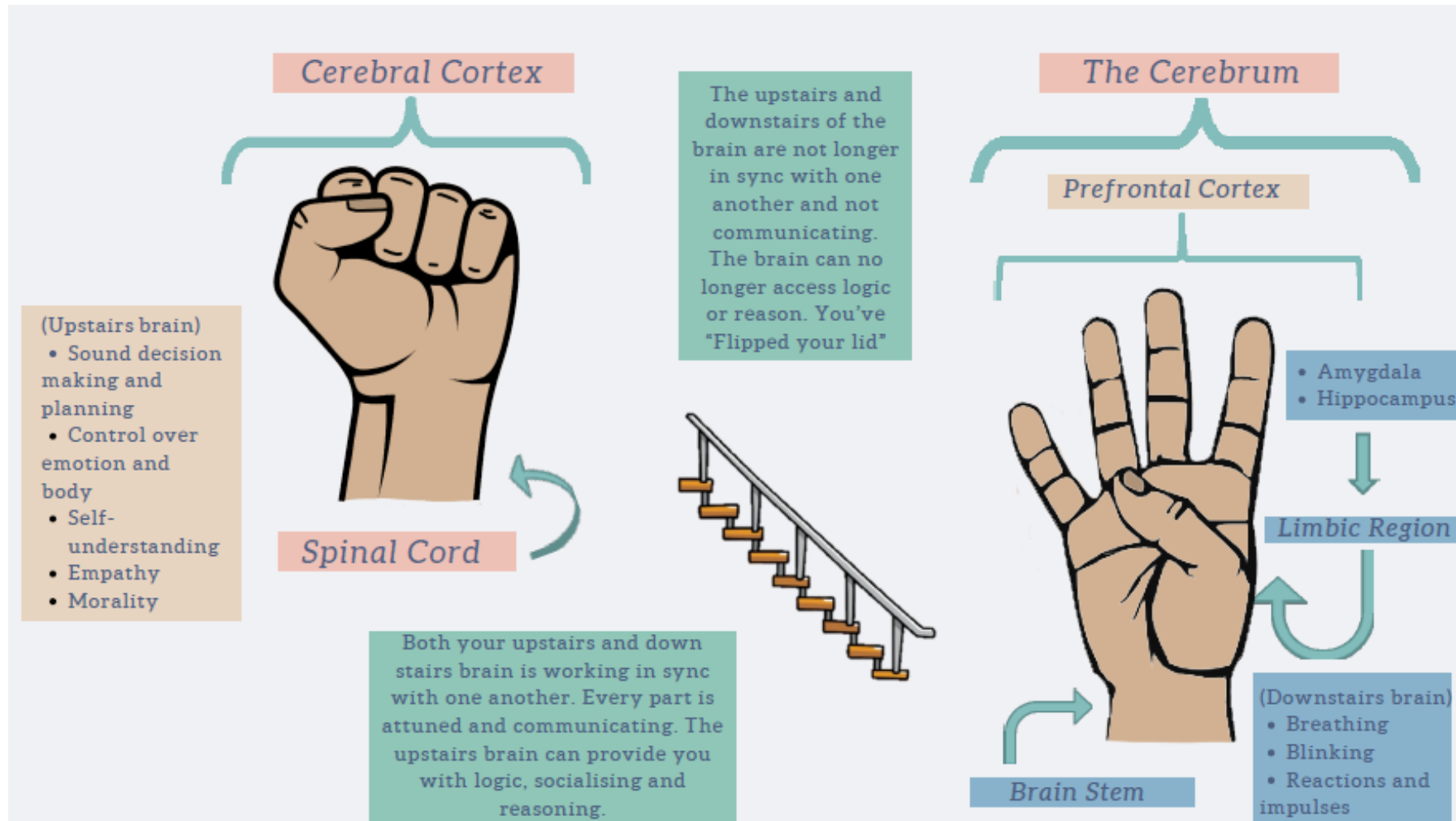




Session 3:
PACE & VRFs

A whistle stop tour of the brain:

Flipping the Lid and entering Fight, Flight or Freeze mode



VRFs

VRFs- Vital Relational Functions

These are what we do in our relationships with others such as:

➤ **Attune:**

- Be alert and responsive to the feelings and experience of the young person.
- Attune to the young person's emotional state through facial expressions, body language, gestures and noises.
- Show you understand the intensity, pitch, pace and volume of the young person's emotional state.

