



# The Federation of St Edmund's & St Joseph's Catholic Primary Schools

# WHAT IS THE THRIVE APPROACH?

Thrive helps adults prepare children and young people for life's emotional ups and downs

Thrive is rigorous, targeted and measured.

Thrive tells you how to be and what to do with children's differing and sometimes challenging behaviours to help them engage with life and learning.

# WHY USE THRIVE?

- Thrive helps address the problems caused by interrupted emotional development in children and young people.
- What is 'Interrupted emotional development'?

It underpins many troubling behaviours and leads to under-achievement

It lies at the heart of many health and mental health problems and gives rise to adverse social issues and can be costly both monetary and socially to communities

It isolates children from life and their learning

# WHAT ARE THE BENEFITS?

Thrive will help you develop targeted interventions for groups and individual children

Thrive tells you what to do and how to do it

Thrive is easy to implement the non-therapeutic interventions

Thrive allows you to measure and monitor progress

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# WHERE DOES THE APPROACH COME FROM?

The Approach was devised in 1996 by four founder directors to front the challenge for children with unmet social and emotional needs.



# WHAT IS THRIVE BASED ON?

Established  
research in  
neuroscience



Attachment  
research



Child  
development  
theory

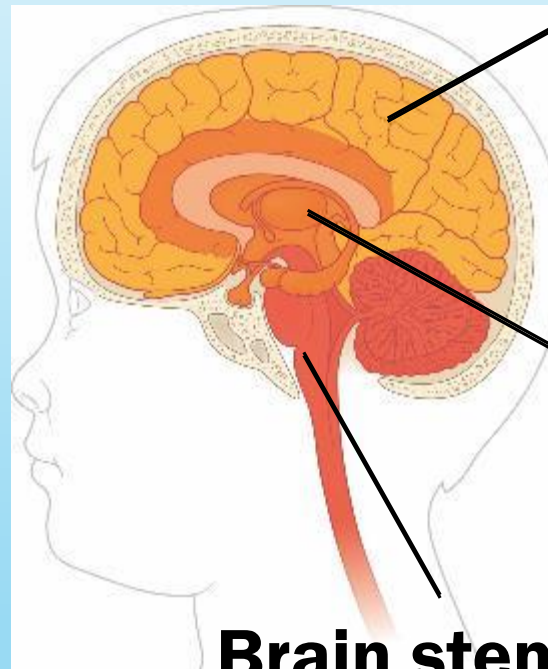


Research  
into role of  
creativity  
and play



# THE TRIUNE BRAIN

Three interlocking systems



## **Cortex**

The cognitive-thinking brain

## **Limbic system**

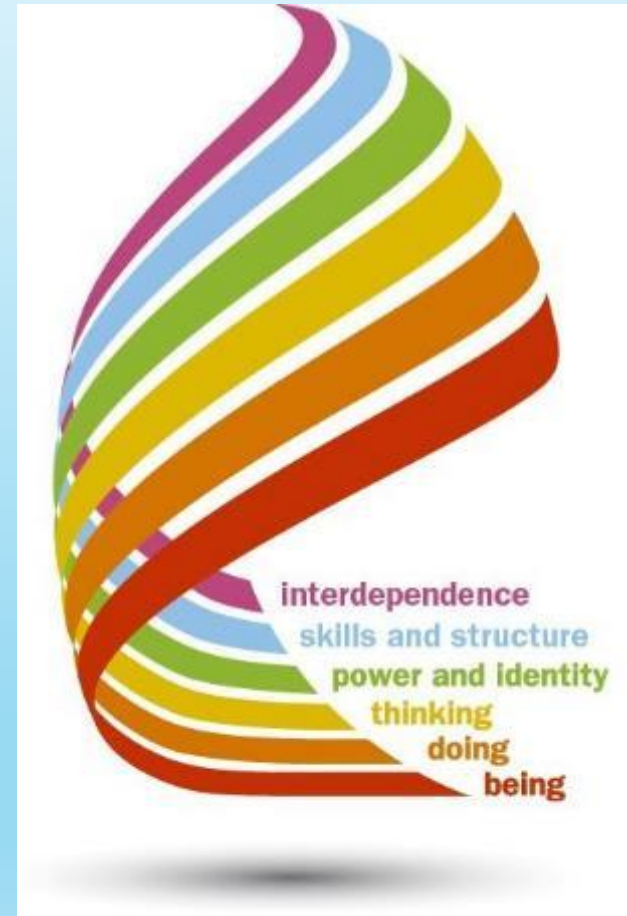
The emotional-mammalian brain

## **Brain stem**

The instinctual-reptilian brain

# DEVELOPMENTAL STAGES AS STRANDS

Each comes online sequentially and remains in play throughout life.





# WHAT THE STAGES OF DEVELOPMENT LOOK LIKE

Stages	Normal development	interrupted development
<b>Being 0-6 months</b>	Confident, trusting, receptive to new experiences and relationships, can signal distress	Timid and fears change, is out of touch with own needs, demonstrates repetitive oral behaviours
<b>Doing 6-12 months</b>	Curious, creative takes the initiative, active, easily stimulated, enjoys investigating and getting involved	Is passive, quiet, hangs back. Lacks focus and can display extreme responses.
<b>Thinking 18m-3years</b>	Names, expresses and handles feelings, understand rules and cause and effect, thinks for themselves and can say 'no'	Is oppositional, acts tough, directs others, over-reacts, can be demanding and pushy or act powerless
