

Acknowledgements

The Impact of Mental Health Disorders on learning – A Teacher's Guide was developed as part of a School-Link project in three high schools in the Wyong Shire - Central Coast.

It was co-authored by Jean McGuinness and Wendy Fowler – School-Link Project Workers, Children & Young People's Mental Health (CYPMH) *Northern Sydney Central Coast Health* (NSCCH)

Special Acknowledgments to:

First Edition (2006)

Reg Davis (School-Link Coordinator, CYPMH -NSCCH)

Narelle Rogers (Administration Officer, CYPMH -NSCCH) - for design and layout

We would also like to acknowledge those who reviewed and contributed professional expertise:

Jenice Alliston (Mental Health Promotion, NSCCH)

Stephanie Bowen (Deputy Principal Redbank School, *Western Sydney Area Health Service*)

Edelle Bignell (Young People & Early Psychosis Early Intervention Worker, CYPMH-NSCCH)

Adrian Cobbold (Clinical Nurse Consultant, CYPMH -NSCCH)

Ann Holcombe (Principal Northlakes High School, *Department of Education & Training Hunter/Central Coast Region*)

Wendy McConnell (Child & Adolescent Mental Health Worker, CYPMH -NSCCH)

Ros McIntosh (District Guidance Officer - Tuggerah, *Department of Education & Training Hunter/Central Coast Region*)

Lisa Muir (Head Teacher Welfare - Kincumber High School, *Department of Education & Training Hunter/Central Coast Region*)

Ruth Phelan (Prevention Worker, CYPMH -NSCCH)

Paul Riviere (CAMHS Worker, CYPMH -NSCCH)

Ann Wignall (School-Link Coordinator –NSCCH)

Project Managers:

Deb Howe (Manager CYPMH –NSCCH)

Sue Leonard (Acting Manager CYPMH -NSCCH)

Updated version (2007)

Updated version for Primary Schools:

Carol Jennings (School-link Coordinator Primary schools, CYPMH –NSCCH)

We would also like to acknowledge those who reviewed and contributed professional expertise:

Lori Gibson (Assistant Principal, Behaviour Department of Education & Training *Hunter/Central Coast Region*)

Gail Laczkowski (Assistant Principal, Behaviour Department of Education & Training *Hunter/Central Coast Region*)

Sue McNamara (Deputy Principal, Lake Munmorah Public School Department of Education & Training *Hunter/Central Coast Region*)

Mark Jennings (Assistant Principal, Lake Munmorah Public School Department of Education & Training *Hunter/Central Coast Region*)

Project Manager: Deb Howe (Director CYPMH – NSCCH)

Developed by: *NORTHERN SYDNEY CENTRAL COAST HEALTH*

The development of this manual was funded by the NSW Premier's Dept -Community Solutions and Crime Prevention Strategy

Contents

SECTION 1: Introduction.....	Page 4
SECTION 2: Inclusive Practices.....	Page 10
SECTION 2.5: Strategies to address Impact of Mental Health Problems & Mental Illness on Students	Page 22
SECTION 3: Common Mental Health Disorders and Their Impact on Students.....	Page 42
SECTION 4: Resources.....	Page 52

Section 1: Overview

1.1	Introduction.....	Page 4
1.2	Aim and Purpose.....	Page 5
1.3	Principles, Philosophies and Legal Obligations.....	Page 5
1.4	Potential Barriers to Primary Education.....	Page 6
1.5	Impact of Mental Health Problems and Mental Illness of Students in the School Setting.....	Page 6
1.6	Overview of Strategies for Facilitating Communication, Behaviour Management and Inclusion in Primary Settings.....	Page 7
1.7	Duty of Care.....	Page 9

The Impact of Mental Health Disorders on learning – A Teacher's Guide

1.1 Introduction

Mental health is a term used for a person's feeling of wellbeing. Mental health is essential for an individual to experience healthy, constructive thoughts, emotions, behaviours and relationships. It is vital for a person to realise their goals and to cope with the variety of stresses encountered. Mental health is sustained by the person's resilience to the stresses and demands of life.

The terms 'mental health problems' and 'mental illness' are used to identify a range of often unobservable or hidden problems that inhibit a person's mental wellbeing. The term psychiatric disability is used for the individual's experience of impairment caused by their mental illness. The causes of mental illness are not entirely understood but involve interplay between genetics, personality and life experiences.

Approximately 1 in 5 people, or 20% of all Australians, will experience a mental illness sometime in their life. Mental illness can occur at any time during a person's life, although certain types of mental illness occur more commonly at certain ages and are more common in males than females.

