

# Therapeutic Thinking

## Therapeutic Plan Guidance

Name:	DOB:	Date:	Review date:
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**Behaviour Matrix:**

Detrimental behaviour	Valued behaviour
Labelled Blamed Shamed Ignored Humiliated Targeted Rejected Unimportant Isolated Irrelevant Ignored	Comfortable Respected Included Safe Motivated Involved Consulted Rewarded Needed Inspired Liked Appreciated

**Dysregulation:** unable to moderate or self-regulate

or

**Values and beliefs:** unwilling to moderate or self-regulate

**Anxiety Scale:**

Dangerous behaviours	4	Can not cope with (over-anxious)
Difficult behaviour (affecting others, externalising)	3	
Difficult behaviour (affecting self, internalising)	2	Does not like but can cope
Limit of self-management	1	
Comfortable self-management	0	No emotional impact
Neutral	-1	
Comfortable self-management	-2	Likes but can cope without
Limit of self-management	-3	
Difficult behaviour (affecting self, internalising)	-4	Can not cope without (over-dependent)
Difficult behaviour (affecting others, externalising)	-5	
Dangerous behaviours	-6	

### Risk reduction measures and differentiated measures (to respond to triggers)

**What are the differentiated experiences we give this child or young person to help lower anxiety and create helpful feelings and valued behaviours?**

Once it is written into the therapeutic plan, the information becomes the agreed actions which must be carried out by all staff. The plan is the agreed job description for working with the child or young person outside of whole-school policy. Failing to follow the agreed strategies should be taken as seriously as not following any other policy or job description. (A therapeutic plan states strategies that either differentiate from or add to the practice stated in policy.)

**Dysregulation and values and beliefs (subconscious and conscious behaviours)** – this analysis needs to be completed before writing a therapeutic plan. It helps to consider which elements of a behaviour are chosen and effective and which are a result of an inability to cope with experiences or feelings.

**Therapeutic tree** – this needs to be completed before trying to write a therapeutic plan. The therapeutic tree identifies root causes to behaviour and identifies solutions that school can provide to support, through creating more helpful feelings via experiences.

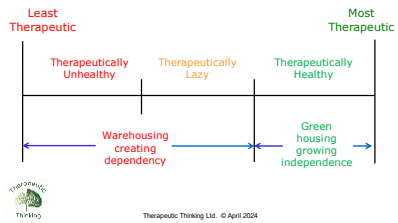
**What positive experiences did you identify from completing the therapeutic tree that you would give to the child or young person? These become the provision, risk reduction measures and differentiated measures.**

**Anxiety analysis** – staff should aim to complete a number of anxiety analyses on key areas for the child or young person. We recommend completing anxiety analysis for activity, staff, peers and time as a minimum. These can then be analysed to identify where we can predict the child or young person may escalate through anxiety and help explore prevention through differentiation.

If the anxiety analysis shows that they struggle with literacy, what do we do to support them within literacy so that it becomes a less anxious experience? **Identified opportunities to lower anxiety should form part of the provision here.**

**All of the above should be written as the job description for managing these experiences consistently by all staff.**

Therapeutic continuum



Ensure that the experiences here have considered how it will make this child or young person feel

### Examples of differentiated experiences or additional directed strategies could be:

- Now and next timetable
- Jobs/responsibilities
- Small withdrawal groups
- Time with a TA/teacher/caretaker
- Rotation activities
- Differentiated curriculum
- Sensory circuits
- Designated self-directed time/activities
- Forest school
- Intervention withdrawal group
- Comic strip conversations
- Symbols
- Activities
- Tasks

All these differentiated activities or experiences need to be explained in detail as the 'job description' for how these are used, and should be clear unambiguous descriptions which include:

- Times and durations
- Planned scripts
- Planned activities
- Who is doing what?
- When are they doing it?
- Where are they doing it?
- How long are they doing it for?
- Which adults will be involved?
- Which peers will be involved?
- Contingency arrangements for staff absence or unpredictable change

At times, the reason for the differentiation may be of a confidential nature. We do not need to explain why they are doing any of the above in order to expect compliance from all staff working with or supporting the named child or young person.

