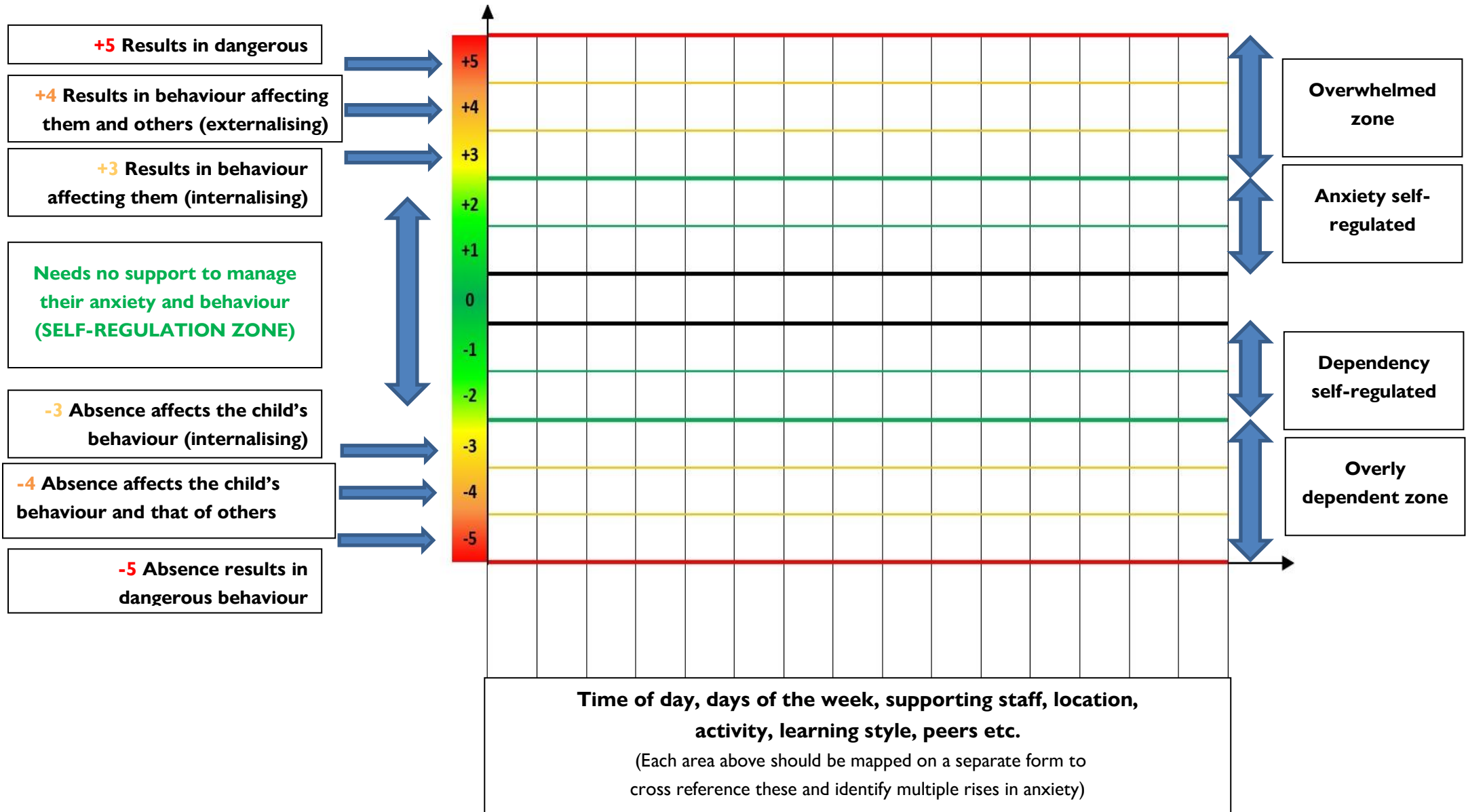


Therapeutic Thinking Anxiety Analysis - Guidance



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By tracking time of day, days of the week, supporting staff, location, activity, learning style, peers etc. against the child or young person's anxiety we can manage the anxiety that creates difficult and dangerous behaviours. By completing a variety of anxiety analyses we can cross reference these to identify multiple high anxieties e.g. a certain adult leading a certain activity at a certain time, meaning it is likely that these three rises in anxiety will result in the child or young person being unable to self-regulate.

Anxiety analysis is a tool used over time to collect information. The aim is to plan to avoid escalation through differentiation or support. Input from a number of sources, including the child or young person's view where possible, will allow us to look for inconsistency in perception.

Think of the top half of the grid being something the child or young person can't cope WITH and the bottom half of the grid being something the child or young person can't cope WITHOUT.

	Score	Description
Raised Anxiety	+3 to +5	Reflects raised anxiety where the pupil would need differentiation or support to cope with the experience and feelings. If there was no support offered the pupil would predictably begin to display difficult or dangerous behaviour.
	0 to +2	Reflects a raise in anxiety that the pupil could cope with without needing assistance or differentiation.
	0	Reflects that the time, location, staff or activity has no impact on the pupil.
Increased dependency	0 to -2	Reflects factors that calm or soothe the individual, where its absence could be managed without needing assistance or differentiation.
	-3 to -5	Reflects an overwhelming reliance on a factor which if removed or absent the pupil would need differentiation or support to cope with the experience or feelings. If there was no support offered, the pupil would predictably begin to display difficult or dangerous behaviour.

An experience or person or time that is -3 for one pupil may be -2 in another pupil.

Raising anxiety (+1 to +2) is essential for some elements of education. Without raised anxiety students would not attempt new things or experience new opportunities essential to learn and grow.