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

Monday 26th October 2009
Boys at Risk Conference

Presented by
Mr Ross Black
Ms June Simpson

Key Objectives
1. An understanding of Mental Health Issues for students in a Mainstream School Setting
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)
- Walker Unit
  (Concord Hospital)
- Outreach

Gna Ka Lun Walker Unit
(Campbelltown Hospital)
**Slide 4**

HEALTH (Treatment Programs)

COMMUNICATION

COLLABORATION

EDUCATION (Educational Indications)

FUNCTIONAL OUTCOMES

**Slide 5**

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

**Slide 6**

The importance of Strategic Language in Managing Behaviour Difficulty

e.g. Warnings to Reminders
Using the Behaviour Management System as a Teaching and Learning Tool

Slide 8

Behaviour Management System
Teaching and Learning Opportunity

- Warning 1
- Reminder 1
- Warning 2
- Reminder 2
- Quiet Area
- Reflection
- Time Out
- Working It Out

Slide 9

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. FOLLOW A LOGICAL PROGRESSION USED BY ALL STAFF
6. EFFECTIVE - TO MEET CHALLENGE EXPECTATIONS
7. CONSISTENCY – CONTINUALLY DEVELOPED
8. MANAGEMENT OF VARIETY RESPONSIBLE
9. GREAT TO BE THE FIRST AND GOOD UNDERSTANDING
10. KIND APPROACH TO PEOPLE AND PROCESS
11. CLEAR CRITERIA CLEARLY
12. MATURING COLLABORATION WITH ALL STAKEHOLDERS
13. CAN BE APPLIED TO MATERIALS
14. HAS A PHILOSOPHICAL UNDERPINNING
15. COMMUNICABLE
Slide 10

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.

Slide 11

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

Slide 12

BEHAVIOUR MANAGEMENT SYSTEM FRAMEWORK

- Primary Plan
- Back Up Plan
- Emergency Plan
- Reasonable Force

- Behaviour Management System
- Individual Management Plan
- Student Self Control Plan
- Individual Safety Management Plan
- Crisis Communication
- Evasion
- Restraint
Slide 16

The Stress Model
Communication Model
Transit Translation Model
Negative Spiral
Snowball
Choice 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

Slide 17

STRESS MODEL

Pull back
(Self Control Plan)

escalation

Post-crisis depression

Safety Plan

Post-evacuation

Slide 18

COMMUNICATION MODEL

Withdrawn
Withdrawn
Passive
Passive
Assertive
Assertive
Assaultive
Assaultive

Ignoring

Dismissive

Not speaking

Sarcasm

Body language

Feigned –
deadness

blindness

amnesia

Provoking

Setting up

Tone of Voice

Clear Communication

Honest

Communication

Negotiation

Positive

Good choices

Cooperation

Tone of Voice

Abusive

Intimidation

Threatening

Shouting

Swearing

Provoking

Tone of Voice

Hit

Kick

Punch

Spit
Slide 19

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

Lost in Translation

Slide 20

NEGATIVE SPIRAL

Over Reactive

Short Circuit

Reactive

Slide 21

SNOWBALL EFFECT
Slide 22

CHOICES

POSITIVE OUTCOMES

NEGATIVE OUTCOMES

SUCCESS LINE

NEGATIVE LINE

___________________________________

___________________________________

___________________________________

___________________________________

___________________________________

___________________________________

Slide 23

REFLECTION & WORKING IT OUT

THINK, DISCUSS, DECIDE

___________________________________

___________________________________

___________________________________

___________________________________

___________________________________

___________________________________

Slide 24

STIMULUS RESPONSE MODEL

$P \rightarrow R \rightarrow P \rightarrow OR \rightarrow OR$

Positive Strategies:
1. Self-control plans
2. Use positive words
3. Deep breathing plans

POSITIVE OUTCOMES

Negative Consequences

Negative Consequences

Negative Consequences

___________________________________

___________________________________

___________________________________

___________________________________

___________________________________

___________________________________
Individual Management Plans

**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.
**Slide 28**

**Presenting Behaviours**

- 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
- Intimidation behaviours (showing power) e.g.: pretends to hit/kick other students with close proximity to their body
- Says sorry after inappropriate behaviour to avoid consequences
- Can verbally defend when inappropriate behaviours are addressed
- Bullying

**Student – Jon Doe**

**Individual Management Plan**

<table>
<thead>
<tr>
<th>Date 1</th>
<th>Date 2</th>
<th>Date 3</th>
<th>Date 4</th>
<th>Date 5</th>
</tr>
</thead>
</table>

**Slide 29**

**Positive Behaviours**

- Charismatic
- Academically capable
- Can be focused and on task
- Responds to positives – verbal, merit and general environment
- Friendly
- Resourceful in class
- Polite
- Verbally able to describe feelings and triggers – when calm
- Enjoys sport
- Can be assertive
- Can negotiate to take time home when is settled

