

Therapeutic Thinking

Therapeutic Tree (Roots and Fruits) - Guidance

Anti-social/difficult/dangerous behaviours (No. 1)

The behaviour logged on your systems can populate this box e.g. SIMS, CPOMs etc. When listing these behaviours ensure you describe the actual behaviour rather than a generic category.

Examples:-

- | | |
|--|---|
| <ul style="list-style-type: none"> • Running inside the school building • Refusing to start a task in literacy • Calling out when the teacher is talking • Throwing pencils in class • Putting equipment in their mouth | <ul style="list-style-type: none"> • Pushing over chairs • Kicking staff • Going under the table • Using racially abusive language • Intimidating younger pupils • Hiding in the toilet block • Climbing the outside of the building |
|--|---|

Avoid generic undefined terminology such as 'disruptive, hurting, defiance, bullying' as they are not specific and will make it more difficult to write the therapeutic plan.

This section should populate the difficult and/or dangerous behaviours section of the therapeutic plan.

Pro-social behaviours (No. 4)

What are the small measurable, achievable, realistic behaviours you are going to focus on creating? Ideally you will decide on three to five key behaviours that you want to facilitate and achieve.

Examples: -

- | | |
|---|---|
| <ul style="list-style-type: none"> • Walking while inside the school building • Starting a task independently • Putting their hand up to answer a question • Using only the specified equipment | <ul style="list-style-type: none"> • Staying at their work station for 10 mins • Asking staff to help with a task • Coming in off the playground when asked • Participating in an adult-led game with peers |
|---|---|

This section should populate the pro-social behaviour section of the therapeutic plan

The therapeutic tree should be a working document; once the behaviours listed are evidenced and consolidated, staff should focus on identifying and growing more pro-social behaviours or extending the context for a behaviour which has started to change.

Anti-social feelings (No. 2)

This section is based on observation; communication and empathy through exploring what feelings are creating the behaviour above or could be expected with the experiences below.

Staff should consider the wider feelings rather than just the obvious ones e.g. anger could be due to feeling embarrassed, worried, rejected, threatened, guilty, hurt or fearful.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Helpless • Anxious • Blamed • Shamed • Uninspired • Disliked • Rejected • Isolated • Controlled • Forced | <ul style="list-style-type: none"> • Worried • Bored • Irrelevant • Rejected • Hungry • Pain • Confusion • Embattled • Worthless • Embarrassed |
|---|--|

Pro-social feelings (No. 5)

This section identifies how the child would need to feel in order to achieve the small steps listed in No. 4. Each differentiation listed below in No. 6 should consider the feelings we want to achieve and ensures we do not make an assumption based on how it would make *us* feel. Each person will feel differently about an experience so this section should be based on how it would make this specific child feel.

- | | |
|--|--|
| <ul style="list-style-type: none"> • Happy • Calm • Liked • Involved • Safe • Included | <ul style="list-style-type: none"> • Valued • Inspired • Needed • Understood • Respected • Motivated |
|--|--|

If you begin by identifying a feeling, e.g. 'safe', you will then need to think about what experiences you can provide so they feel safe.

Anti-social experiences (No. 3)

Past and current experiences in each of the following areas should be identified and explored:

- School
- The child and their health/wellbeing
- Their family
- Their community

[DfE mental health and behaviour in schools document](#) page 14-15 risk factors should be considered when completing the above.

Anxiety Analysis

From completing anxiety maps you should be able to identify high anxiety linked to:

- Staff
- Peers
- Activity
- Times
- Days

These should be listed in this section.

Pro-social experiences (No. 6)

Protective factors are outlined in the [DfE mental health and behaviour in schools](#) document.

All advice and strategies from external agencies should be included here.

- EHCP recommendations
- Specialist advisory services
- Health professionals
- Outreach services
- Boxall profiling
- Developmental strategies
- School-based interventions

Anxiety Analysis and Differentiation

If you have predicted high anxiety, what are you going to do to prevent it through differentiation? List what differentiated experiences, staffing etc. you are going to provide in school and include in the therapeutic plan.

Once listed these should populate the top of the therapeutic plan.