#### Example statement 1

##### **Sam will be become possessive of 1:1 worker**

Throughout all activities Sam will be supported one-to-one. One-to-one staff will use red the badge system (the staff member who is working with Sam wears a red badge to identify themselves. Staff are to reinforce to Sam that this is the person he is working with and who will attend to his needs (SCRIPT – [Name] is wearing the red badge. [Name] will help you).

The designated three staff will be rotated at least every 45 mins. Sam's one-to-one will be allocated by the senior management team before the start of each day and the staffing timetable for Sam will be displayed on the staff allocation board.

## Example statement 2

### **Busy, noisy environment**

Sam does not eat lunch in the communal dining area. He has his lunch at the breakfast bar in the kitchen with one member of staff. Sam's one-to-one will be allocated by the senior management team before the start of each day and the staffing timetable for Sam will be displayed on the staff allocation board. Kitchen staff will bring Sam's dinner to the classroom between 5 and 10 past 12. Sam does not enjoy social interaction while eating so supervising staff should not instigate conversation with Sam until he has finished eating. If there is any mess caused staff should not react but simply ignore the mess which will be cleaned by kitchen staff when Sam returns to his timetable.

### Consequences

As well as differentiated measures, protective or educational consequences which are part of the therapeutic plan should be included as a consistent response to the behaviour and provide the child or young person with certainty.

Consequence acts on internal discipline – it creates a learning opportunity by directly relating the detrimental behaviour to the harm that has been caused. It should contribute to a solution or experiencing the limits on freedom that is directly related to the opportunity to behave in a detrimental way in the future.

Protective consequences are a logical limit to the freedoms enjoyed by the majority of child or young person. The educational consequences are experiences including conversations that motivate, up-skill or inspire the child or young person to have any removed freedoms returned.

**What limits to freedom are necessary for safety or well-being following an incident? How is the harm removed?**

**How long will these need to be in place? (Normally protective consequences are outcome rather than time limited)**

**What are the educational consequences? What does the child or young person need to learn? What do you need to teach them?  
How are you going to teach them?**

It is essential that there is always an educational consequence and that educational consequences that differentiate from the policy are included in the therapeutic plan. We must be able to show how we have helped the student develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

Protective consequences  
(removal of a freedom to manage harm)

Protective consequences are necessary measures to manage the risk of harm. Protective consequences may limit freedoms.

Educational consequences

(the essential learning, rehearsing or teaching to enable behaviour change)

Educational consequences progress the child's understanding and engagement. Where protective consequences are necessary educational consequences should allow the gradual removal of adaptations. Educational consequences return freedoms.



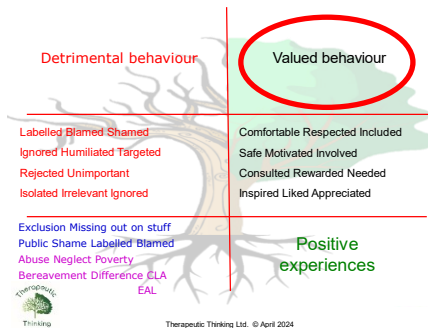
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### Example Statement 3

#### Racially abusive language

If Sam uses racially abusive language while on the playground (see equity and diversity policy) directed towards any pupil, regardless of perceived resulting harm, Sam should be escorted back to class by the senior on duty. They should escort him back and remain with him until he can be handed over to the class teacher. Sam should continue to have breaks and lunch time supervised until he has completed the word sorting activity in his folder which helps him reflect on which words he can use when upset or angry with other pupils. The class teacher should decide when he is ready to access the word sorting activity and should provide a supported or unsupported play activity for the remainder of his breaks. The class teacher should decide when they believe Sam is ready to attempt break and lunch with the other children on the playground. Sam should return for five minutes for the first return break increasing by five mins each time he is successful. The class teacher will supervise and celebrate his successful reintegration with the SCRIPT – *Sam, you remembered not to use the words that hurt people; we are all proud of you.*

### Valued behaviour



**What does it look like when the child or young person is stable and displaying valued behaviours?**

What words or actions should trigger a positive interaction from staff? What are the small achievable behaviours we know may be displayed and could be encouraged, recognised and celebrated? These should be specific to the child or young person:

### Strategies to respond

**What do you want staff to say or do when they observe each of these valued behaviours?**

The strategies should be used as the direction for all staff to say or do something consistently. These should be specific to the child or young person.