**Student – Jon Doe**

**Individual Management Plan**

<table>
<thead>
<tr>
<th>Date 1</th>
<th>Date 2</th>
<th>Date 3</th>
<th>Date 4</th>
<th>Date 5</th>
</tr>
</thead>
</table>

**Slide 30**

**Management Strategies**

- 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
- GiveJon space
- Explain label his behaviour in a calm voice
- Choose with him e.g. with his academic program, free time activities

**Student – Jon Doe**

**Individual Management Plan**

<table>
<thead>
<tr>
<th>Date 1</th>
<th>Date 2</th>
<th>Date 3</th>
<th>Date 4</th>
<th>Date 5</th>
</tr>
</thead>
</table>

---

---
Slide 31

Useful Language and Phrases

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

Slide 32

Positive Reinforcement Strategies

- Use Merit Award System
- Quick Time
- Free time: computer, structured art and craft activities

Slide 33

Flexibility Issues

- Use Task 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
Possible Triggers

- Perceived unfairness by staff or students
- Copycats
- I believe I'm next to them, I would be like one in trouble
- Someone gets longer time
- Someone continually make annoying sounds
- Need to get revenge
- Talking -assing around
- Time-out – Having to sit and think about what I've done
- Suspension - usually end up suspended because I can not handle it
- Not something to do things

What does this look like?

- Swear
- Physical response - punching - but only if really angry
- Provocative - laugh if they are in trouble, give quiet comments
**Slide 37**

**Student Self Control Plan**

Name: Jon Doe

**Indications / Feelings**
- Get angry
- Prefer to stand than sit
- Restless

**Slide 38**

**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

**Slide 39**

**Individual Safety Plan**

Year: __ Week: __

**Stress Cycle**
- **Trigger(s):**
  - 
  - 
  - 
  - 
  - 

**Features – What could the crisis look like?**
- 
- 
- 
- 
- 

**Management Strategies**
- 
- 
- 
- 
- 

- **Name:** Jon Doe
- **Date:** ___
- **Type:** __
  - **Week:** ___
**Slide 40**

**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.
- Losing his “free time” i.e., having to participate in WIO or discussion with staff in his free time.
- Feeling rejected.
- Self-frustration – not being able to achieve a level he wants e.g., not being able to compete to a high level in sport or computer games.
- Feeling others are not playing fairly.
- Intrusion into personal space e.g., 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.

**Slide 41**

**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 or no eye contact with staff
  - Dark looks – raised eyebrow, glaring
  - Rapid breathing
  - Clenched fist, punching the air, walls or trees
  - Impaired listening
  - Swearing
  - Slamming or pushing books/jackets/furniture
  - Setting up for rejection – looking staff to collude to confirm his own negative self-beliefs.
  - Physically assault students.
  - Damage property e.g., smash windows, damage furniture.
  - Punching wall e.g., punching self.

**Slide 42**

**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.
  - Advise either Executive staff or Classroom Teacher.
- If necessary, implement Rivendell Safety Plan.
Slide 46

**SELF MANAGEMENT PLAN**

**Name:** William Pupil

<table>
<thead>
<tr>
<th>Strategies or Ideas to Manage the Situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using a timetable</td>
</tr>
<tr>
<td>Clarifying classroom expectations eg: how much work needs to be completed</td>
</tr>
<tr>
<td>Think “Is this the best choice for me?”</td>
</tr>
<tr>
<td>Deep breathing</td>
</tr>
<tr>
<td>Listening to calming music</td>
</tr>
<tr>
<td>Reading or drawing</td>
</tr>
</tbody>
</table>

Slide 47

**STUDENT — Tom Case**

**Individual Management Plan**

<table>
<thead>
<tr>
<th>Presenting Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cutting self (in and out of school)</td>
</tr>
<tr>
<td>• Harassment of students by messaging (letter of caution from Principal)</td>
</tr>
<tr>
<td>• Targeting Principal (vexatious threats)</td>
</tr>
<tr>
<td>• Exhibiting cuts, blood stained clothes to peers</td>
</tr>
<tr>
<td>• Suspected of texting and messaging to peers threats to self harm, suicide and hurt others</td>
</tr>
<tr>
<td>• Manipulation / emotional blackmail of other students</td>
</tr>
<tr>
<td>• Manipulation of adults to disempower them</td>
</tr>
<tr>
<td>• Playing adults off against each other (parents / school)</td>
</tr>
</tbody>
</table>

Slide 48

**STUDENT — Tom Case**

**Individual Management Plan**

<table>
<thead>
<tr>
<th>Positive Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Accepting of Year Advisor as mentor</td>
</tr>
<tr>
<td>• Accepting change and behavior</td>
</tr>
</tbody>
</table>
Management Strategies

- 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
- Morning appointment with Year Advisor to continue
- Monitor well-being of other students

Useful Language and Phrase

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

Positive Reinforcement Strategies

- Verbal praise as appropriate in classroom
### Flexibility Issues

- Special provision if required for assessment tasks