➤ **Validate:**

- Helping a young person accept their emotion, validating that it is ok and safe to feel that emotion but the behavior linked to that emotion is not ok or appropriate.

➤ **Regulate:**

- Bring the young person into a calm, regulated place by calming/soothing their distress or arousing their interest if they have shut down.
- Look, Think, Use voice, tone and body language to soothe and calm or stimulate.

➤ **Contain:**

- Show that you can see, understand and bear the feelings and experience of the young person.
- Make the experience survivable for the young person by:
 - ✓ catching it
 - ✓ matching it
 - ✓ digesting it by thinking about it
 - ✓ offering it back in small, manageable pieces

Vital Relational Functions (VRFs)

Attune

Validate

Contain

Regulate

Contain

Regulate

Let's help every child
thrive 

PACE

- **Playful** – being available, flexible, energised, imaginative and connected



- **Accepting** – acknowledging the young person and their emotional state as being true and valid, and representing this back to them



- **Curious** – showing authentic interest in finding out about the child or young person and their experience



- **Empathic** – being alongside the child or young person without negative judgement



Thrive relational stance

- P** Playfulness
- A** Acceptance
- C** Curiosity
- E** Empathy



It is important to remember that our young people are connection seeking not attention seeking.



Show PACE and VRF Thrive Video

Interacting using PACE

Angry and Negative Statements

When children make negative statements about themselves or you, for example:

You're angry and you don't want me in your classroom

It is tempting at this point to reply with a practical response, which may or may not be true:

I'm not angry and of course I want you to be here.

The PACE alternative would go something like this:

I can see that it feels like I am really cross with you, that is a really difficult feeling to have. I wonder if that is really scary and that you feel you would be better off outside the classroom. Although it doesn't feel like it, I do really want you in my classroom.

If this is too much to say to a child who is at that moment very distressed, use the Emotional A&E response:

It is really hard to feel that I am cross with you, that is such a scary feeling.

If a child runs away

PACEing the situation as it happens:

It may be that, in the short term, you accept where the child feels safe and you follow them gently and at a distance to that place and sit down somewhere near to them and announce that:

I have just come to be with you, because I can see things are really hard for you right now, and I am here for you when you are ready.

If they move further away from you, this is not a sign that they are disrespecting you but they are just continuing to show you that they feel afraid. You could respond

I can see it is hard to be close to me, I will be here when you are ready.

Reflecting with PACE on how it could be different next time:

It's really nice to be sitting here with you now.

You might want to have a playful tone of voice here, because whilst you're talking about somethings very serious it is easier for a child to hear if you are playful or light-hearted in tone.

I was really worried about how you were feeling when you wanted to run away. Those feelings must have been really big. I wonder if [you thought you were going to be told off about what happened at break/ you thought the work looked too hard/ you weren't sure what to do and you didn't know how to ask/ you felt a bit scared and you didn't know why]? I can see that was really difficult, because it made you feel like you had to run away.

I am wondering if we can think together about somewhere else you can go to when you feel like that. You might need somewhere to run to but I'd like it to be somewhere that I know you are safe. I have noticed that you like [think about your school and the places this child likes and what is possible for you, it should be a safe space where they can have 'time in' with someone they trust and find supportive. This doesn't need to be a formal space in school]. When you have really big feelings it is hard to be alone, and it can be helpful to have someone with you, even if they are not saying anything.

The emotional A&E statement:

You must have been so scared and so you ran away. I was really worried about you too, it is so nice to have you back.

Refusal to Engage

The child who won't speak to you at all eg head on the desk or at the top of the climbing frame telling you to go away

I wonder if you are feeling [really angry/ really scared/really overwhelmed/ really sad]

or

I don't know if you are feeling really sad or angry or scared and maybe you don't know either, but I can see it is really difficult. I am worried about you and I don't want you to feel alone with these feelings. I will just stay here if that is alright?"