<b>Power and Identity 3-7 years</b>	Positive sense of self, adaptable and understands consequences and context	Threatens, bullies and lies. Has low self esteem, discounts self, uses reputation to bolster self
<b>Skills and structure 7-11 years</b>	Enjoys diversity, difference and acquiring new skills, respects rules, values. Is developing a confident gender identity	Is anti-authority and anti-rules. Shows a mis-match between expectations, does not complete tasks
<b>Interdependence 11-18 years</b>	Enjoys individuality, confident, engages in new opportunities and challenges	Takes inappropriate risks. Has poor relationships, displays addictive behaviours

# HOLES IN OUR EMOTIONAL DEVELOPMENT



# HAND MODEL OF THE BRAIN

When things go wrong

<https://www.youtube.com/watch?v=gm9CIJ74Oxw>

Brain science- the impact on parenting and regulating our emotions.

# EARLY DEVELOPMENT OF NEURAL PATHWAYS

Neurons are the core component of the brain and nervous system. A neurons function is a bit like electrical wires carrying information along their length, via electrical impulses.

Synapses are minute gap between a neuron and another cell across which information is transmitted using chemical signals.

Myelination- Over time neural networks that are used particular frequently become myelinated and a pathway is formed. Pruning- Synaptic processes that are underused fall away.

**Pruning and Myelination give the brain its neuroplacity.**

**Birth- neurons unconnected, like the dangling wires of a**

**Computer. By18 months some neuron formed**

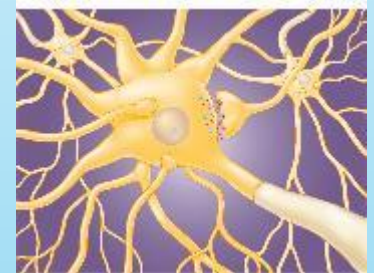
**18m-3years - A child connections have become more complex and the pruning has begun.**

**Adulthood- Overall number of neuron and connections are reduced and pathways have become myelinated. Repetitions – It takes about 500 or more repetitions to learn something new and form habits.**

**In the context of thrive the children we**

**work with will need repeated relational experiences.To**

**develop positive neural pathways.**



# INTERRUPTED DEVELOPMENT

The Neural pathways are formed in response to internal and external environment.

**It is the nature of what we experience particularly our emotional experiences with care givers within the first few years.**

The amount and quality of care will determine the connections that form between the neuron and eventual pattern of our neural networks.

Our early experiences are **CRITICAL** in shaping the **course of our social and emotional development.**

Whether or not we can develop the capacity to love, empathise and form healthy relationships. Whether we are able to respond effectively to stress.

