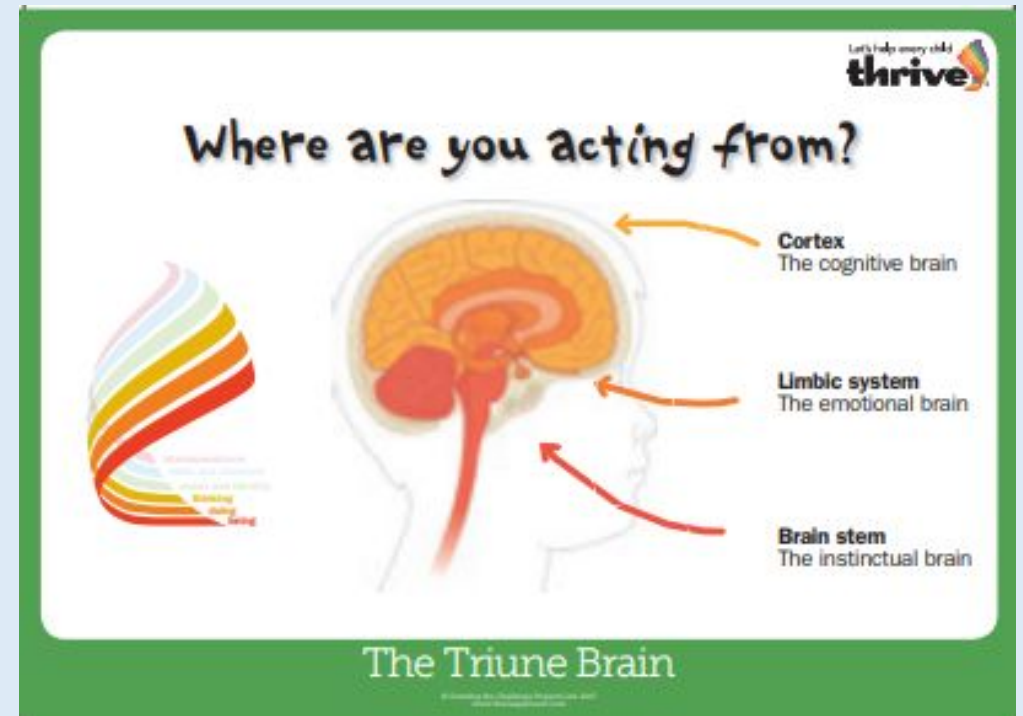


# Vermont School Thrive Approach



# What is the Thrive Approach?

- The Thrive Approach is about having an understanding of neuroscience (brain development), child development and attachment theory.
- We identify possible gaps in development and help to fill those gaps using a creative and playful approach.

