

Strategic Management of Students with Emotional, Behavioural and Mental Illness in Mainstream Settings



Thursday 3rd September 2009

Cheri Conference

The Children's Hospital

Presented by

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Key Objectives

1. An understanding of Mental Health Issues for students in a Mainstream School Setting
2. An understanding of a Conceptual Framework of Behaviour Management
3. An understanding of a Collaborative Problem Solving Approach
4. An understanding of the processes involved in developing:
 - Individual Management Plan
 - Individual Self Control Plan
 - Individual Self Management Plan
 - Individual Safety Plan

Rivendell Programs

Paterson Program

(Behavioural)

Yaralla Program

(Therapeutic)

Lawson Program

(Therapeutic)

Sulman Program

(Tutorial)

Gna Ka Lun

(Campbelltown Hospital)

Walker Unit

(Concord Hospital)

Outreach

HEALTH

(Treatment Programs)

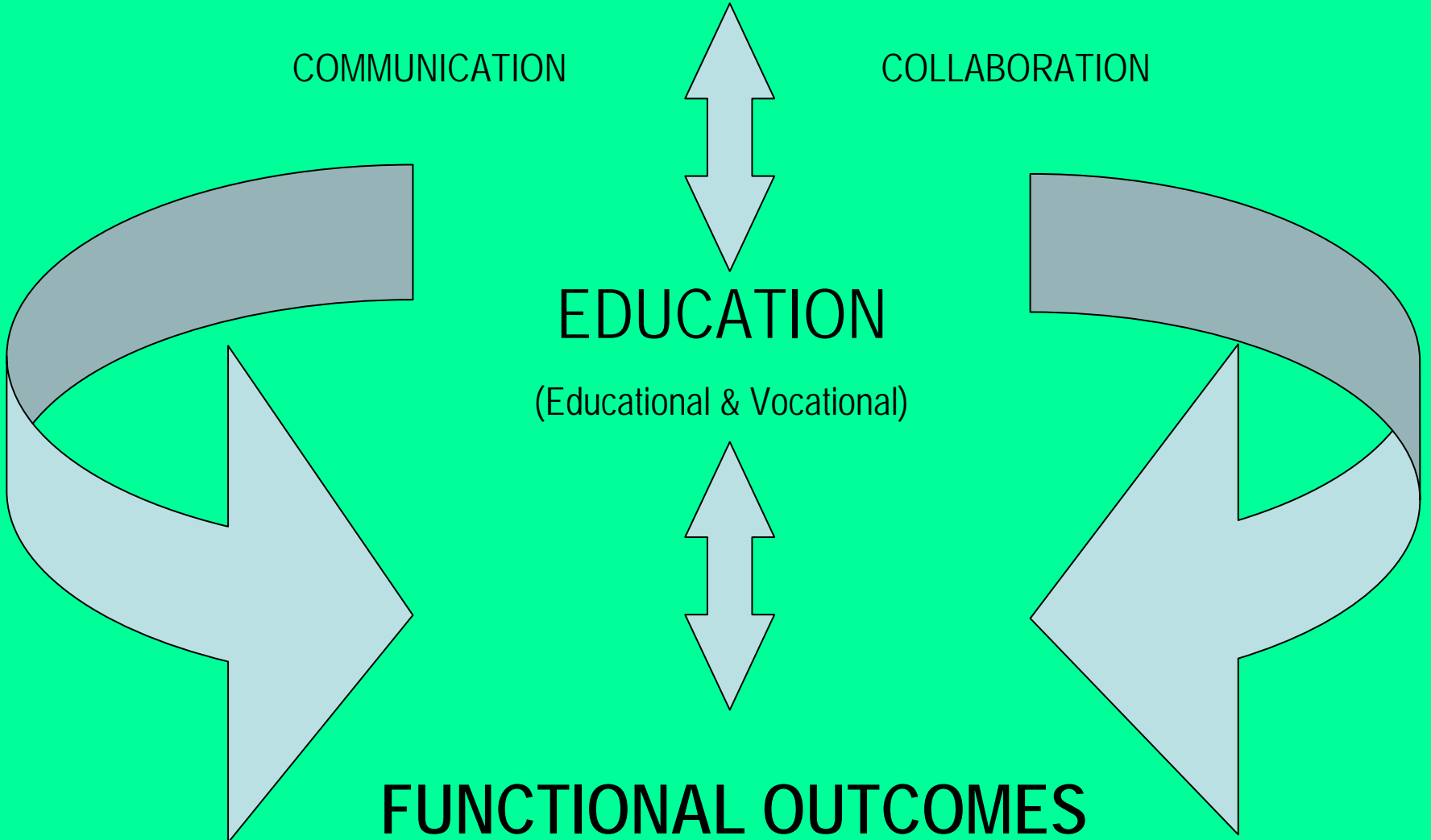
COMMUNICATION

COLLABORATION

EDUCATION

(Educational & Vocational)

FUNCTIONAL OUTCOMES



Collaborative Problem Solving

Recognises that:

Students with behavioural issues have specific learning difficulty in the areas of:

- Executive Skills
- Language Processing Skills
- Emotional Regulation Skills
- Cognitive Flexibility Skills
- Social Skills

