



Education &
Communities

Public Schools NSW

Student Wellbeing Toolkit

Understanding
Disturbed
Behaviour

Making
Choices
Framework

Individual
Management
Plans

Transference and
Countertransference

Confident
Communication

Integration

How Mainstream Schools
Make Integration Work

Top Tips
for School
Learning
Support
Officers

Adolescent
Psychiatric
Disorders

Goal
Setting

Debriefing



Every Student
Every School

Student Wellbeing Toolkit



The purpose of this resource

The *Student Wellbeing Toolkit* is designed to assist schools in their efforts to:

- increase understanding of behaviour and mental health
- support students during integration
- promote student wellbeing across the school.

The resource is intended for use at both primary and secondary levels. It provides a series of presentations that can be used at staff meetings and professional learning meetings.

The modules encourage a whole school approach to understanding and engaging young people with behavioural and/or mental health issues.

The accompanying USB, which is attached to the cover, contains each of the presentations including a folder with practical Proformas for schools to utilise.

Acknowledgements

Compilation of material for this resource involved a number of staff from Canterbury Vale School, Rivendell School and staff from the Rivendell Child and Adolescent Mental Health Service. Heather O'Brien, SLSO from Rivendell School assisted with graphics and layout. The publication of this resource was coordinated by Kim Bold, Assistant Principal at Rivendell School.

Graphics from: presentermedia.com, cartoonstock.com, cartoonstudio.co.uk and excitabledog.com.

Contents

Introduction Module	1
Understanding Disturbed Behaviour in Children and Adolescents	2
Adolescent Psychiatric Disorders in the Classroom	3
Transference and Countertransference	4
How Mainstream Schools Make Integration Work	5
Confident Communication	6
Goal Setting	7
Debriefing	8
Making Choices Framework	9
Top Tips for School Learning Support Officers (SLSOs)	10
Individual Management Plans – A Guide to their Construction	11

Proformas

<i>Individual Management Plan</i>	<i>13</i>
<i>Self Management Plan</i>	<i>14</i>
<i>Integration - 1st Meeting Notes</i>	<i>15</i>
<i>Goal Setting Form for Students</i>	<i>16</i>
<i>Goal Setting Form for Staff</i>	<i>19</i>
<i>Student Profile and Personalised Learning Plan - Example 1</i>	<i>21</i>
<i>Student Profile and Personalised Learning Plan - Example 2</i>	<i>27</i>
<i>Reflection Sheet</i>	<i>32</i>
<i>Working It Out Sheet</i>	<i>33</i>

Introduction Module

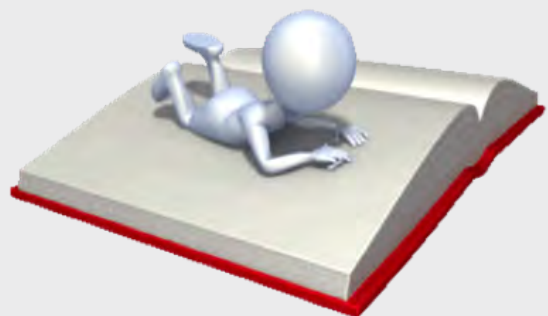


The *Introduction Module* is presented by Anne Reddie, Principal of Rivendell School. It is designed to give an overview of the project's working definition of student wellbeing and to briefly describe the modules that are included in the toolkit.

The module invites schools to check that all of their staff are on the same page in regards to their own definition and working practices related to student wellbeing. It suggests that this is a good preparation for schools and would ensure the best use of the other professional development modules in the toolkit.

It gives a brief introduction to the following modules:

- Understanding disturbed behaviour
- Adolescent psychiatric disorders in the classroom
- Understanding transference and countertransference
- How mainstream schools make integration work
- Confident Communication
- Goal Setting
- Debriefing
- The Making Choices Framework
- Tips for SLSOs supporting integration
- Individual Management Plans.



Understanding Disturbed Behaviour in Children and Adolescents



The *Understanding Disturbed Behaviour in Children and Adolescents* module is presented by Maria Boyle, Specialist School Counsellor at Rivendell School. This module gives a brief overview of the theoretical perspectives that help us understand disturbed behaviour in children and adolescents.

