

## What is Thrive?

The **Thrive Approach** attempts to help adults understand children's behaviours through **communication**. It was developed by using various disciplines, such as: neuroscience, attachment research, studies of effective learning and various models of child development. It is an **integrated approach**, that is crucial in order to provide **one model** that is systematic, dynamic and relevant in helping adults respond to **specific individual emotional needs**. If children have been thrown emotionally off track, **Thrive** helps adults understand their needs, providing targeted strategies and activities to help them re-engage and aid their learning experience.

By using the **Thrive Approach** we can:

- Help a child get ready to learn
- Enhance their learning
- Build positive relationships between both adults and peers
- Improve attainment

*“Pausing a moment between an impulse and an action is a life tool.*

*Developing this strength helps a child physiologically and emotionally.*

*But it's a strength that must be learnt—we are not born with it!”*

*Dr Bruce Perry*

## The Underlying Model

Thrive uses a simple six stage developmental model to illustrate how we all develop as human beings:

- **Being—0-6 months**
- **Doing—6-18 months**
- **Thinking—18 months—3 years**
- **Power & Identity—3-7 years**
- **Skills & Structure—7-11 years**
- **Interdependence—12-18 years**

### Neuronal Networks

These pathways match the neuro-scientists view of the plasticity of the brain: always available for adaptation. Repeated connectivity of neuronal networks ensures the best functioning brains, but is dependant on the types of relational experiences each child has been exposed to. Adult—child relationships are essential to a child's emotional development and stability.

## Vital Relational Functions

To develop a child's healthy sense of themselves, there are **4 key ways** to contribute positively to building solid relationships: **Attunement, Validation, Containing and Soothing/Regulating**.

### 1. Attunement

Alertness to how they are feeling, demonstrating attuning to their emotional state and showing that you can catch how they are feeling through: facial expressions, body language and gestures. It is important to demonstrate that you understand the intensity of their emotional state.

### 2. Validating

Remaining alert to the child's experience by validating their perspective/feeling. *“It's really hard when you have to say goodbye to Mummy. I wonder if you feel...”* This needs to happen before starting to help them regulate themselves and to begin thinking about feelings.

### 3. Containing

Demonstrating the understanding of their feelings and helping to make their distress survivable. A shared experience builds trust in adults and the wider world.

### 4. Soothing/Regulating

Finally, soothing and calm their distress. Children need to regularly experience *being calmed* before they can do it for themselves.

## The Process

Initially, whole school screening is completed and input to the **Thrive** online program. This identifies children who might benefit from additional support in school.

Individual assessments are then undertaken and eventually action plans are produced. These plans can be implemented by Thrive practitioners, other adults in school or parents/carers. Separate plans can also be produced for parents to continue **Thrive** activities at home.

Permission will be sought from parents/carers before undertaking assessments. If a child is going to access individual or group support, parents/carers will be informed. Progress is tracked using the online program.

## Benefits of Thrive

Repetition of **Thrive** activities supports children's development, ensuring that they:

- Feel good about themselves
- Increase their sense of security and trust
- Increase their well-being
- Improve their capacity to be creative and curious
- Increase their self-esteem and confidence to learn
- Learn to recognise and regulate their feelings
- Learn to think before behaving in a certain way

## Percy Main Primary Licensed Thrive Practitioners

Mrs K. Thompson  
Mrs J. Leslie  
Mr P. Mole  
Miss D.Kelly

# EMBRACING THRIVE AT PERCY MAIN PRIMARY SCHOOL