If the child tells you it's not ok to stay with them the aim would still be to demonstrate your presence with them. So, you might move further away from them or continue to teach the lesson whilst continuing to let them know that you are holding them in mind. If the child isn't able to recover over the course of the lesson it would be helpful to reconnect with them briefly at the end, reiterating that you feel worried about how they feel. You might want to let them know that you will share your worries with their form tutor/ teacher/ head of year/ key person as you know they would be worried about them too.

For the child whose attachment needs make it hard for them to settle and work independently:

1. Acceptance and empathy: Go to the child and say something like:

I can see this feels too difficult to start right now, and it just feels too much

2. Give the child a moment to digest that you have understood they are struggling with an emotional experience, and demonstrate your presence, that you will be holding them in mind while you get everyone else going on the task:

I'm going to get everyone else started, and then I am going to come back to you

3. Return with PACE, using playfulness to acknowledge the big feelings:

How are those big feelings now, do you think we can get going on this together?

or a teenager

So, we need to find a way together for this to feel possible. Because I am worried about you and I am interested in your learning.

4. Maintain a level of presence, for example taking turns, letting the child know that you will do one together, and then leave them to do task independently and you will continue to return to check in with them. This can be subtle across classroom and/or revisiting them.

If they are not ready to engage you could go back to step 1. If you have circled this a couple of times it is important to acknowledge that maybe they are in too difficult a place to engage in learning today and that's ok and you will follow the plan you have in school for this child.

For a child who is overwhelmed with things related to outside of the classroom:

1. Acceptance and empathy: Go to the child and say something like:

I can see this feels too difficult to start right now, and it just feels too much

2. Give the child a moment to digest that you have understood they are struggling with an emotional experience, and demonstrate your presence, that you will be holding them in mind while you get everyone else going on the task:

I'm going to get everyone else started, and then I am going to come back to you

3. Return with PACE, using playfulness to acknowledge the big feelings:

How are those big feelings now, do you think they're going to let us get any work done?

or a teenager

I'm wondering if it still feels like there's absolutely no chance we're going to get any work done today?

4. Use curiosity to find out:

What I would like to try is that we'll look again together at what you need to do so that you feel really confident. I will start you off and then I will check back in with you, how does that feel to you?

If they are not ready to engage you could go back to step 1. If you have circled this a couple of times it is important to acknowledge that maybe they are in too difficult a place to engage in learning today and that's ok and you will follow the plan you have in school for this child.

If you do manage to help the child to settle to the task, you will need to maintain a high level of adult presence throughout the lesson, checking in regularly, putting a hand on their shoulder as you go past, making eye contact across the room to show you are still holding them in mind.

Tips to enhance your relationships

Try the following strategies to start putting PACE and the VRFs into practice right now.




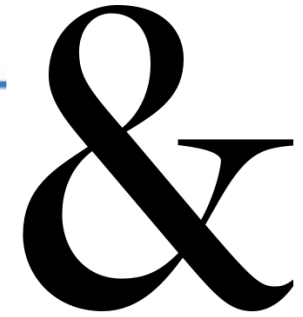
Take a selfie

When confronted with a child in a dysregulated state, imagine taking a selfie. Reflect on what the picture would look like: What would your body language be saying? Your facial expression? If you had speech bubbles on your selfie, what would they say? Being able to stop and think about what is happening for you can help you to 'respond' to the child, rather than 'react' to the child's behavior.



Use WIN

Rather than making an assumption about how a child is feeling, ("You must be feeling..."), you could say,  "I am wondering if/imagining that/noticing that..." instead.



Use 'and' instead of 'but'

When talking to a child about an incident, use the word 'and' instead of 'but'. For example, the words, "I imagine you were feeling really angry when that happened **and** it's not ok to hurt someone" are likely to be received more easily than using 'but' in the same sentence.



HALT?!

Hungry

Angry

Lonely

Tired

These needs need to be met before addressing any behavior otherwise the young person won't be able to think and process what you are addressing.



H. A. L. T.

hungry angry lonely tired

Use the H.A.L.T. method to be mindfully checking your basic needs when you're feeling anxious or impulsive