


Slide 1

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



Monday 26th October 2009
Boys at Risk Conference

Presented by
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Key Objectives

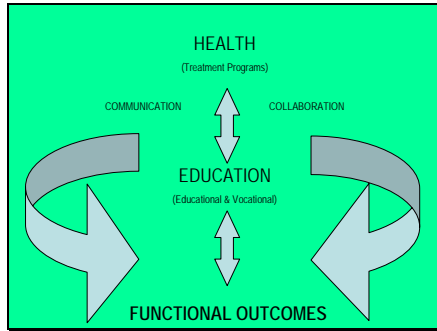
1. An understanding of Mental Health Issues for students in a Mainstream School Setting
2. An understanding of a Conceptual Framework of Behaviour Management
3. An understanding of a Collaborative Problem Solving Approach
4. An understanding of the processes involved in developing:
 - Individual Management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

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Rivendell Programs

Paterson Program (Behavioural)	Yaralla Program (Therapeutic)
Lawson Program (Therapeutic)	Sulman Program (Tutorial)
Sheila Ke-Lun (Campbelltown Hospital)	Walker Unit (Concord Hospital)
Outreach	

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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

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The importance of
Strategic Language
in Managing Behaviour Difficulty

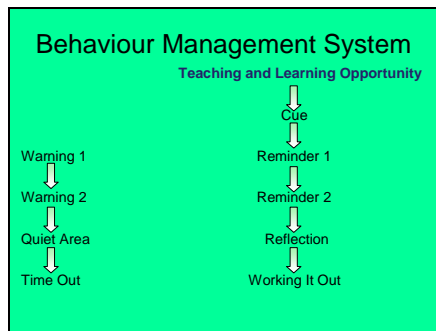


e.g. Warnings to Reminders

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Using the Behaviour Management System as a Teaching and Learning Tool

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- 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/CAREERS
 14. HAS A PHILOSOPHICAL UNDERPINNING
 15. COMMUNICABLE

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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.

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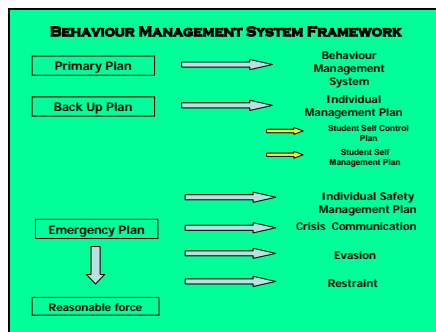
PLAN A / PLAN B / PLAN C

PLAN A – Normal Management Expectation

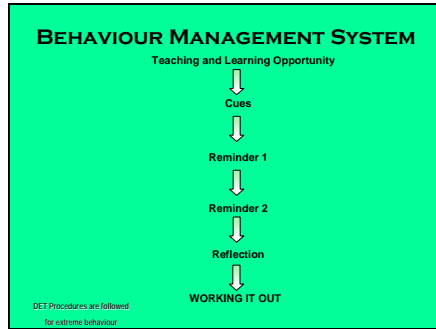
PLAN B – Behaviour Management Planning
Teaching and Learning Model

PLAN C – Prioritizing / Flexible Management

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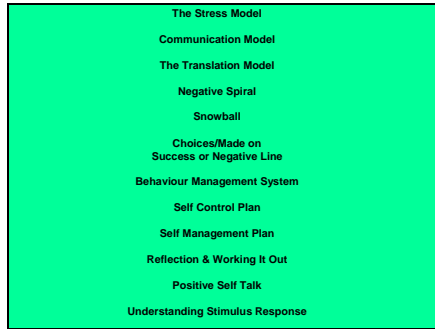
Teaching and Learning Models