The importance of Strategic Language in Managing Behaviour Difficulty

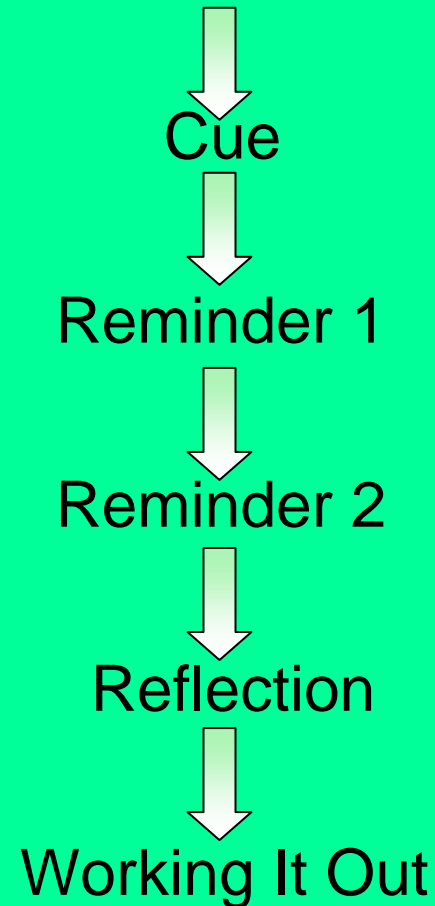
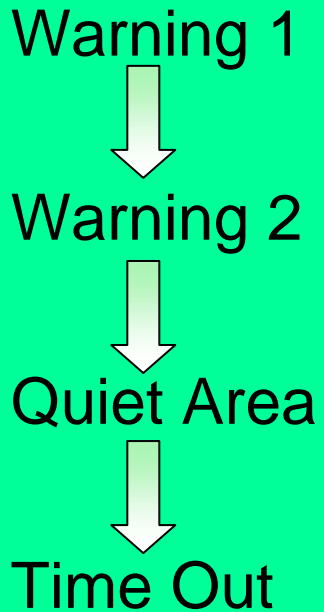


eg. Warnings to Reminders

Using the Behaviour Management System as a Teaching and Learning Tool

Behaviour Management System

Teaching and Learning Opportunity



FEATURES OF AN EFFECTIVE MANAGEMENT STRATEGY

- 1. SIMPLE NOT COMPLEX – IMPLEMENTATION REASONABLE**
- 2. TEACHING AND LEARNING TOOL**
- 3. CONSISTENT**
- 4. CREATES A STRUCTURED ENVIRONMENT**
- 5. FOLLOWS A LOGICAL PROCEDURE USED BY ALL RELEVANT STAFF**
- 6. FLEXIBLE – TO MEET INDIVIDUAL STUDENTS NEEDS**
- 7. EVOLVING – CONTINUALLY DEVELOPING**
- 8. EVALUATED AT REGULAR INTERVALS**
- 9. SEEN TO BE FAIR AND NON-DISCRIMINATORY**
- 10. HAS APPROPRIATE WORDS AND PHRASES**
- 11. USES STRATEGIC LANGUAGE**
- 12. DEVELOPED COLLABORATIVELY WITH ALL STAKEHOLDERS**
- 13. CAN BE EXPLAINED TO PARENTS/CARERS**
- 14. HAS A PHILOSOPHICAL UNDERPINNING**
- 15. COMMUNICABLE**

The need for
RUBBER BOUNDARIES



- elastic
- flexible
- student friendly
- containing

N.B. These are still realistic. Not so elastic that the student can crash through.