The Mental Health Council of Australia (2006) states "Experiences in childhood (5-11 years) lay the foundation for mental health in adult life. Signs and symptoms of mental health problems may be evident very early in life. Early intervention and treatment means better outcomes." These behaviours however are often common across a majority of children. For this reason it is difficult to determine whether children with these behaviours actually have a diagnosed mental illness or are displaying these behaviours due to other causes i.e. parent's divorcing, witnessing domestic violence or having parents with a mental illness.

However, it is important to note that a psychiatric disability is not a learning disability. Any learning disability is likely to be secondary to the experience of mental illness. Mental health problems will affect students of all ability levels but their experience of mental illness often impacts on their learning and ability to display appropriate behaviours.

Students, who have a difficult time learning or complying with rules due to a mental illness, are at greater risk of leaving school early. This in turn can lead to difficulty finding employment. According to the NSW Bureau of Crime Statistics and Research, elimination of long term unemployment would lead to a decrease in crime.

Schools have a responsibility to provide an equitable learning environment that addresses the individual learning needs of each student. Teachers are often the first to notice student difficulties and to begin the process of supports and reasonable accommodations for the student. Teachers, who are the most successful, accept diversity and individual differences and utilise a variety of inclusive strategies across all educational settings and activities.

1.2 Aim and Purpose

This resource has been developed for use by primary teachers and staff. The primary aim is to help staff maximise the success and school retention of students who are at risk of, or who experience mental health problems or mental illness.

The resource offers a range of inclusive strategies to ensure equitable access to opportunities for students to complete their primary/secondary school education. It will help teachers understand individual needs and to utilise teaching strategies that meet these needs. The strategies are useful for staff working with an individual or a group of students either in traditional primary education settings or in alternative education programs. The resource also includes a variety of up to date information and lists of related resources.

1.3 Principles, Philosophies and Legal Obligations

The principles, philosophies and legal obligations that underpin this resource include:

- Social responsibility and equity
- Federal Disability Discrimination Act (DDA) 1992
- Federal Disability Services Act (DSA) 1986
- NSW Disability Services Act 1993
- Anti-Discrimination Act 1977

The DDA (1992) prohibits discrimination on the grounds of past, present or future disability or imputed disability. Both the Federal DSA (1986) and the NSW DSA (1993) mandate certain standards of service to facilitate maximum success for people with disabilities. The DSA standards require organisations providing services to people with disabilities to:

- facilitate inclusion in the community
- foster independence and the whole range of life opportunities
- promote a positive, valued social image of people with disabilities
- continually develop and review their services in keeping with contemporary views of social responsibility and equity.

The NSW Department of Education and Training has a legal obligation to comply with the above legislation. The Department has evolved a range of policies in order to meet its legal responsibilities and duty of care and to meet the needs of all consumers of their services. Examples of these policies are the *Student Discipline Code* and the *Student Welfare Policy*.

This resource attempts to further address the responsibilities of the above legislation by framing innovative practices and procedures that help to retain *at risk* students in the school system. This is particularly important because the law makes it illegal to discriminate against students with disabilities by denying access to educational services, exclusion or expulsion from the services or by subjecting the student to any other detriment. This applies equally to physical and psychiatric disabilities.

1.4 Potential Barriers to Primary Education

There are a range of barriers for people accessing primary education. These include:

- Available options and information about options
- Information about educational procedures
- Inconsistencies between education providers
- Poor coordination between educational services
- Support funding
- Appropriately trained staff
- Assistive technology and equipment
- Limited or inappropriate curricula and inclusive practices
- Recognition of impact of mental health problems on learning and behaviour
- Inappropriate school community attitudes and communications

1.5 Impact of Mental Health Problems and Mental Illness on Students in the school setting

It is important to note that the student, their parent/carer or their advocate will be the best sources of information about what the young person is experiencing and what supports are needed.

Students with Mental health problems may experience any of the following: -

- Fear in approaching authority figures
- Difficulty with concentration
- Difficulty screening out environmental stimuli
- Trouble maintaining stamina throughout the day
- Difficulty initiating and maintaining interpersonal contact
- Problems managing time and deadlines
- Limited ability to tolerate noise and crowds
- Difficulty focusing on multiple tasks simultaneously
- Extreme reactions to negative feedback
- Noticeable anxiety and confusion when given verbal instructions
- Limited ability to tolerate interruptions
- Restlessness
- Low self esteem
- Easily stressed
- Poorly developed appreciation of own ability
- Unwillingness to take risks in learning
- Moodiness and irritability

While all students may display these behaviours, it is the severity, frequency and duration of the behaviours that can create a barrier to success for students with mental health problems. Sometimes it is the nature of the mental illness and sometimes it can be the medication that interferes with the student's ability to learn and interact.