The presentation aims to stimulate discussion and awareness of how a young person's background and emotional state can impact on their social relationships, academic performance and view of the world.

The module looks at various presentations of disturbed behaviour emphasising the key elements of relationship based classroom practice including understanding, managing our own reactions and providing structure and consistency.



Adolescent Psychiatric Disorders in the Classroom



The module on understanding *Adolescent Psychiatric Disorders in the Classroom* is presented by Dr Robert Redwin, Child, Adolescent and Family Psychiatrist and Inpatient Director at Rivendell Child, Adolescent and Family Unit.

Dr Redwin takes the characters from the A.A. Milne's novel *Winnie the Pooh*, to discuss some of the psychiatric disorders that staff may come across in the classroom.

He discusses characters such as Eeyore, who displays the symptoms of a major depressive disorder, Tigger with ADHD traits and Piglet with a generalised anxiety disorder.

Dr Redwin looks at the thoughts, feelings and associated behaviours of these disorders and how to recognise and develop strategies to manage them in the classroom.

This is a good introductory module on childhood and adolescent psychiatric disorder and aims to increase staff's understanding and awareness.



Transference and Countertransference



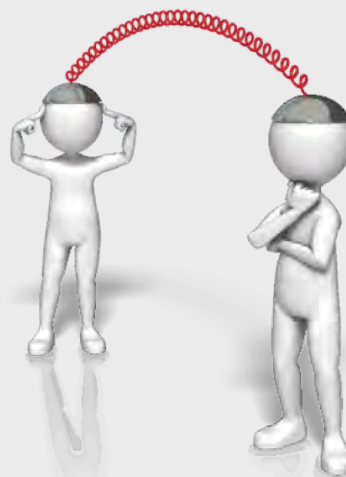
The *Transference and Countertransference Module* is presented by Dr Rosemary Anderson, Child, Adolescent and Family Psychiatrist at Rivendell Child, Adolescent and Family Unit.

The transference element enters into all relationships to a degree but particularly into interactions between teachers and students and especially students with challenging behaviour/mental health issues.

The transference element occurs when a child (or an adult) unconsciously attempts to provoke situations with us that are usually a 'hidden' repetition of their earlier experiences and relationships.

The countertransference element occurs when the recipient of the provocation reacts, usually because they are 'disposed' to the issue and are also not conscious of what is happening.

Dr Anderson's presentation explores how this can readily happen in the classroom.



How Mainstream Schools Make Integration Work



The *How Mainstream Schools Make Integration Work* module was developed by Andrew Dickinson, Teacher at Rivendell School. This presentation aims to support the reflection and planning taking place in mainstream schools for students returning from special education settings.

The information presented is designed to augment teaching expertise that already exists in a mainstream school.

The module outlines the need for the school team to collaboratively plan and scaffold support systems to suit individual needs. It highlights eight main areas where discussion can be generated to assist successful integration:

- planning and communication
- fresh start, knowing students
- being well prepared
- making adjustments
- monitoring
- promoting wellbeing
- consistency with flexibility.



Confident Communication



The *Confident Communication* module is presented by Rachael Spitzer, Assistant Principal at Rivendell. It introduces the concept of a 'shared language' and how this can support the implementation of school policies and procedures.

This module guides schools in developing scripts for acknowledging students' appropriate and inappropriate behaviour with a focus on what to say, when to say it and how to say it.

It gives examples of using confident communication in everyday interactions with students, when using the school's behaviour management system and when intervening in a crisis.

The module emphasises that having a shared language and using it confidently not only empowers staff, it also provides students with a learning experience to assist them with making positive choices.



Goal Setting



The *Goal Setting* module is presented by Cheryl Bazzano, Assistant Principal at Rivendell. This module is all about planning for success. It emphasises the importance of short and long-term goals and of valuing the goals that you choose.

This module provides a proforma for schools to use to guide students in prioritising their goals, outlining the steps, recognising barriers and planning positive ways to prevent setbacks.

The module also suggests ways that goal setting can be used as part of the supervision process with teachers.