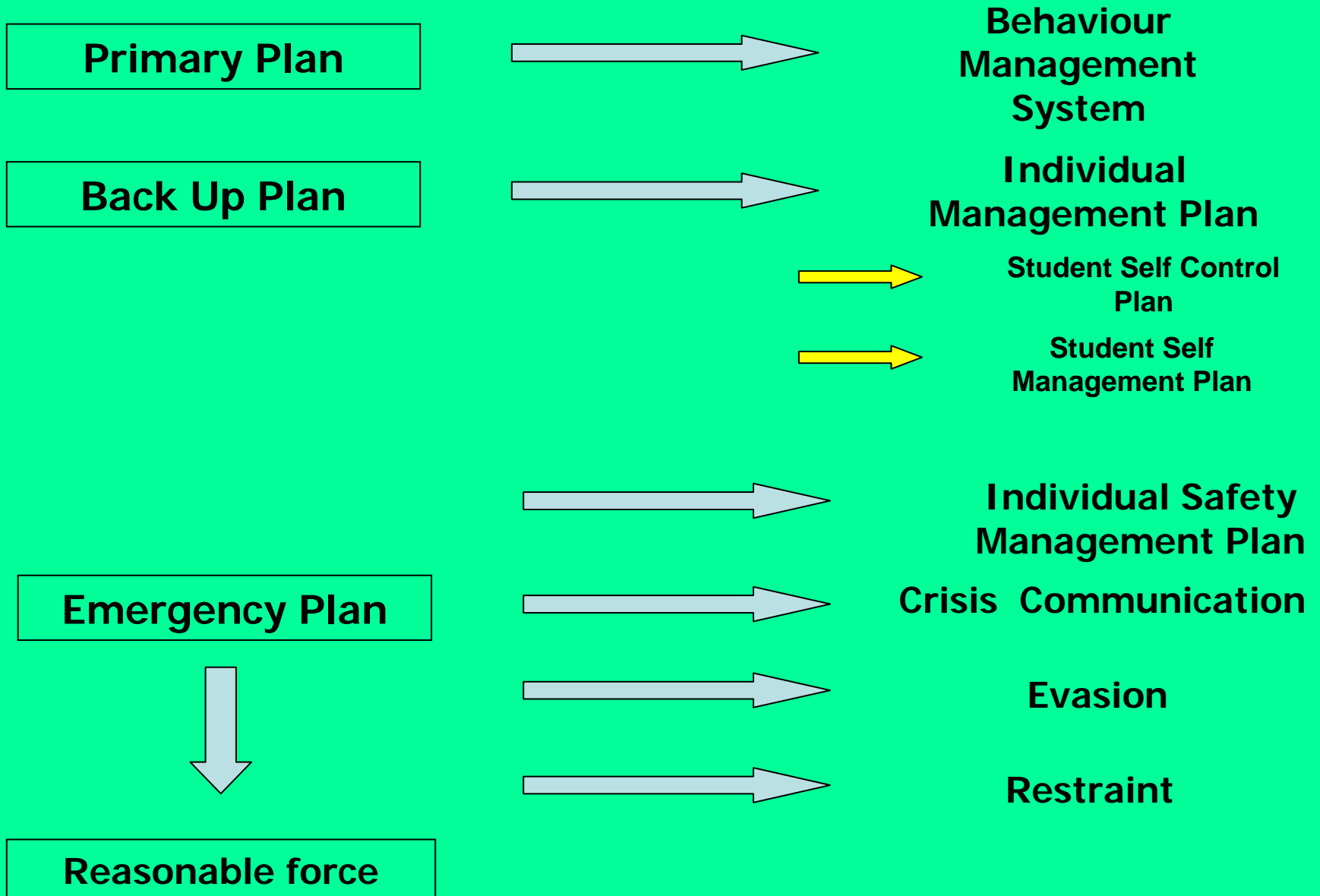
PLAN A / PLAN B / PLAN C

Plan A – Normal Management Expectation

Plan B – Behaviour Management Planning
Teaching and Learning Model

Plan C – Prioritizing / Flexible Management

Behaviour Management System Framework



Behaviour Management System

Teaching and Learning Opportunity



Cues



Reminder 1



Reminder 2



Reflection



WORKING IT OUT

DET Procedures are followed
for extreme behaviour

Teaching and Learning Models

- **Developing relevant thinking skills**

**A cognitive behavioural
approach to managing
behaviour through teaching
and learning**

The Stress Model

Communication Model

The Translation Model

Negative Spiral

Snowball