# UNDERSTANDING WHAT HAPPENS TO THE BRAIN WHEN WE EXPERIENCE TRAUMA.

Dan Hughes identifies key features that can help a child grow a healthy sense of themselves. These features help with emotional learning.

**Playful**- Attuning- being alert and understanding

**Loving**- Be alongside

**Accepting**- It is alright to feel the way they are feeling

**Curious**- Asking how a child is feeling

**Empathy**- Be empathetic, try to understand.

# WHAT ARE VRFS?

In the Thrive programme when everything becomes too overwhelming for children in school, we as the adults need to adopt our VRFs

## Vital Relational Functions

**Attunement-** Showing you can catch how they feel through facial expressions, body language, gesture and noises, mmm, oh, aah

**Validation-** Validate their perspective- I can see you are upset, angry, scared.

**Containment-** Make their deep distress, raging anger, or painful sorrow a survivable experience. Be near, hold their hand, put your hand on their shoulder.

**Soothe/ Calm-** Teach them to calm themselves down, this will take lots of practice. Breathe with them.

**Regulate-** Helping the child regulate their emotions by naming what they are feeling 'naming is taming.'

<https://www.youtube.com/watch?v=KoqaUANGvpA>

# WHAT'S INVOLVED?- THE ASSESSMENT PROCESS

## Thrive-Online

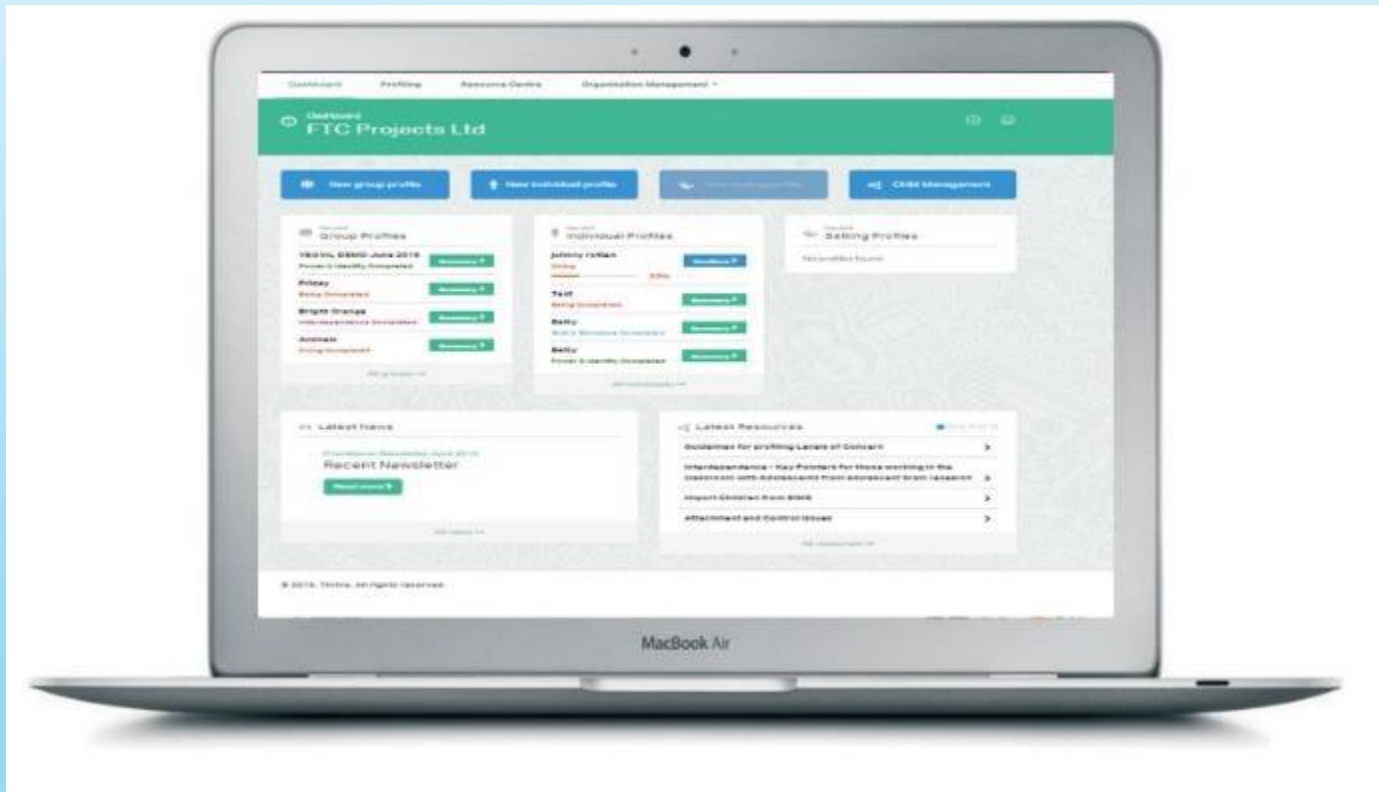
All Thrive practice is underpinned by Thrive-Online. A simple-to-use program that provides:

1. Whole group profiling
2. Individual profiling/assessment
3. Tailored action-planning
4. Progress-monitoring and reviewing
5. Measured outcomes





# THRIVE-ONLINE



# CLASS SCREENING – SHOWING EACH CHILD

Group Summary | Child Summary | Action plans (0) | Reporting

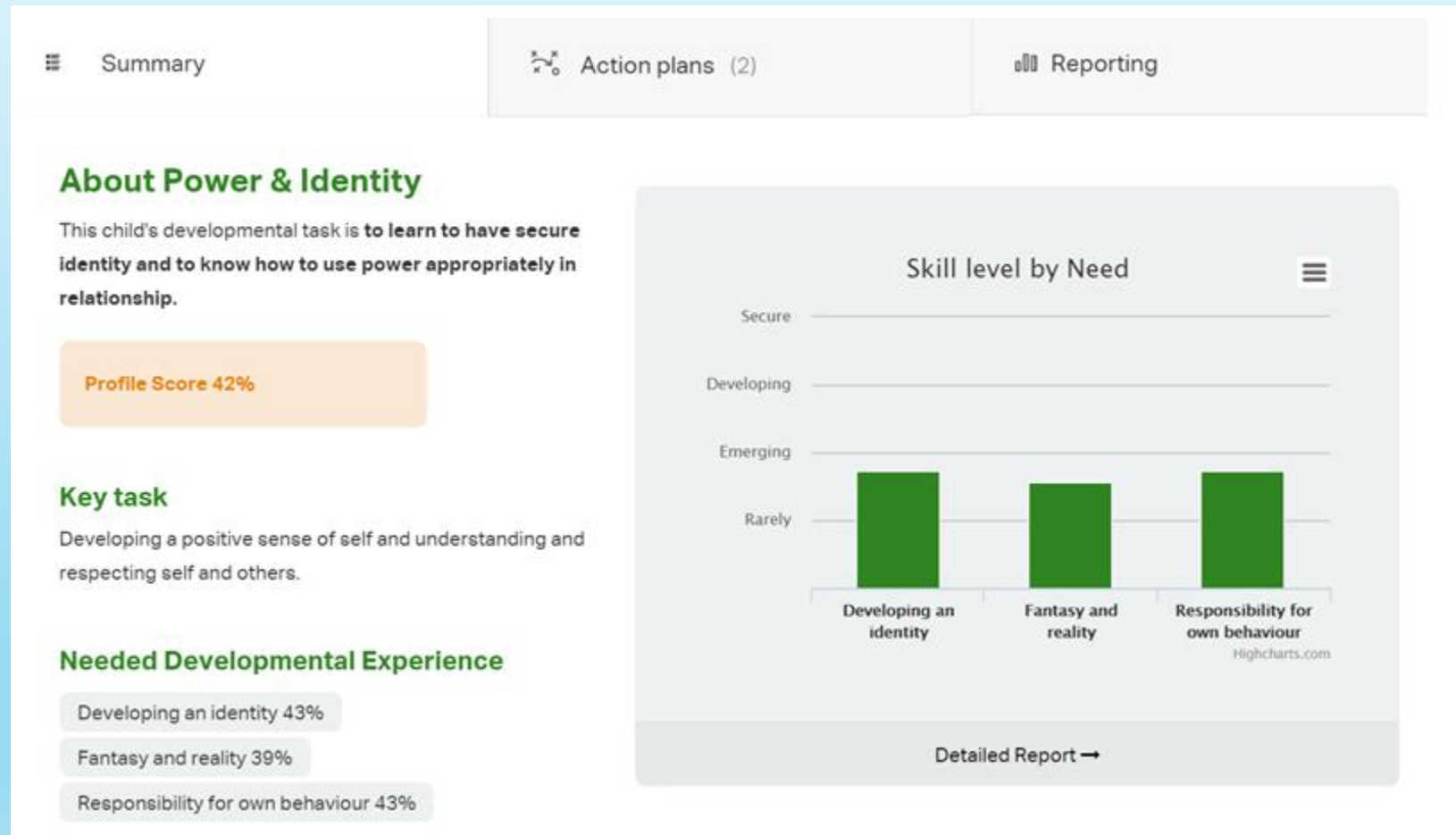
Rarely (0) | Emerging (22) | Developing (0) | Secure (0)