The responses here should be specific to the behaviour listed opposite and every behaviour listed needs a specific response to that behaviour rather than a collection of responses to choose from. Use the bullet points below to ensure each response is specific and observable.

**Use a script and be clear about the words you want used.**

**Avoid vague, undefined language.**

The aim is accurate and non-ambiguous statements, so avoid statements such as:

- Walking inside the school building
- Putting their hand up when a question is asked
- Sitting where directed by an adult
- Sharing the resources on an activity table
- Finishing a task and moving on to the next topic
- Showing an adult their handwriting
- Working with a peer
- Changing into wellies at breaktime
- Starting their work independently (without targeted staff interaction)
- Eating in the canteen
- Working for five minutes independently
- Coming in off the playground within two minutes of other children
- Remaining quiet in assembly
- Sharing an activity with an adult

**These should be small, specific and observable behaviours. An observer should be able to stand at the back of the room and see what is written within the plan and monitor without asking questions. The aim is accurate and non-ambiguous statements so avoid broad or vague statements such as:**

- Interacting with their peers
- Engaged in learning
- Working
- Being polite

**These are not specific or observable and are open to interpretation or moralisation.**

#### **Example Statement 4**

Sam enters the class at any time and goes directly to his workstation, remaining there for 15 minutes. His comments are quiet enough not to disturb other learners. Respond regardless of engagement with staff-directed activity.

- Praise
- Encourage
- Remind
- Check in
- Direct

**These will not be understood or repeated the same by all staff.**

**For each strategy remember to state:**

- Times and durations
- Planned scripts
- Planned activities
- Who is doing what?
- When are they doing it?
- Where are they doing it?
- How long are they doing it for?
- Which adults will be involved?
- Which peers will be involved?
- Contingency arrangements for staff absence or unpredictable change.

**Ensure any recognition or reward is not a bribe or a threat. Recognition should be private as opposed to public.**

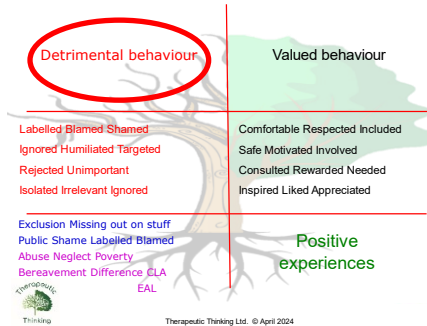
#### **Example Statement 4**

SCRIPT - *Sam you are being very helpful today. Would you like to stay and continue until the end of the lesson or would you like a 10 min break with (.....allocated classroom assistant) on the playground?*

Whichever option he chooses should be supported. (SCRIPT – *Sam, well done for choosing.*)

## DIFFICULT detrimental behaviours

These should be the first signs (words or actions) that indicate the child or young person's behaviour is becoming detrimental due to either dysregulation or individual values and beliefs. The child or young person no longer displays the valued behaviour. The behaviour has become difficult but there is no imminent risk of harm to self or others or risk of damage to property.



### Low-level anxiety behaviours

- Stopping participation in the adult-directed task
- Refusing to start the activity
- Rocking back on their chair
- Poking peers
- Going under the table
- Mouthing their sleeves
- Putting equipment in their mouth
- Shouting out answers without waiting to be asked
- Refusing to share allocated class equipment
- Refusing to come into class
- Refusing to change activity
- Wandering around the room

This section should capture/explain or identify the low-level behaviours that you want staff to notice and respond to.