1.6 Overview of Strategies for Facilitating Communication, Behaviour Management and Inclusion in Primary Settings

• General Communication Strategies for Working with Students with Mental Health Problems and Mental Illness

The way staff communicate with students can have a tremendous impact on the way they perform in school, comply with rules and respond to the learning process. There are some general communication strategies that facilitate constructive communication and help to avoid communication barriers and conflict. These include:

- Use open communication
- Face the person/class but remember that people may not match your level of eye contact
- Allow lots of time for the other person to respond to you – do not rush them
- Be aware of varied needs for personal space
- Maintain positive proxemics i.e. use of facial expression, eye contact, body language and personal space
- Avoid terms such as: victim, sufferer, challenged, normal, condition, disorder, abnormal
- Avoid singling out student with mental illness where possible
- Make all tasks shorter, with a clear start and end
- Attempt to match the language style of the person/people you are communicating with
- Foreground important information
- Ask frequently and in a positive way if the person understands what you are trying to say
- Attempt to accentuate the positive
- Provide a written summary of discussions with students
- Provide all information in a variety of formats: oral, written and pictorial and in electronic format where possible
- Use plain English in all forms of communication
- Use short, simple sentences and stick to the point
- Use a variety of teaching styles
- Task analyse information and provide study notes and chapter outlines
- Label equipment
- Attempt to avoid overwhelming students with information
- Negotiate a learning contract that indicates the person's preferred learning style, how assessments will be conducted, any other accommodation and behavioural expectations

General Discipline and Behaviour Management Strategies

All behaviour is meaningful and communicates some need for the student. Even though it is not always possible to determine the communicative function of behaviour we can use a few simple strategies to deal with inappropriate and/or challenging behaviours. Teachers and schools sometimes choose behaviour management strategies based on the time required to implement the strategy or on the immediacy of the effect or on the overall effect. However, it is important to establish strategies and processes that promote opportunities for success and that help to establish and then sustain appropriate student behaviour.

The following are some general considerations about discipline and behaviour management that have the best chance of promoting positive behaviours.

- **Be proactive**

- Utilise an Individualised Learning Program approach
- Establish a behaviour plan for students where appropriate. (Assistance can be sought from Support Teacher Behaviour Services)
- Recognise the triggers, cues and warning signs of individual students
- Arrange the environment to avoid triggers, cues and distractors
- Work with students to help them express their needs before the inappropriate behaviours occur
- Listen, care, respond and take responsibility
- Use a problem solving approach
- Model and expect appropriate behaviour
- Maintain an harassment free class environment
- Use cooperative learning strategies
- Use inclusive learning strategies
- Gain all the extra support you can
- Have a plan to support your own behavioural upsets
- Establish a range of opportunities for success
- Use cooperative learning methods
- Assign roles to all members/pairs/trios when working in groups
- Establish rules early, display them and remind often

- **Maintain behaviour**
- Circulate within the room monitoring behaviours
- Give positives, praise and rewards whenever needed
- Publicly acknowledge appropriate behaviours
- **Manage behaviour**
- Develop and consistently use behaviour consequences
- Concentrate on appropriate behaviours
- Give the student either/or choices
- Attempt to ignore inappropriate behaviours when possible
- Use privilege type rewards
- Use a home-school or across school communications journal
- Communicate instructions clearly
- Use contingency management strategies
- Have an emergency plan for dealing with challenging behaviours
- Review the In-class behaviour support plan
- Contact student's carers
- Contact mental health case worker
- Contact services such as DoCS

1.7 Duty of Care

There has been some discussion regarding how the school community can meet its duty of care to staff under the WorkCover Act while at the same time complying with competing legislation such as the Disability Discrimination Act (DDA), the Disability Services Act (DSA) and the Anti-Discrimination Act, when confronted with challenging behaviours displayed by students.

The courts have ruled that the employer must consider the best interests of the staff, must inform staff of risks, do a risk assessment and disclose to staff information necessary for them to protect themselves. Section 47 of the DDA states that direct compliance with laws prescribed for these purposes (in this case the WorkCover Act) are not unlawful.

Further, the courts have ruled that expulsion on the grounds of non-compliance with reasonable, consistent rules of discipline does not constitute discrimination. It is paramount to note, though, that the rules must be applied uniformly and reasonably across the whole school community. Otherwise the expulsion could constitute discrimination.