**Choices/Made on
Success or Negative Line**

Behaviour Management System

Self Control Plan

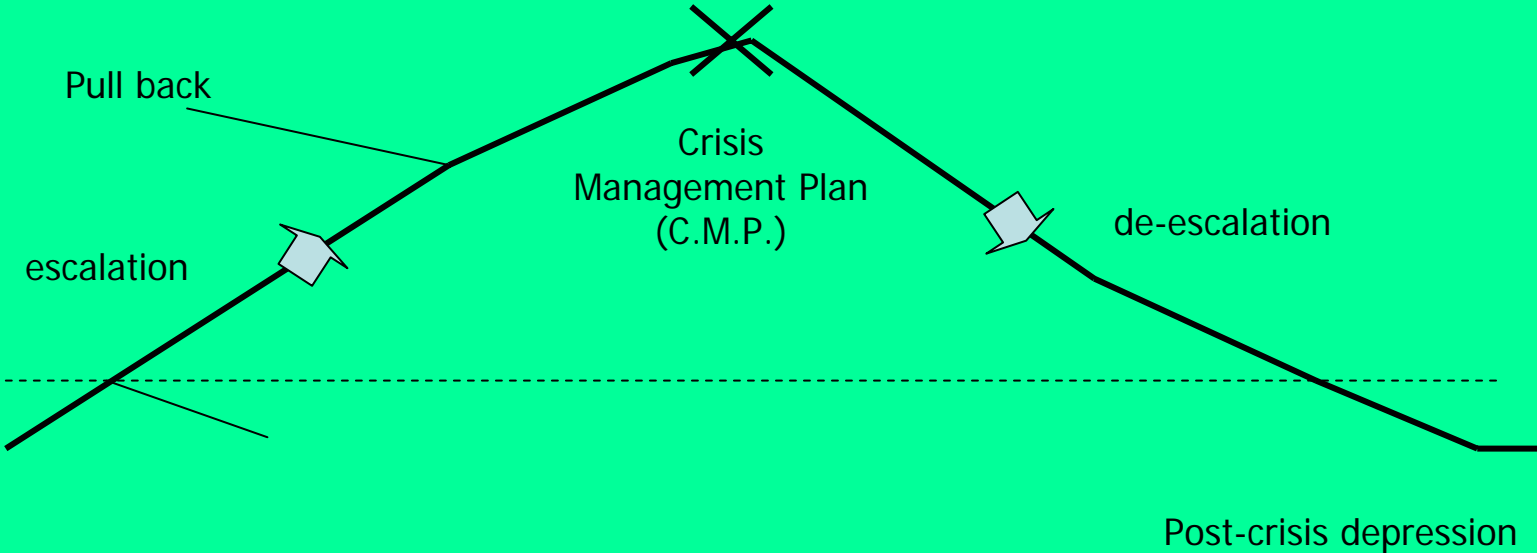
Self Management Plan

Reflection & Working It Out

Positive Self Talk

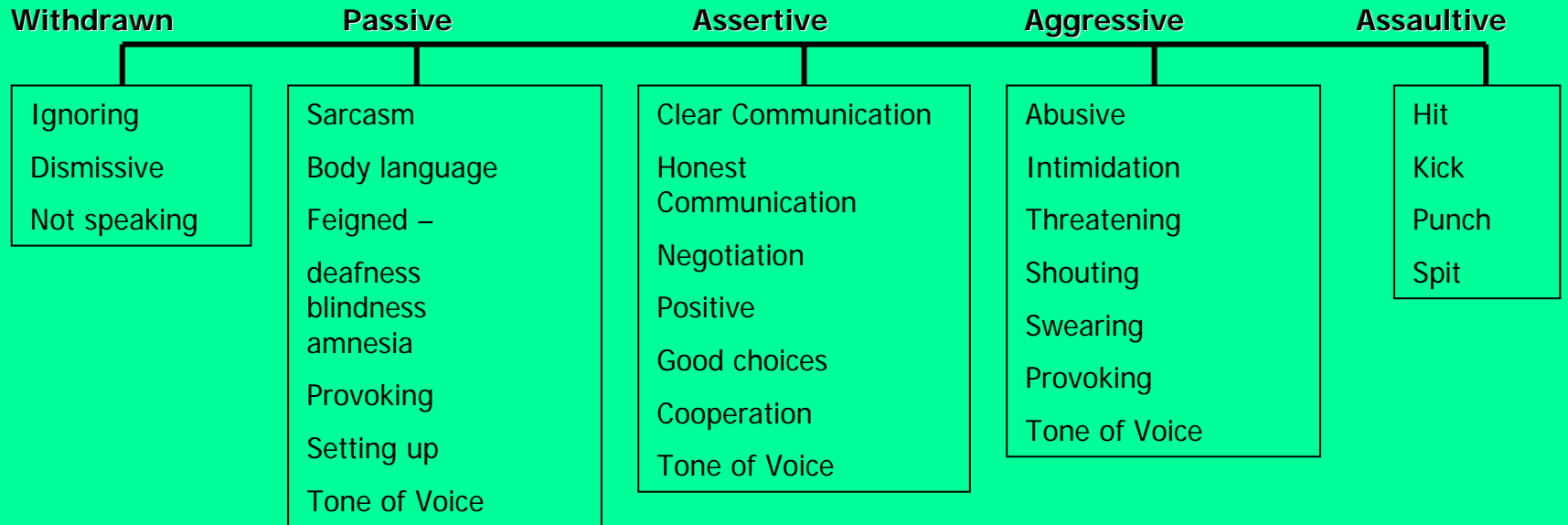
Understanding Stimulus Response

STRESS MODEL



- provocation
- boredom
- frustration
- anxiety
- perceived unfairness
- change of routine
- aggression

COMMUNICATION MODEL



COMMUNICATED

Translation Model

WITHDRAWN

PASSIVE

ASSERTIVE

AGGRESSIVE

ASSAULTIVE



Lost in Translation

Inappropriate
Qualifier



WITHDRAWN

PASSIVE

ASSERTIVE

AGGRESSIVE

ASSAULTIVE

Example: Students with Specific Learning Difficulties in the Communication Area.