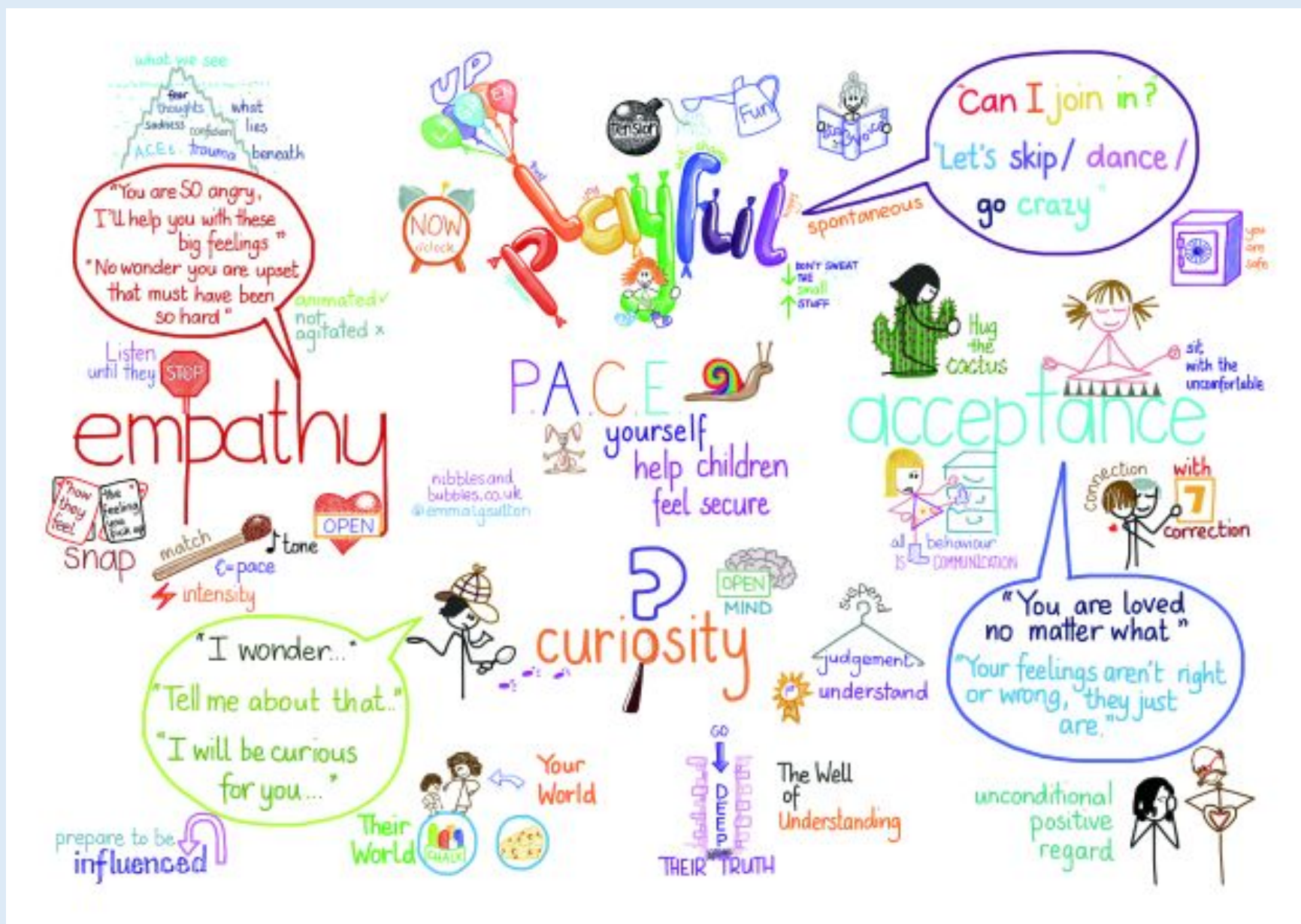


# What is Thrive based on?



# PACE

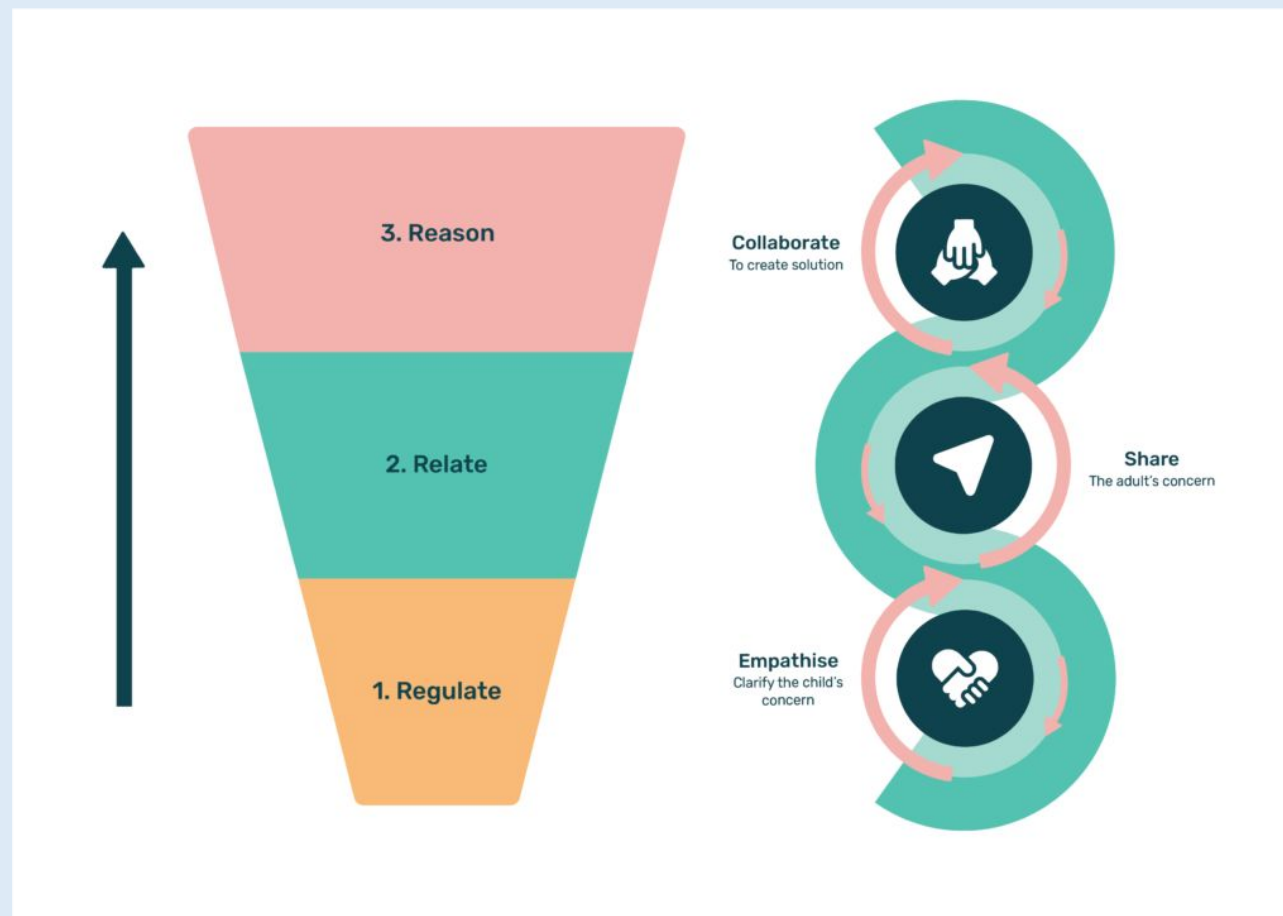
<b>P</b>	Playfulness
<b>A</b>	Acceptance
<b>C</b>	Curiosity
<b>E</b>	Empathy





# VRFs

<b>Attune</b>	Catch n' match the feeling
<b>Validate</b>	Stop the behaviour, validate the feeling
<b>Contain</b>	Make the unbearable survivable
<b>Regulate</b>	Meet the intensity then calm and soothe