- **Developing relevant thinking skills**

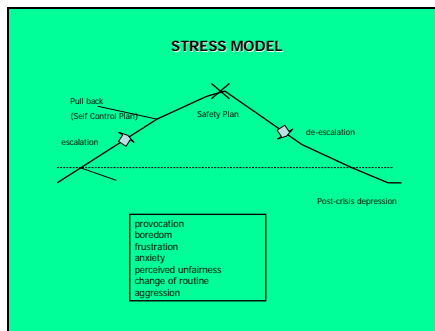
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A cognitive behavioural approach to managing behaviour through teaching and learning

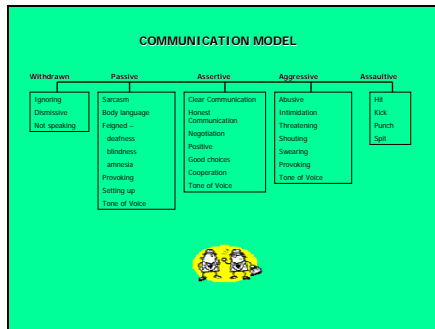
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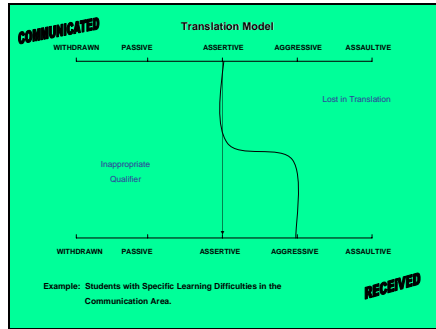
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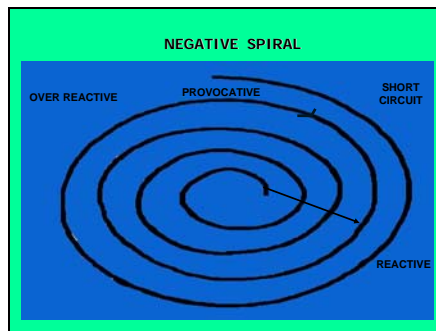
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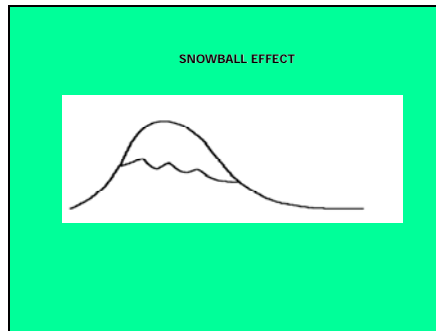
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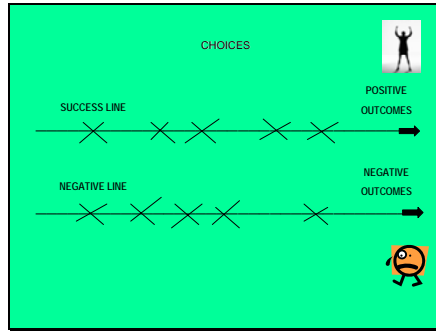
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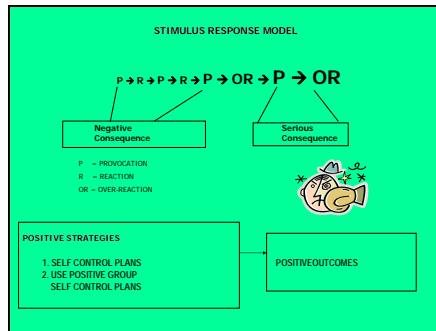
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Individual Management Plans

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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 spelled 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.