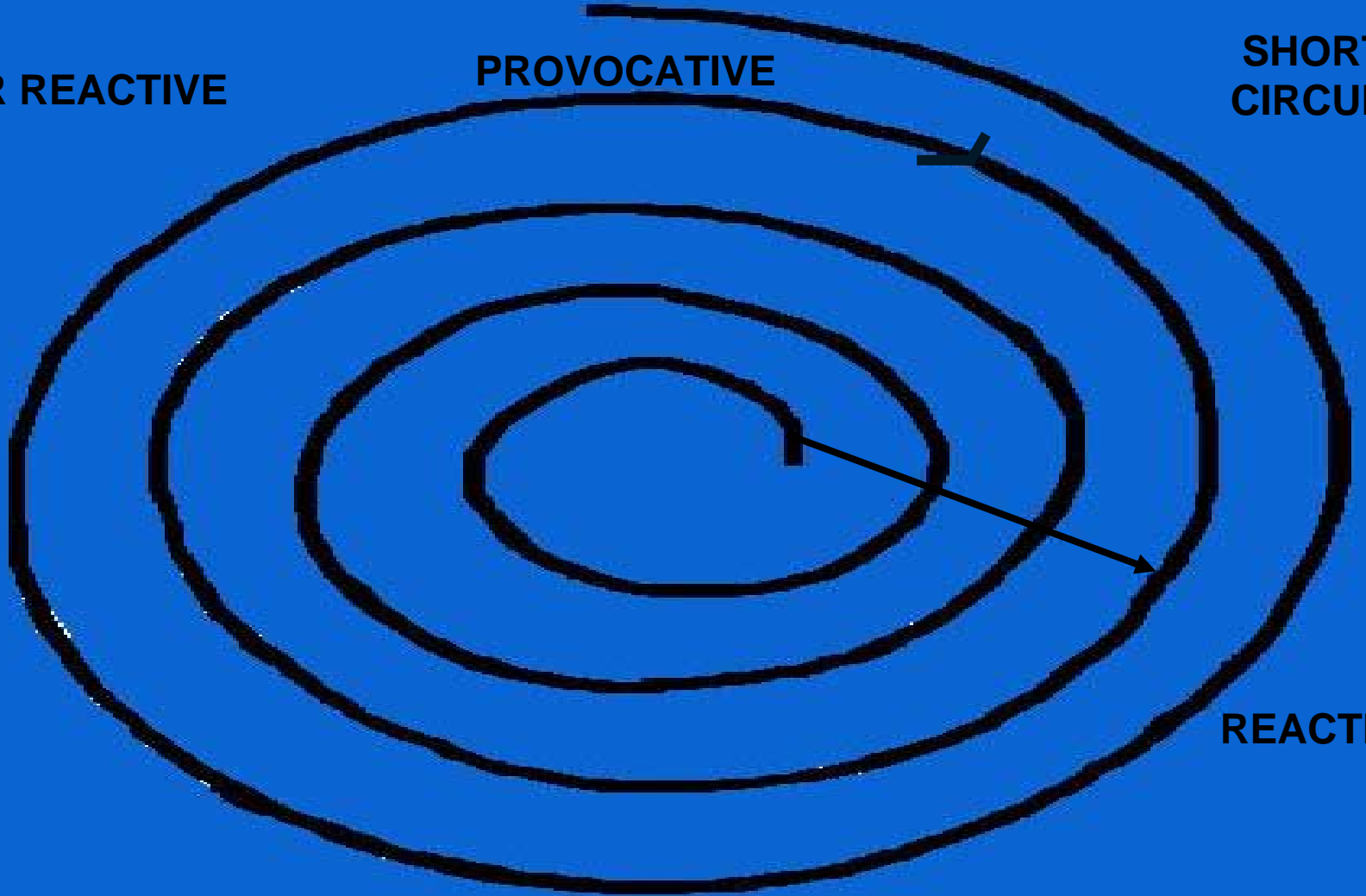
RECIEVED

NEGATIVE SPIRAL

OVER REACTIVE

PROVOCATIVE

SHORT
CIRCUIT

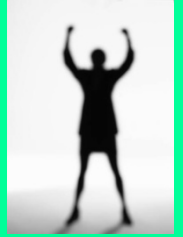


REACTIVE

SNOWBALL EFFECT

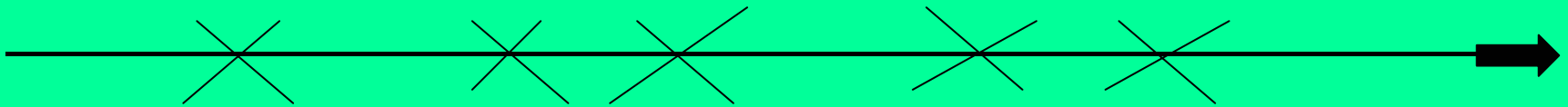


CHOICES



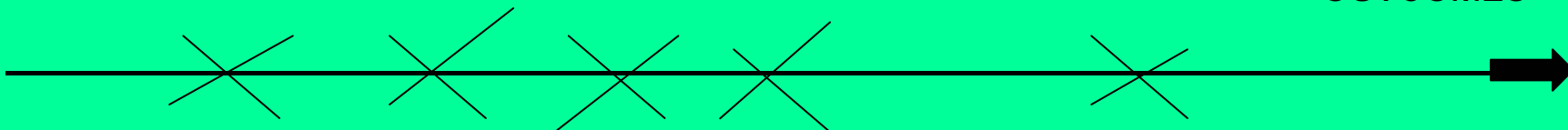
SUCCESS LINE

POSITIVE
OUTCOMES



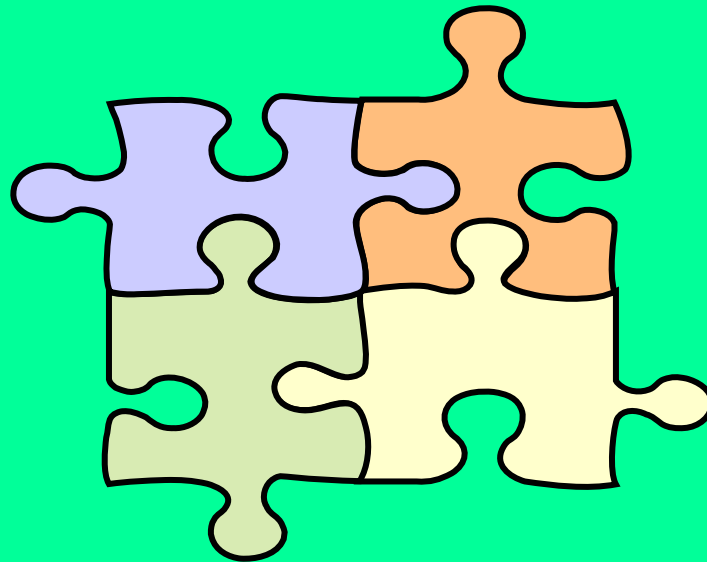
NEGATIVE LINE

NEGATIVE
OUTCOMES



REFLECTION & WORKING IT OUT

THINK, DISCUSS, DECIDE



STIMULUS RESPONSE MODEL

P → R → P → R → P → OR → P → OR

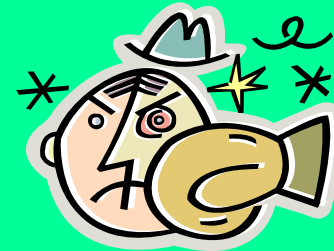
**Negative
Consequence**

**Serious
Consequence**

P = PROVOCATION

R = REACTION

OR = OVER-REACTION



POSITIVE STRATEGIES

1. SELF CONTROL PLANS
2. USE POSITIVE GROUP
SELF CONTROL PLANS

POSITIVE OUTCOMES

KEY FEATURES OF AN INDIVIDUAL MANAGEMENT PLAN

- 1. Student's presenting behaviours are listed clearly and succinctly.**
- 2. Management strategies as agreed upon by staff are listed clearly and are reviewed regularly.**
- 3. Useful language and phrases to be used in dealing with the student are included.**
- 4. Flexibility issues are spelt out for staff, e.g. situations where student may be anxious.**
- 5. Positive reinforcement strategies are listed.**
- 6. Individual Safety Plans are developed as appropriate.**

The Individual Management Plan needs to be developed by, understood by, and communicated to, all staff. It needs to be reviewed regularly.

Individual Management Plan

PRESENTING BEHAVIOURS

--	--

POSITIVE BEHAVIOURS

--	--

USEFUL LANGUAGE AND PHRASES

--

MANAGEMENT STRATEGIES

--	--

POSITIVE REINFORCEMENT STRATEGIES

--	--

FLEXIBILITY ISSUES

--

Student – Jon Doe

Individual Management Plan

Presenting Behaviours

- | | |
|---|---|
| <ul style="list-style-type: none">• Physical pushing/touching other students – “playing” or “only joking”• Provoking others with quiet comments and glaring especially when teacher not looking• Can be physically and verbally aggressive to students and staff• Can damage property when angry• Can throw objects including furniture at others | <ul style="list-style-type: none">• Intimidation behaviours (showing power) eg: pretends to hit/kick other students with close proximity to their body• Says sorry after inappropriate behaviour to avoid consequences• Can be verbally defensive when inappropriate behaviours are addressed• Pushing furniture |
|---|---|

Student – Jon Doe

Individual Management Plan

Positive Behaviours

- Charismatic
- Academically capable
- Can be focused and on task
- Responds to positives – verbal, merits and gestural reinforcements
- Friendly
- Helpful – likes to do tasks

- Polite
- Verbally able to describe feelings and triggers – when calm
- Enjoys sport
- Can de-escalate
- Can negotiate on task time frames when in settled mood

Student – Jon Doe

Individual Management Plan

Management Strategies

- | | |
|--|---|
| <ul style="list-style-type: none">• Allow Jon Doe to go for a walk if he feels he is getting angry• Cue Jon Doe that he may need to go for a walk if he is becoming unsettled• Deal with small issues• Use calm, quiet manner | <ul style="list-style-type: none">• Give him space• Explain label his behaviours in a calm voice• Choices with limits eg: with his academic program, free time activities |
|--|---|

Student – Jon Doe

Individual Management Plan

Useful Language and Phrases

- Remember your self-control plan
- Do you need to go for a walk
- Personal space / intimidating