### High anxiety behaviours, where there is not imminent danger:

- Swearing (using specified words f\*\*k or c\*\*t)
- Pushing children away who come close

## Strategies to respond

What do you want staff to say or do when they observe each of the listed anxiety, detrimental difficult behaviours?

The strategies should be used as the direction for all staff to say or do consistently. These should be specific to the child or young person and non-negotiable.

The responses here should be specific to the behaviour listed opposite and every behaviour listed needs a specific response to that behaviour rather than a collection of responses to choose from. Use the bullet points below to ensure each response is specific and observable.

Use a script and be clear about the words you want used.

The aim is accurate and non-ambiguous statements so avoid statements such as:

- Redirect
- Distract
- Offer help

The responses here are about diverting, distracting, re-engaging and encouraging the child or young person to return to valued behaviours where we can praise them and encourage them through positive recognition.

For each strategy remember to state:

- Times and durations
- Planned scripts
- Planned activities
- Who is doing what?
- When are they doing it?
- Where are they doing it?
- How long are they doing it for?
- Which adults will be involved?
- Which peers will be involved?
- Contingency arrangements for staff absence or unpredictable change.

This section can include proactive physical interventions from your policy.

- Kicking at the wall
- Spitting on the floor
- Shouting go away at the staff
- Throwing small objects onto the floor
- Leaving the premises and sitting by the road

**Example Statement 5**

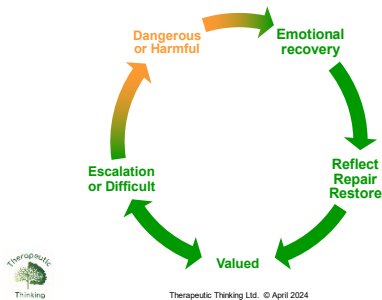
Any adult in the room can direct other children to move away and join other groups. Once Sam is at the activity on his own, the general classroom assistant should join in the activity with Sam and role model sharing the equipment.

**Example Statement 5**

Sam is pushing other children who are within reach.

**DANGEROUS detrimental behaviours**

Planned responses



**This box should be left empty if there are no dangerous behaviours.**

**A dangerous behaviour is a behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the child or young person was the age of criminal responsibility, such as racist abuse.**

The dangerous behaviours should be listed in terms of explaining the behaviour and the listing the harm to themselves, others or property.

- Punching windows – causing lacerations to wrists

**Strategies to respond**

**What do you want staff to say or do when they observe each of the listed crisis, detrimental dangerous behaviours?**

**The strategies should be used as the direction for all staff to say or do consistently. These should be specific to the child or young person and non-negotiable.**

The responses here should be specific to the behaviour listed opposite and every behaviour listed needs a specific response to that behaviour rather than a collection of responses to choose from. Use the bullet points below ensure its specific and observable.

The responses here are about diverting, distracting, re-engaging and reducing the risk of harm.

**Use a script and be clear about the words you want used.**

**The aim is accurate and non-ambiguous statements so avoid statements such as:**

- Remove
- Restrain
- Distract

**For each strategy remember to use:**

- Times and durations
- Planned scripts
- Planned activities
- Who is doing what?
- When are they doing it?

- Attacking staff/peers – leading to hospitalisation
- Headbutting walls – leading to head wounds requiring hospitalisation
- Throwing computer screens – leading to loss of essential learning aids
- Inserting objects under the skin (self-harm) – requiring ambulance

Once these dangerous behaviours have been identified, we should revisit our planning with the aim of reducing the likelihood of this harm through differentiating expectations, staff, peers, activities, locations etc. in line with anxiety maps and roots and fruits.

#### **Example Statement 6**

Sam is hitting at the windows with heavy objects such as large sticks, sports bats, chairs etc. which are liable to break the windows or frames (please remember the windows are all safety glass and will not break if hit by hand or with small missiles).

- Where are they doing it?
- How long are they doing it for?
- Which adults will be involved?
- Which peers will be involved?
- Contingency arrangements for staff absence or unpredictable change.