# Reason – Regulate- Relate



# Thrive Licensed Practitioners in training

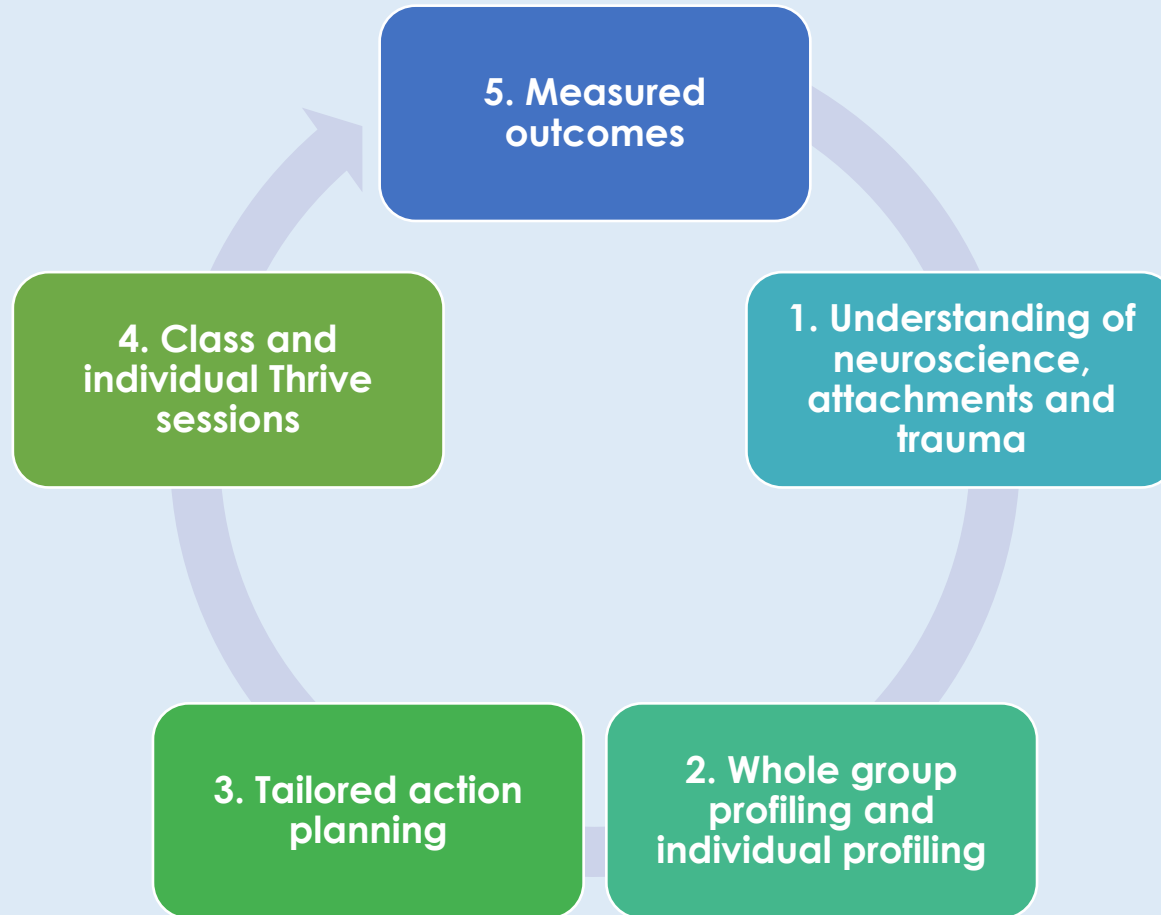
	
<p>Louisa Paston Interim Headteacher</p>	<p>Alana Leckenby Teaching Assistant</p>