Student – Jon Doe

Individual Management Plan

Positive Reinforcement Strategies

- Use Merit Award System
- Verbal Praise
- Free time eg: computer, structured art and craft activities

Student – Jon Doe

Individual Management Plan

Flexibility Issues

- Be aware of his reactions – can escalate rapidly
- Be aware of his perceived unfairness issues
- Be aware that he is only 13 years old

Student – Jack Student

Individual Management Plan

Presenting Behaviours

- | | |
|---|---|
| <ul style="list-style-type: none">• Physically aggressive to peers• Physically aggressive to staff when already escalated• Intimidates peers – verbal abuse, invades personal space• Rude and verbally abusive to staff – may treat as servants• Attributes hostile intent to others• Reacts with hostility to perceived unfairness• Sense of superiority• Reacts angrily when confronted about his own behaviour• Manipulative / provocative to peers• Sensitive to loud noise, tries to control others (teacher, students) in response | <ul style="list-style-type: none">• Rigid in his thinking – unresponsive to reasoning• Anxiety expressed in rigidity, argumentative behaviour, body language• Vulnerable to bullying and teasing• Once escalated, unable to use any pre-arranged strategies• Cannot be distracted when anxious, escalated• Strong interest in weapons• Intrusive comments• Racist comments and behaviour• Difficulty reading social cues, others' emotions• Poor organisational skills |
|---|---|

Student – Jack Student

Individual Management Plan

Positive Behaviours

- | | |
|---|---|
| <ul style="list-style-type: none">• Intelligent and articulate• Can be engaging and likable• Academically capable• Cooperative when calm | <ul style="list-style-type: none">• Sense of honour where money is concerned• Motivated to complete Year 6 at his school |
|---|---|

Student – Jack Student

Individual Management Plan

Management Strategies

- | | |
|--|---|
| <ul style="list-style-type: none">• Use a quiet, calm detached approach• Do not confront him when he is escalating• Do not try to reason with him when he is upset/angry/anxious – reduce verbal communication• Remain aware that anxiety may underlie difficult behaviour – focus on lowering anxiety• Allow him to phone his mother/family on request when anxious/escalating• Allow him to phone his mother/family on request when anxious/escalating• Never block access to a door when he is upset or uncooperative | <ul style="list-style-type: none">• Pull out of power struggles/arguments with him to avoid escalation• Offer choices where possible when giving instructions (“Do you want to start on this page or this one?”)• Be aware that he is affected by loud noise – adjust environment where possible, let him use ear plugs• Negotiate with him to choose a quieter area of the playground during breaks• DROP NORMAL EXPECTATIONS WHEN NECESSARY (Plan C) eg let him read a book rather than become frustrated with the normal lesson |
|--|---|

Student – Jack Student

Individual Management Plan

Useful Language and Phrases

- | | |
|---|--|
| <ul style="list-style-type: none">• “We’re stopping there Jack” (when he is becoming argumentative)• “Do you want to start on this page/task or this one?” | <ul style="list-style-type: none">• “We want to keep you safe, Jack” |
|---|--|

Student – Jack student

Individual Management Plan

Positive Reinforcement Strategies

- Verbal praise as appropriate (low Key)
- Give responsibilities he values eg. Flag raising

Student – Jack Student

Individual Management Plan

Flexibility Issues

- Use **Plan C** when necessary ie **prioritise for safety and calm behaviour**
- Be aware that the presence of food may have a calming effect eg having a bowl of C.C.s on the table during discussions/negotiations can help him to calm down

Student – Tom Case

Individual Management Plan

Presenting Behaviours

- | | |
|--|--|
| <ul style="list-style-type: none">• Cutting self (in and out of school)• Harassment of students by messaging (letter of caution from Principal)• Targeting Principal (vexatious threats)• Exhibiting cuts, blood stained clothes to peers | <ul style="list-style-type: none">• Suspected of texting and messaging to peers threats to self harm, suicide and hurt / kill others• Manipulation / emotional blackmail of other students• Manipulation of adults to disempower them• Playing adults off against each other (parents / school) |
|--|--|

Student – Tom case

Individual Management Plan

Positive Behaviours

- Accepting of Year Advisor as mentor

- Appropriate classroom behaviour

Student – tom case

Individual Management Plan

Management Strategies

- | | |
|--|--|
| <ul style="list-style-type: none">• Agreement to behave in a safe way written and signed• Suspension if agreement not adhered to: to short circuit pattern of behaviour and provide a therapeutic break | <ul style="list-style-type: none">• Morning appointment with Year Advisor to continue• Monitor well being of other students |
|--|--|

Student – tom case

Individual Management Plan

Useful Language and Phrase

- Use low key, detached approach
- Avoid sympathetic expressions of concern

Student – tom case

Individual Management Plan

Positive Reinforcement Strategies

- Verbal praise as appropriate in classroom

Student – tom case

Individual Management Plan

Flexibility Issues

- Special provision if required for assessment tasks

Student Self Control Plan

Name: _____

200_____
Term _____ Week _____

Possible Triggers
<ul style="list-style-type: none">----
Features – What does this look and feel like?
<ul style="list-style-type: none">--
Strategies or Ideas to Manage the Situation
<ul style="list-style-type: none">-----

Student Self Control Plan

Name: Jon Doe

Possible Triggers

(Perceived) Unfairness – by staff or students

EXAMPLES

If someone hits me then I hit them, I would be the one in trouble

If someone gets longer free time

If someone continually makes annoying sounds

Need to get revenge

Talking – classroom noise

Time-Out – Having to sit and think about what I've done

Detention – usually end up suspended because I can not handle it

Not wanting to do things

Student Self Control Plan

Name: Jon Doe

What does this look like?

