**Therapeutic Thinking
Dysregulation, Values and Beliefs**

**Behaviours driven by dysregulation**

*Behaviours that choose us*

* Behaviours that are evident without any thought or planning.
* Behaviour predominantly driven by dysregulation is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration, anxiety or depression or excitement.
* Dysregulation behaviours can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity. (Reference anxiety analysis.)
* Responses to dysregulated valued behaviours may include recognition and celebration to raise the behaviour to a conscious level, emotional feedback such as smiles, clapping, laughing etc.
* Responses to dysregulated detrimental behaviour may include managing the feelings through support, discussions, restorative work, counselling, recovery time or managing the experience with time out, differentiated curriculum, family support, managing the stimulus etc.

Below is a checklist to explore whether the behaviour of an individual child or young person is **dysregulation**.

Please use this checklist to analyse the behaviour and identify anxieties through a*nxiety analysis* for overwhelming experiences and feelings, or over reliance on unavailable support through the *therapeutic tree*.

**Dysregulation checklist**

|  |  |
| --- | --- |
| **Question** | **Detail**  |
| Medical factors? |  |
| Habitual factors? |  |
| What is causing the sadness?*What are the associated feelings? E.g. rejected, lonely, despondent* |  |
| What is causing the anger? *What are the associated feelings? E.g. frustrated, embattled, undermined* |  |
| What is causing the fear? *What are the associated feelings? E.g. worried, petrified, reluctant* |  |
| What is causing the disgust? *What are the associated feelings? E.g. reluctannt, avoidant, cautious* |  |
| What is causing the surprise? *What are the associated feelings? E.g. confused, shocked, panicked* |  |
| What is causing the happiness? *What are the associated feelings? E.g. excited, enthusiastic, engaged* |  |

**Behaviours driven by values and beliefs**

*Behaviours that we choose because they are successful or effective at meeting our needs and/or behaviours that are the result of thought or planning*

* Behaviours driven predominantly by values and beliefs serve the individual well enough to encourage them to use the behaviour despite any certain or potential consequence or punishment associated with the behaviour.
* Conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations.
* Responses to valued behaviours influenced by values and beliefs may include positive feedback, recognition, consequential rewards, such as ‘you have finished your work so you can leave early,’ or logical additional freedoms.
* Responses to detrimental behaviour influenced by values and beliefs will be supported by clear expectations and an understanding and certainty of the logical protective and educational consequences.

Below is a checklist to explore whether the behaviour of an individual child or young person is influenced by **values and beliefs**.

Please use this checklist to explore the behaviour of an individual to
acknowledge the relevant motivations for its continued use.

**Values and beliefs checklist**

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| --- | --- |
| **Question** | **Detail**  |
| What are the perceived gains of the detrimental behaviour? |  |
| Why do they believe their detrimental behaviour will be successful? |  |
| Why do they believe valued behaviour will not be successful? |  |
| WIs the expected adult response preferable to their current experience? |  |
| Is the expected adult response motivating the behaviour? |  |