The Goal Setting module can also be used as part of a reflective exercise with students and staff promoting the importance of good communication and connectiveness.



Debriefing



The *Debriefing* module is presented by Cheryl Bazzano, (Assistant Principal) and Jayden Hunt, (Teacher) both at Rivendell School. In this module the debriefing process and how it works in schools is explained.

The module outlines the importance of:

- setting the scene
- nominating a facilitator
- setting an agenda
- using clear and concise language
- taking brief minutes.

An interview with a beginning teacher is included to demonstrate the many benefits of debriefing.



Making Choices Framework



The *Making Choices Framework* module is presented by Vicki Baczynskyj, Principal of Canterbury Vale School. It outlines a proactive approach to managing difficult behaviours consisting of curriculum adjustments and all staff following clear and consistent school procedures and policies.

This module describes a very simple rule which is to employ “basic teaching principles and good practice followed by all staff”.

The Making Choices Framework used at Canterbury Vale School is described and each of the 4 steps of this framework is explained (Chance to Think, Think Again/Make a Choice, Reflection, Work It Out).

Students who are interviewed offer their experience of participating in this system.

At the end of the presentation the audience is invited to reflect and discuss focus questions based on positive teacher relationships, school consequences, reward system and consistency. These questions are designed to examine their school environment and open up discussion for promoting best practice.



Top Tips for School Learning Support Officers (SLSOs)



The *Top Tips for SLSOs* module is presented by Michael Bolt, Teacher at Canterbury Vale School. The strategies presented in the module have been developed by school learning support officers who work with students who present with challenging behaviours.

This module looks at areas such as:

- Building positive relationships
- Providing feedback
- Working as part of a team
- Working within school procedures
- Importance of debriefing.



The strategies are based on best practice ideas from SLSOs in mainstream schools and SSPs. They are also based on positive research findings regarding student learning and engagement.

The module provides lots of practical tips for engaging students, behaviour management and looking after yourself during difficult times.

Individual Management Plans – A Guide to their Construction



The *Individual Management Plans* module is presented in a podcast format and guides participants in the construction of the plan.

The module emphasises the need for Individual Management Plans to be one of the essential elements of a student welfare system.

The plan focuses on:

- Presenting behaviours
- Possible triggers
- Positive behaviours
- Management strategies.

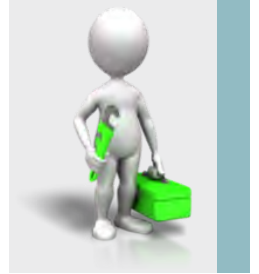
The module shows how the information gained from the plan can be used to assist students to develop their own self-management plans.





Proformas

Individual Management Plan



Student Name: Generic Student

Presenting Behaviours	

Positive Behaviours	

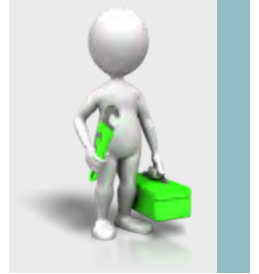
Positive Reinforcement Strategies	

Management Strategies	

Useful Language and Phrases	

Flexibility Issues	

Self Management Plan



Name: _____ Program: _____

Date: _____ Term: _____ Week: _____

Possible Triggers

What does this look and feel like?

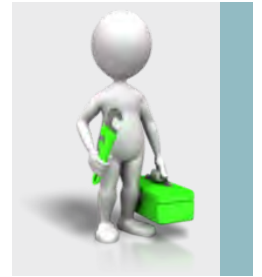
What can I help do to manage the situation?



Points to consider

- Who will meet the student and where will they meet?
- What does the student need to bring?
- Will the first day be a 'school day' or an exposure visit?
- Discuss school times, start and finish.
- Ensure the student has the correct uniform – clarify requirements from the school staff.
- Who will be the student's support person and how will they access them?
- If required, negotiate a 'time out' or quiet space and the procedures for using this space.
- Discuss timetable for the student, including subjects and electives.

Goal Setting Form for Students



Plan ✓ for success

A PATH TO ACHIEVEMENT

Goal

Choose a goal that has top priority for you and work through the following.