Swear

Physical response / punching – but only if really angry

Provocative – laugh if they are in trouble, glare, quiet comments

Student Self Control Plan

Name: Jon Doe

Indications / Feelings

Get angry

Prefer to stand than sit

Restless

Student Self Control Plan

Name: Jon Doe

Strategies to manage better

Get out of the situation – go for a walk

Slow breathing

Ignore

Discuss with teacher, using assertive communication

Remember goals

Plan for a successful day

Individual Safety Plan

Name:

200____

Term____

Week ____

Stress Cycle

Trigger(s):

-
-
-
-
-
-

Features – What could the crisis look like?

Signs that he/she is moving up the stress cycle:

-
-
-
-
-
-

Management Strategies

-
-
-
-
-
-

Individual Safety Plan

Name: Jon Doe

Triggers

JON DOE HAS BEEN KNOWN TO ESCALATE VERY QUICKLY

Perceived unfairness eg having less “free time” than others; feeling he is being singled out to receive consequences if he believes others who were involved are not receiving consequences

Losing his “free time” ie having to participate in WIO or discussion with staff in his free time or lunch time

Feeling rejected

Self frustration – not being able to achieve to a level he wants eg not being able to compete at a high level in sport or computer game

Feeling others are not playing fairly

Intrusion into personal space including personal property

Retribution – will “get back” at someone no matter how long it takes

He perceives what we say negatively or directly linked to consequences

Individual Safety Plan

Name: Jon Doe

Features – What could the crisis look like?

Signs that he is moving up the stress cycle

Fidgeting – twisting / tapping jewellery

Restless – prefers to pace than sit down

Little if any eye contact with staff

Dark looks – eyebrow raised, glaring

Rapid breathing

Clenched fist, punching the air, walls or trees

Impaired listening

Swearing

Slamming or pushing books pens and furniture

Setting up for rejection / seeking staff to collude to confirm his own negative self-beliefs.

CRISIS (Has been known to)

Throw furniture across room or at students or staff

Physically assault students

Damage property eg: smash windows, damage furniture

Damage to himself – eg: punching wall

Individual Safety Plan

Name: Jon Doe

Management Strategies

Use calm tone of voice and body language

Allow large personal space

Allow, and do not comment on, his choice of calming down strategies eg: removing himself from the situation and going to computer

DO NOT use BMS, limit verbal interaction

When setting up for rejection, useful comment is "We can talk about that later", then move away

Advise Ross, Executive staff or Classroom Teacher

If necessary, implement Rivendell Safety Plan

Individual Safety Plan

Name: Jack Student

Triggers

- Triggers not always evident or consistent
- Internal anxiety a factor
- Being teased or bullied
- Frustration with school work
- Being asked to participate in a lesson against his personal beliefs eg Aboriginal Education
- Noise, perceived disruptive behaviour by other students, perceived teacher "incompetence"

Individual Safety Plan

Name: Jack student

Features – What could the crisis look like?

Signs that he is moving up the stress cycle

- Speaks in a very curt, precise way
- Makes complaints of injury/illness (“I can’t walk up the stairs, I’ve hurt my leg” etc)
- Intentional clumsiness
- Overly reactive to sound – not necessarily loud
- Body more rigid, tilts head to one side
- Speaks through clenched teeth
- Becomes argumentative
- May become red in the face
- May become teary
- When crisis occurs – may rampage around the school, be aggressive to staff and students, lock self in a room
 - may demand to phone mother
 - will escalate further if spoken to at length, or told of consequences eg suspension

Individual Safety Plan

Name: Jack student

Management Strategies

- Lock classrooms down if he is on a "rampage"
- Remove other students from the classroom is escalation occurs there
- Do not stand between him and the door
- Reduce verbal communication to a minimum – do not spell out consequences at this stage
- Use short, calming comments ("It's ok Jack", "We want you safe")
- Give options in a crisis or when escalating: "I'll give you five minutes to calm down/open the door/come out/go with Mum"
- Ensure that essential contact phone numbers are readily available (parent, police if situation warrants) for emergency use.

Student Self Management Plan

Name: _____

Term _____ 200____
Week _____

Possible Triggers

Features – What does this look and feel like?

Strategies or Ideas to Manage the Situation

SELF MANAGEMENT Plan

Name: William pupil

Possible Triggers

Perception that he is being insulted or put down

Misunderstanding instructions

Family issues

Seeking acceptance and attention from peers

SELF MANAGEMENT Plan

Name: William pupil

Features – What does this look and feel like?

Verbal responses – saying silly things to peers or staff

Off task

Not letting others talk

Not listening

Close physical proximity / touching others

SELF MANAGEMENT Plan

Name: William pupil

Strategies or Ideas to Manage the Situation

Using a timetable

Clarifying classroom expectations eg: how much work needs to be completed

Think "Is this the best choice for me?"