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Individual Management Plan	
PRESENTING BEHAVIOURS	
POSITIVE BEHAVIOURS	
USEFUL LANGUAGE AND PHRASES	
MANAGEMENT STRATEGIES	
POSITIVE REINFORCEMENT STRATEGIES	
FLEXIBILITY ISSUES	

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STUDENT – JON DOE
INDIVIDUAL MANAGEMENT PLAN

Presenting Behaviours

<ul style="list-style-type: none">Physical pushing/touching other students – playing or ‘only’ jokingProvoking others with quiet comments and glaring especially when teacher not lookingCan be physically and verbally aggressive to students and staffCan damage property when angryCan throw objects including furniture at others	<ul style="list-style-type: none">Intimidation behaviours (showing power) e.g. pretends to hit/kick other students with close proximity to their bodySays sorry after inappropriate behaviour to avoid consequencesCan be verbally defensive when inappropriate behaviours are addressedPushing furniture
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STUDENT – JON DOE
INDIVIDUAL MANAGEMENT PLAN

Positive Behaviours

<ul style="list-style-type: none">CharismaticAcademically capableCan be focused and on taskResponds to positives – verbal, merits and gestural reinforcementsFriendlyHelpful – likes to do tasks	<ul style="list-style-type: none">PoliteVerbally able to describe feelings and triggers – when calmEnjoys sportCan de-escalateCan negotiate on task time frames when in settled mood
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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 angryCue Jon Doe that he may need to go for a walk if he is becoming unsettledDeal with small issuesUse calm, quiet manner	<ul style="list-style-type: none">Give him spaceExplain label his behaviours in a calm voiceChoices with limits e.g. with his academic program, free time activities
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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

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STUDENT – JON DOE
INDIVIDUAL MANAGEMENT PLAN

Positive Reinforcement Strategies

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

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STUDENT – JON DOE
INDIVIDUAL MANAGEMENT PLAN

Flexibility Issues

- Use Plan C Management to prioritise for safety and a calm classroom
- Be aware of his reactions – can escalate rapidly
- Be aware of his perceived unfairness issues
- Be aware that he is only 13 years old

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STUDENT SELF CONTROL PLAN
NAME: _____ TERM: 200__ WEEK: ____

Possible Triggers
Features – What does this look and feel like?
Strategies or Ideas to Manage the Situation

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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

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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

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STUDENT SELF CONTROL PLAN

NAME: **JON DOE**

Indications / Feelings
Get angry
Prefer to stand than sit
Restless

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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

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INDIVIDUAL SAFETY PLAN 200__
NAME: _____ Term__ Week__

Stress Cycle
Triggers:
Features – What could the crisis look like?
Signs that he/she is moving up the stress cycle:
Management Strategies

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INDIVIDUAL SAFETY PLAN

NAME: JON DOE

Triggers

JON DOE HAS BEEN KNOWN TO ESCALATE VERY QUICKLY

Perceived unfairness e.g. 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" i.e. having to participate in W/O 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

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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

Sweating

Stammering or pushing books pens and furniture

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

ZB/SIS (Has been known to)

Throw furniture across room or at students or staff

Physically assault students

Damage property e.g. smash windows, damage furniture

Damage to himself – e.g. punching wall

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INDIVIDUAL SAFETY PLAN

NAME: JON DOE

Management Strategies

Use calm tone of voice and body language

Allow large personal space

Use Plan C Management:

- >Allow, and do not comment on, his choice of calming down strategies e.g. 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

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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

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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

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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

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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

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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 (vocalous 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)

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STUDENT – TOM CASE
INDIVIDUAL MANAGEMENT PLAN

Positive Behaviours	
<ul style="list-style-type: none">• Accepting of Year Advisor as mentor	<ul style="list-style-type: none">• Appropriate classroom behaviour

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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
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STUDENT – TOM CASE
INDIVIDUAL MANAGEMENT PLAN

Useful Language and Phrase

<ul style="list-style-type: none">• Use low key, detached approach• Avoid sympathetic expressions of concern

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STUDENT – TOM CASE
INDIVIDUAL MANAGEMENT PLAN

Positive Reinforcement Strategies

<ul style="list-style-type: none">• Verbal praise as appropriate in classroom

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STUDENT – TOM CASE
INDIVIDUAL MANAGEMENT PLAN

Flexibility Issues

- Special provision if required for assessment tasks