Challenge

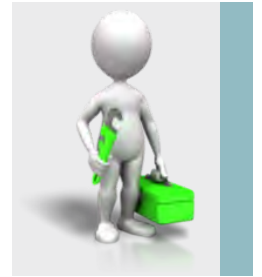
Why do I want it?

Action Steps

How will I get it?

List your specific action steps that once completed will move you closer to your goal.

Goal Setting Form for Students



Plan ✓ for success

A PATH TO ACHIEVEMENT

What could keep me from reaching this goal?

- I don't really have the skills, ability and/or knowledge needed
- I'm afraid that I might fail
- I'm afraid of what others might think
- Others don't want me to reach this goal
- The goal is really too difficult to ever accomplish

Some other reasons might be:

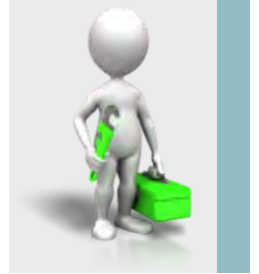
What are some things I could do so the above things don't prevent me from reaching the goal?

Who can help me?

Name: _____ **Kind of help:** _____

Name: _____ **Kind of help:** _____

Goal Setting Form for Students



Plan ✓ for success

A PATH TO ACHIEVEMENT

What are some of the good things that might happen if I reach this goal?

What is the first step I could take to reach this goal?

What else must I do if I am really to succeed?

Target Dates

When do I want it?

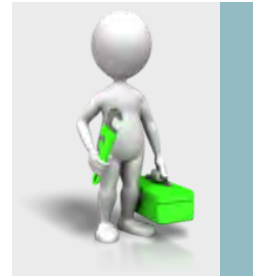
The completion date to reach your goal.

Name: _____

Class: _____

Date: _____

Goal Setting Form for Staff



Plan ✓ for success

Long Term Goals

In your career pathway where do you see yourself in 5 years' time?

Short Term Goals

In your career pathway where do you see yourself in 1 years' time?

Plan steps to achieve the short term goal.

Professional Learning Plans

Indicate any areas where you would like 'in school' professional development.

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Technology | <input type="checkbox"/> Career Development |
| <input type="checkbox"/> Programming | <input type="checkbox"/> Behaviour Management |
| <input type="checkbox"/> Whiteboard | <input type="checkbox"/> Other |

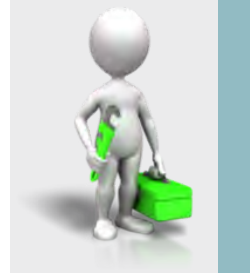
List the areas in which you would like to develop specific skills.

Area: _____ Specific Goals _____

Area: _____ Specific Goals _____

Area: _____ Specific Goals _____

Goal Setting Form for Staff



Plan ✓ for success

List your Plan of Action for reaching these goals.

Indicate if you already attend external inservices, conferences etc . (Reminder! Regularly consult Professional Development folder kept in office)

Indicate personnel who may be able to mentor you to achieve your goals.

Give an overview of your progress to date in achieving any of the goals you have made in previous supervision sessions.

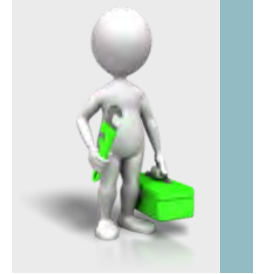
Name: _____

Position: _____

Signature: _____

Date: _____

Student Profile and Personalised Learning Plan - Example 1



Name: _____

D.O.B: _____ Year: _____

Program: _____ Teacher: _____

Enrolment date: _____

Exit date: _____

Address: _____

Email: _____

Student mobile: _____

Student number: _____

1. Parent/Carer Details

Parent/Carer 1	Parent/Carer 2
Name:	Name:
Relationship:	Relationship:
Occupation:	Occupation:
Home phone:	Home phone:
Mobile:	Mobile:
Work phone:	Work phone:
Email:	Email:

Student Profile and Personalised Learning Plan - Example 1



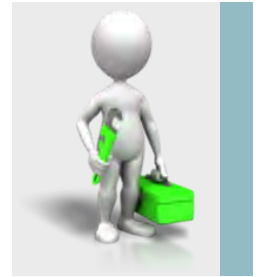
2. Emergency contacts

Name:	Name:
Relationship:	Relationship:
Home phone:	Home phone:
Work phone:	Work phone:
Mobile:	Mobile:

3. Transport arrangements

Special Transport	Driver:
Independent traveller	Phone:
Parents	Run #:
Residential	Details:
Details/variations	

Student Profile and Personalised Learning Plan - Example 1



4. Case Management

Doctor	
Therapist/Counsellor	
Primary Nurse	
Allergies	
Special diet	
Diabetes	
Other	

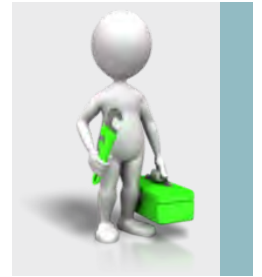
The _____ medical health team has transferred care of _____ to the service recorded below.

If further mental health assistance is required for _____ please make contact with the service below.

Service:

Some students will not need case management.

Student Profile and Personalised Learning Plan - Example 1



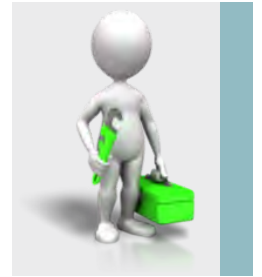
5. Education

Most Recent School		
School:		
Address:		
Phone:	Fax:	
Contacts		
Name:	Position:	Phone:
Email:		
Name:	Position:	Phone:
Email:		

6. Transition/Vocational Education/Integration (delete as necessary)

Goal:	
Action:	
Outcomes:	

Student Profile and Personalised Learning Plan - Example 1

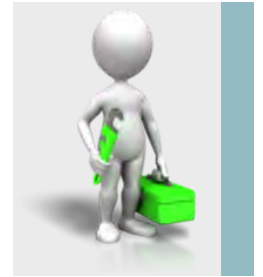


7. Academics – see attached program

_____ is completing the following subjects with work supplied by SDEHS.	
_____ is completing the following subjects with work supplied by _____	
Goal:	
Action:	
Outcomes:	

Goal:	
Action:	
Outcomes:	

Student Profile and Personalised Learning Plan - Example 1



Received	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Completed																					
English																					
Maths																					
Science																					
History																					
Geography																					
Visual Art																					

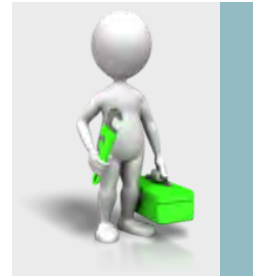
Adjustments

The following adjustments have been made to **students** work in line with the Disability Standards for Education:

Subject:	
Adjustments:	

Subject:	
Adjustments:	

Student Profile and Personalised Learning Plan - Example 2



**Student
photo**

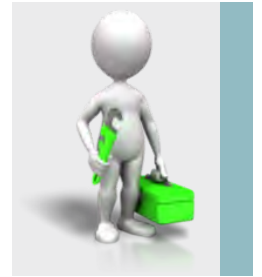
STUDENT NAME: _____ **YEAR:** _____

DOB: _____ **ENROLMENT DATE:** _____

1. Previous School History and Anticipated Future Setting

School Details	Anticipated Future Setting
School:	<input type="checkbox"/> Reintegration back to home school
Contact Person:	<input type="checkbox"/> Reintegration back to new school
Expulsion?: Y/N	<input type="checkbox"/> TAFE
Previous Behaviour Settings:	<input type="checkbox"/> Further Study (Year 11 and 12)
Other:	<input type="checkbox"/> Full Time Employment
Medical Details	
Medical Issues:	Known Allergies:

Student Profile and Personalised Learning Plan - Example 2

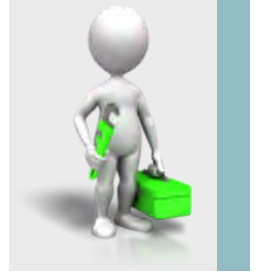


2. Academics and Initial Assessments

Literacy	Result	Date Tested	Comments
<input type="checkbox"/> Spelling –			
<input type="checkbox"/> Reading -			
<input type="checkbox"/> Reading -			
<input type="checkbox"/> Writing -			
<input type="checkbox"/> Language -			
Recommended for Multi-lit Program:			