There is an urgent need for the children/young people in this group to have additional 1:1 or small group support. Carry out baseline skills profiles (BLS) at Being to create individual action plans. Where necessary, consider safeguarding and SEND procedures and make any related referrals. If an individual profile is to be carried out, parental/carer consent must be obtained.

Name	UPN	Score	Gender	Profile
Ann		8%	Female	Profile
Joy		22%	Female	Profile
Louise		22%	Female	Profile
Ramona		19%	Female	Profile
Ronald		20%	Male	Profile
Sueie		17%	Female	Profile
Thelma		24%	Female	Profile
Verna		24%	Female	Profile

Create Group

# INDIVIDUAL PROFILE – SUMMARY



# INDIVIDUAL – SAMPLE ACTION PLAN

## Action Plan #397535



**Child Name:** James

**Child ID:** #554897

**Date completed:** 15/02/18

**Profile Type:** Baseline Skills at Being

**Profile ID:** #272898

**Action Plan Setting:** Educational

**Action Plan Focus:** Other Support, General - Always tick this option

**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 make eye contact with an adult (Being Safe)
- Can meet a visitor or guest without getting upset or embarrassed (Being Safe)

### Chosen Strategies for this plan

1. Remember to make eye contact and smile as you work alongside the child/young person
2. Regulate child or young person's emotional state by your breathing, voice, words or attuned actions; remember to support emotional range
3. Be reliable and contactable. Let the child or young person know where and when they can find you.

### Chosen Activities for this plan

1. Draw round hands, feet, bodies. Talk with the child as you are doing this activity e.g. 'I am approaching your foot etc.'
2. If the child agrees, use feather tickling on face, arms and hands to increase their sensory awareness
3. Finger puppet friends: name and play at feelings conversations; use puppets to explore situations and name feelings

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.

# REVIEW AND PROGRESS-MONITORING

The impact of the strategies should be reviewed every 4 to 6 weeks

Progress can be monitored by re-profiling a group or an individual

Reports can be generated to share with parents or to send to other professionals or agencies.

# WHAT IMPACT HAS THRIVE ALREADY HAD IN OUR SETTING?

Introducing thrive into our setting is making the staff reflect more on how they react and respond to children. They have a deeper understanding about the chemical reactions occurring when a child is in distress and so feel they can react differently.

The lights have come back on behind his eyes.

The children are calmer, they are sitting closer, want eye contact and are smiling more!

*“I always wondered why somebody didn’t do something to help these children – then I realised I am that somebody.”*

Thrive really works! It is based in scientific research, it is a caring approach, it makes sense and the children start to thrive!