# 6 Stages of Thrive

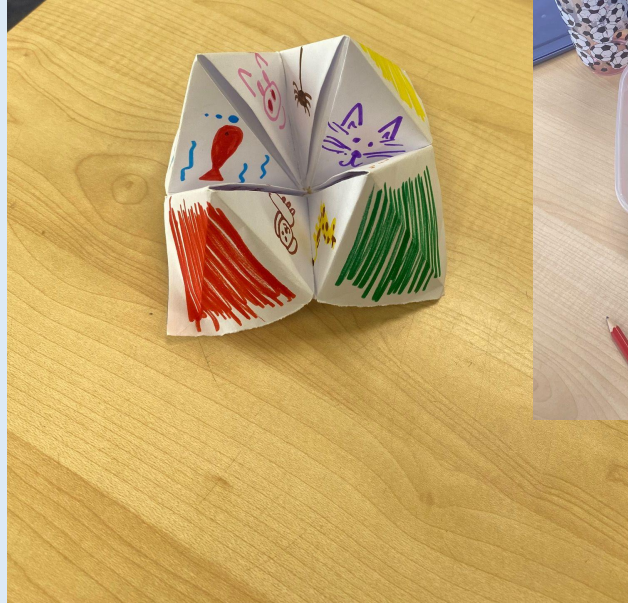
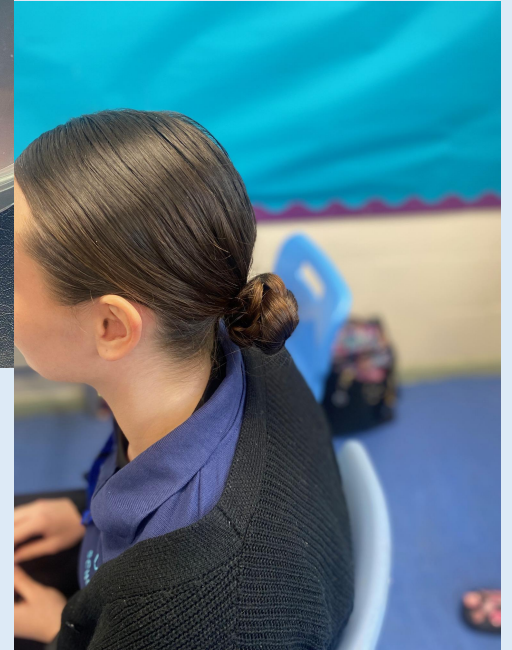
Developmental Stage	Developmental Task	Healthy Behaviour	Interrupted Development
<b>Being</b> (0-6 months)	Being safe Having needs met Feeling special	Is confident and appropriately trusting	Is timid, fears change
<b>Doing</b> (6-18 months)	Exploring and experimenting	Is curious and creative, takes initiative	Is passive, quiet, hangs back
<b>Thinking</b> (18 months - 3 years)	Expressing a view	Names, expresses and handles feelings	Is oppositional, acts tough
<b>Power &amp; Identity</b> (3-7 years)	Developing an identity	Has a positive sense of self and individual identity	Threatens, bullies and lies. Has low self esteem.
<b>Skills &amp; Structure</b> (7-11 years)	Motivation for developing skills	Enjoys acquiring new skills	Shows mismatch between expectation and skills, is over casual
<b>Interdependence</b> (11-18 years)	Establishing independence	Enjoys individuality and periods of independence.	Takes inappropriate risks, shows addictive, abusive, self harming behaviours