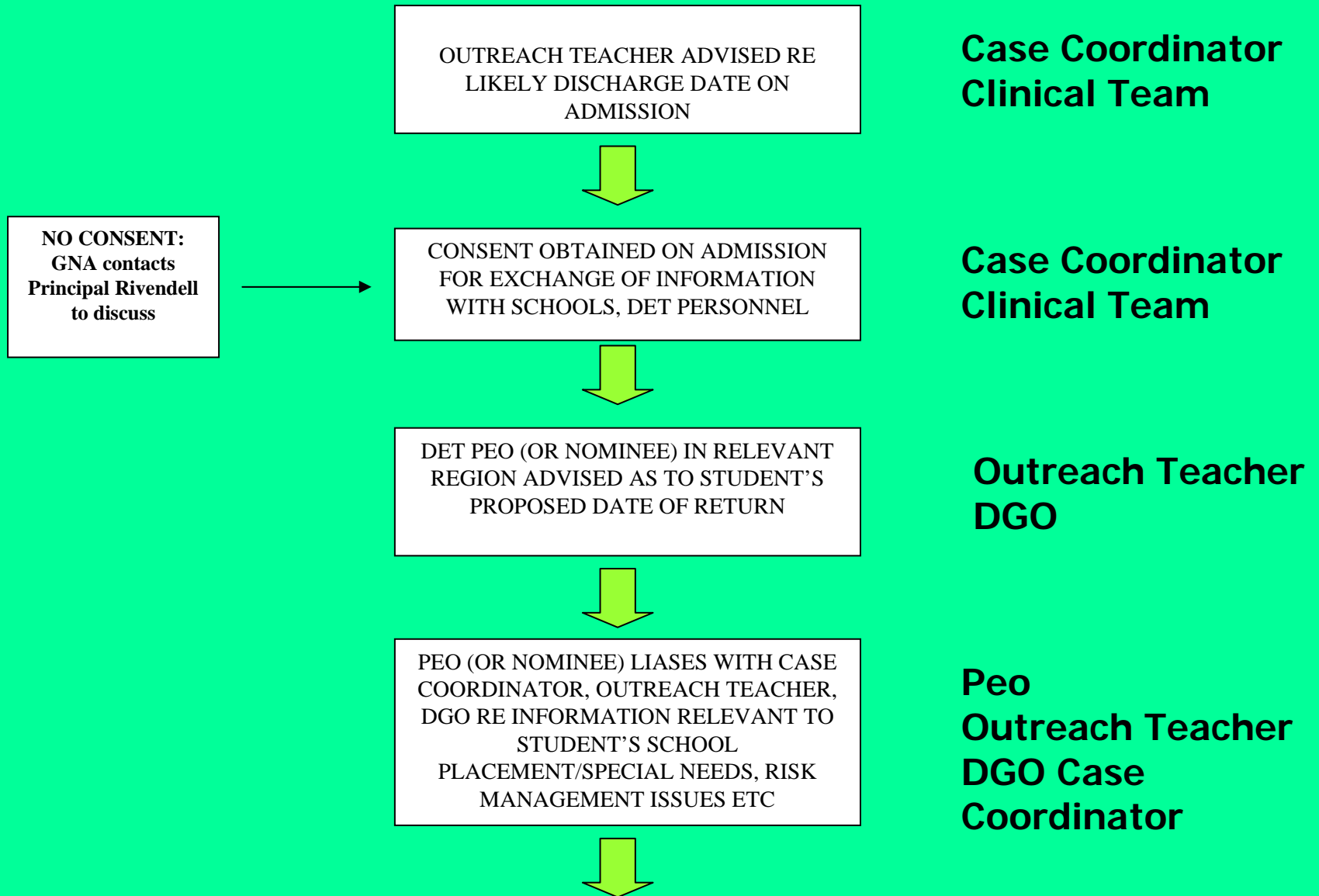
Deep breathing

Listening to calming music

Reading or drawing

GNA-KA-LUN: EDUCATIONAL SERVICES FLOWCHART

TRANSITION TO SCHOOL PLANNING



GNA-KA-LUN: EDUCATIONAL SERVICES FLOWCHART

TRANSITION TO SCHOOL PLANNING (con't)

PEO (OR NOMINEE) LIASES WITH CASE COORDINATOR, OUTREACH TEACHER, DGO RE INFORMATION RELEVANT TO STUDENT'S SCHOOL PLACEMENT/SPECIAL NEEDS, RISK MANAGEMENT ISSUES ETC

PEO



PEO (OR NOMINEE) COORDINATES RESOURCES WITHIN REGION, ORGANISES CASE CONFERENCE IF APPROPRIATE eg WITH DADHC, CAMHS, DET PERSONNEL
NOTE: For ongoing Risk Assessment / Mental State Monitoring local CAMHS must be involved

PEO



DECISION RE APPROPRIATE SCHOOL/CLASS PLACEMENT, FUNDING & SUPPORT NEEDS; LIAISON WITH PARENTS/CARERS

PEO
Regional
Personnel

ONGOING MANAGEMENT THE RESPONSIBILITY OF LOCAL AGENCIES & DET

INDIVIDUAL TRANSITION PLAN

Name:

Year:

Gna Ka Lun Program:

Class Teacher:

Admission Date:

Discharge Date:

ACADEMIC GOALS	STRATEGIES	PERSONS/ AGENCIES INVOLVED	OBSERVATIONS

INDIVIDUAL TRANSITION PLAN

Name: Jan Doe
 Gna Ka Lun Program
 Admission Date:

Year: 9
 Class Teacher:
 Discharge Date:

ACADEMIC GOALS	STRATEGIES	PERSONS/AGENCIES INVOLVED	OBSERVATIONS
<p>To re engage with a mainstream school setting</p>	<ul style="list-style-type: none"> •To contact High School's School counsellor •Re: notification admission to Gna Ka Lun •To contact the Regional PEO for discharge from Gna Ka Lun, her return to home and school. •The development of an Individual Management Plan to support while she is attending High School •Additional support/considerations for Jan Doe 	<p>Psychiatrist Gna Ka Lun</p> <p>Outreach Teacher Gna Ka Lun</p> <p>Regional PEO SEO2 DGO</p> <p>School Counsellor</p>	<p>Jan is a quiet student, who has been attending the GKL Learning Centre on a regular basis. She has a strong desire to return to her home school.</p> <p>Jan has difficulties in concentrating on set activities/tasks for long periods of time and in completing activities quickly. She also has problems in taking on board and remembering new information/skills.</p>

INDIVIDUAL TRANSITION PLAN (con't)

Name: Jan Doe
 Gna Ka Lun Program
 Admission Date:

Year:
 Class Teacher:
 Discharge Date:

ACADEMIC GOALS	STRATEGIES	PERSONS/AGENCIES INVOLVED	OBSERVATIONS
	<p>Re gradual return to school eg 2 x half days for the first two weeks, then review her progress.</p> <ul style="list-style-type: none"> •To return on days that the counsellor is available to support her. •An alternative support person, if school counsellor is not available. •Reduced work load for assessment tasks. 	<p>Community Mental Health Case Manager</p>	<p>Jan has difficulty with organizational skills eg misplacing books.</p> <p>Jan is a very polite young person, who is gaining confidence in asking for assistance with her work.</p>