Numeracy	Result	Date Tested	Comments
<input type="checkbox"/> Basic Skills in Mathematics			
<input type="checkbox"/> Addition -			
<input type="checkbox"/> Subtraction -			
<input type="checkbox"/> Multiplication -			
<input type="checkbox"/> Division -			
<input type="checkbox"/>			
<input type="checkbox"/>			

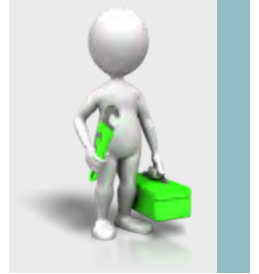
Student Profile and Personalised Learning Plan - Example 2



3. Personalised Learning Plan – Literacy

	Student Name:	Date:	Supervising Teacher:	
	Literacy Goals	Strategies	Registry	Comment
T1				
T2				
T3				
T4				

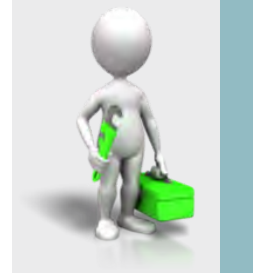
Student Profile and Personalised Learning Plan - Example 2



4. Personalised Learning Plan – Numeracy

	Student Name:	Date:	Supervising Teacher:	
	Numeracy Goals	Strategies	Registry	Comment
T1				
T2				
T3				
T4				

Student Profile and Personalised Learning Plan - Example 2

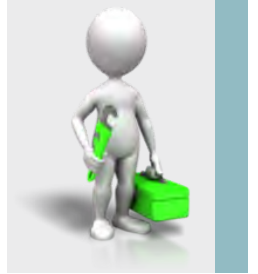


5. Personalised Learning Plan – Social Skills/Behavioural Goals

	Student Name:	Date:	Supervising Staff Members:	
	Social / Behaviour Goals	Strategies	Registry	Comment
T1				
T2				
T3				
T4				

Behaviour Monitoring											
Class Data	Term 1	Term 2	Term 3	Term 4	Notes:	Class Data	Term 1	Term 2	Term 3	Term 4	Attendance
Off Task						Personal Space					T1:
Swearing						Verbal Abuse					T2:
Loud Noises						Making Choices Framework					
Put Downs						Chance to Think					T3:
Non Compliance						Think Again/ Choice					T4:
Backchat						Reflection					
Calling Out						Work it Out					
						Suspensions					

Reflection Sheet



Name: _____ Teacher: _____

Subject: _____ Date: _____

What happened?

What is the purpose of your behaviour?

How has your behaviour affected the other students and teachers?

What do you think you need to do to make things right and behave appropriately?

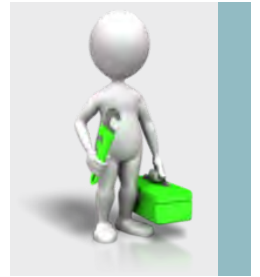
I need to _____

I need to _____

I need to _____

Student signature: _____ Teacher signature: _____

Working It Out Sheet



Name: _____ Teacher: _____ Date: _____

Term: _____ Day/Week: _____

Morning	Recess	Middle	Lunch	Afternoon
Immediate		System		

What was I doing?

What should I have been doing?

What triggered this behaviour?

How did my behaviour affect other students and teachers?

What will I do now to get back on track?

Can you label this behaviour?

Student signature: _____ Teacher signature: _____

For further information

Canterbury Vale School

T: 9750 0072

24 Wangee Rd

Lakemba NSW 2195

Rivendell School

T: 9743 1075

Thomas Walker Estate

Hospital Road

Concord West NSW 2138



GPO Box 33
Sydney NSW 2001
Australia
T 9561 8000
www.det.nsw.edu.au

© April 2014
NSW Department of Education and Communities



Education &
Communities

Public Schools NSW