# What's involved?



# Thrive Sessions



# Impact map for children

**Mental Health**

**Social**

**Behavioural**

**Learning**

**Emotional**

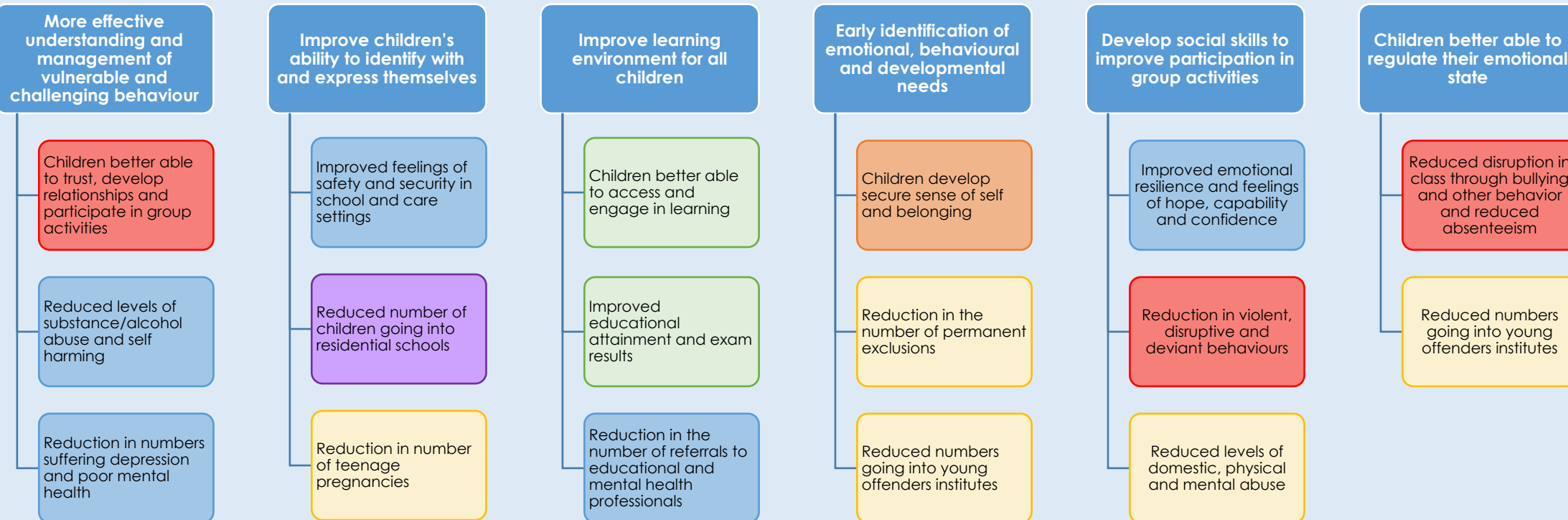
**Institutional**

**Activities** □

**First level outcomes** □

**Second level outcomes** □

**Long-term outcomes** □





# Impact map for teachers and support staff

Mental Health

Social

Behavioural

Learning

Emotional

Institutional

Activities □

Thrive training and implementation of activities, action plans and online tool

First level outcomes □

Empowerment of teachers and TAs and reduced stress

Second level outcomes □

Increased effectiveness of staff through increased emotional awareness

Increased awareness of needs and ability to respond

Common understanding of language across sectors

Reduction in sick leave and TA cover

Develop more insightful relationships with children

Improved relationships and cohesion across school community

Reduced staff churn

More effectively understand and manage vulnerable and distressed behaviour

Improved and strengthened relationships with parents

Increased help for children and sever end of behavioural spectrum

Increased self awareness and capacity to self regulate of staff trained in Thrive

More effective assessment and planning of provision to meet needs

Valuable personal and skills development

# Outcomes of Thrive

## Teachers and TAs

- ✓ Increased self awareness
- ✓ Empowerment
- ✓ Common understanding
- ✓ Reduced classroom disruption

- ✓ Improved relationships
- ✓ Personnel and skills development
- ✓ Improved behavioural management and planning
- ✓ More effective specialist provision

## Children

- ✓ Secure sense of belonging
- ✓ Improved emotional resilience
- ✓ Better access to and engagement in learning
- ✓ Fewer permanent exclusions

- ✓ Improved educational attainment
- ✓ Reduced substance abuse and self-harming
- ✓ Reduction in teenage pregnancies and young offenders
- ✓ Reduced transmissions of social and emotional problems

## Families

- ✓ Improved wellbeing and quality of family life
- ✓ Increased tolerance between siblings
- ✓ Increased skills to support child's education
- ✓ Improved adult relationships

- ✓ Positive impacts on future parenting
- ✓ Reduced pressure on family support services
- ✓ Reduction in depression and poor mental health
- ✓ Reduced transmission of social and emotional problems

## Professionals

- ✓ Common understanding and language across sectors
- ✓ Emphasis on most needy referrals
- ✓ Improved management of vulnerable and challenging children

- ✓ More links and cooperation between organisations
- ✓ Reduced breakdown of adoption and foster care
- ✓ Reduced number of children in residential care

Short/ Medium term □

Medium/ Longer term □

“The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.”

Bruce Perry

# Find out more...