#### **Commonly used strategies include:**

- Use the de-escalation script
- Remove the other children
- Alert an identified member of staff
- Remove yourself to a safe distance away from the harm

**This section may include physical and restrictive physical interventions, in line with policy, if it is the last resort and the only option to prevent imminent risk of harm.**

**If restrictive physical intervention is needed, it should state which technique will be used linked to the individual's completed audit of need document.**

#### **Example Statement 6**

Adults must immediately direct all children to leave the area, stating a specific destination of either the library, the gym or the dining hall. It does not matter if these are in use at the time.

One member of staff should withdraw, preferably out of sight and monitor from a distance. There should be no attempt to engage Sam in conversation. All available senior staff should make themselves available on request. Meetings or responsibilities within school can be disturbed for this eventuality. Only SLT will be responsible for directing or instigating restraint (in line with policy). Restraint will only be used if the level of attack suggests imminent critical property damage (broken glass or broken frames).

Following an incident of this magnitude Sam should be removed from general circulation and be in the presence of SLT for the remainder of the school day.



## Post-incident recovery and debrief measures

**What structured conversations will they need and who is best placed to have these? How long after an incident should these occur?**

State the structure of the recovery period, including protective consequences, and the structure of the debrief conversation stating for both:

- Times and durations
- Planned scripts
- Planned activities
- Who is doing what?
- When are they doing it?
- Where are they doing it?
- How long are they doing it for?
- Which adults will be involved?
- Which peers will be involved?
- Contingency arrangements for staff absence or unpredictable change.

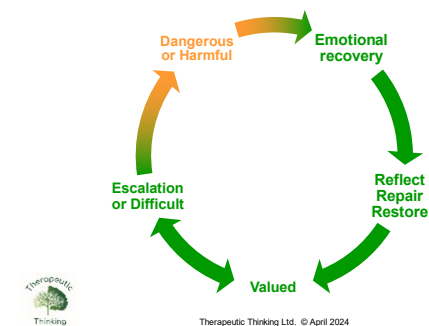
Consider whether you need any of the following differentiated communication tools:

- Translation for EAL
- Comic strip conversations
- Feelings cards
- Puppets
- Symbols

Any protective consequence put into place should have a link to this box in terms of the discussion you have of what support you will offer, so they can have that freedom returned.

Emotional recovery and reflect, repair and restore are two essential stages following any crisis or dangerous behaviour.

Planned responses



Additional restorative de-brief questions

- What would you like to happen next?
- How can we make things better for you?
- How can you help to put this right?
- How can we make it ok for you to go back to class?
- What do you think others might need?



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**If it is considered that the student is unable to access this process then it must be accepted that they are unable to take any responsibility for their behaviour, therefore any negative response in the way of consequence or worse sanction or punishment would be unacceptable.**

**Example Statement 7**

Following any incident and response from the crisis/detrimental/dangerous behaviours section, Sam should be removed from timetable and normal school routines. Sam will be supported by one of the SLT as directed by the Head or Deputy Head (in the absence of the Head), in a space allocated by the Head or Deputy Head. Once allocated, Sam will remain in the allocated space for the remainder of the day including breaks and lunch if necessary. Any other staff intending to use the allocated space will be reallocated elsewhere. The role of staff supporting Sam is to support his recovery from the traumatic events of the day. Sam should not be given work tasks but should be given an activity which requires minimal staff engagement such as Lego or drawing. Staff should only engage with simple polite direction and redirection.

Mrs Brown (Sam's Mum) should be informed by and reassured by the SLT. This should be done by 'phone in the presence of Sam. Sam should remain in school until usual home time and Mrs Brown should arrive as normal. De-brief will be completed by the member of SLT who has supported Sam's recovery with Mrs Brown present. Standard de-brief policy should be used. Sam can access a verbal de-brief but will need a soft toy to fiddle with and look at. Eye contact should not be expected or demanded.

SLT will assess the risk and inform staff of the expectations and plan for the following day.