Section 2: Inclusive Practices

- 2.1 General Student Services
that Support Inclusion.....Page 11

- 2.2 Teaching and Classroom Strategies
that Support Inclusion.....Page 12

- 2.3 Professional Development.....Page 18

- 2.4 School Wide Systems
that Support Inclusion.....Page 19

- 2.5 Strategies for Addressing the
Impact of Mental Health Problems
and Mental Illness on students.....Page 22

2. Inclusive Practices

Teachers have a responsibility to provide an equitable learning environment that addresses the individual learning needs of each student. They are often the first to notice student difficulties and to begin the process of supports and reasonable accommodations for the student. Teachers who are the most successful accept diversity and individual differences and utilise a variety of inclusive strategies across all educational settings and activities.

This section offers a range of inclusive strategies to ensure equitable access to opportunities for students during their school education. Refer also to **1.6 Overview of Strategies for Facilitating Communication, Behaviour Management and Inclusion in Primary Settings** on page 7-9.

2.1 General Student services that Support Inclusion

1) **Academic coach or study buddy/peer buddies (K-6)**

An academic coach or study buddy helps the student to consolidate their learning and provides a sounding board for checking details about their learning.

2) **Counselling**

Counselling services can support the student in short term personal counselling, usually involving the parents when in primary school.

3) **Referral to Learning Support Team**

Students may need the support of a variety of up to date interventions to be successful. Provision of information about the types and availability of support services helps to maximise their opportunities and chances for success.

4) **Assistance with early identification of problems**

Early identification of problems means that strategies for success can be used to intervene before the student disengages from the learning process. A range of staff such as speech pathologists, psychologists, social workers and community liaison officers can help to identify problems and suggest early intervention strategies.

5) **Assistance with setting priorities or organising study time (Stage-3, 4, 5)**

Some students may have difficulty planning their learning. They may have difficulty deciding in what sequence tasks need to be completed or how much time to spend on particular components. The student can benefit from guidance and modelling of constructive decision making and time allocation.

6) **Time management and study skills training (Stage- 3,4,5)**

This support strategy involves in-depth training in study skills and in managing learning and study time.

7) **Peer support groups/peer mediation/tutors**

Students can sometimes feel isolated or alone in their experience of mental illness. Peer support groups offer a venue for exchange of ideas, discussion and sharing success stories. The support group can exist in cyberspace or within the school setting.

8) **Help with advocacy and rights issues**

Students and their parents/carers are often unsure of and may lack the skills necessary to advocate for their rights. Provision of help with articulating needs, contacting support staff, teachers or agencies and negotiating support can help to ensure that needs are met.

9) **Designated quiet space**

Due to their experience of mental illness some students may find it difficult to tolerate noise or crowded spaces. The student may become agitated or uncomfortable or may act out. A Designated quiet space offers the student the chance to recoup their inner strength and then to rejoin their class or other ongoing activities.

2.2 Teaching and Classroom Strategies that Support Inclusion

10) **Cooperative learning approach**

Cooperative learning involves forming student groups and utilising the skills and abilities of each member for the whole group to achieve an outcome. Each group member is required to contribute to the group's performance and is given tasks in relation to their ability. A cooperative learning approach facilitates information exchange, increases constructive decision-making and offers an opportunity for modelling good learning.

11) **In-class behaviour support**

Due to their experience of mental illness some students may have difficulty with impulse control, complying with reasonable behavioural requests or staying on task. Provision of behavioural prompts and support in class can help a student to learn to recognise cues or triggers to their behaviours and to begin to self regulate their behaviour.

12) **Early availability of texts/reading lists/other materials**

Due to their mental illness some students may need longer times to process information. Making information available early meets the needs of these students.

13) Reader/writer/notetaker

Some students may experience attention and concentration difficulties or become confused or overwhelmed by information. This may mean they have difficulty reading or writing. Provision of a reader and/or writer means that the student can attend to the teacher without missing important information.

14) Extended time for completion of work with no penalty

Some students may require additional time to complete work due to difficulties with processing information, confusion and the intermittent nature of their experience or the side effects of medication. Provision of extra time without penalty meets the student's needs without advantaging them in relation to other students.

15) Mentoring

Students, who lack self-direction, are impulsive or need help to understand concepts may benefit from an additional support in class. Mentors provide a model of successful student behaviour. (Mentors would only be used if trained)

16) Exams divided into segments with rest breaks

Some students will experience fatigue or will lack stamina. This can impede their success in exams or other types of timed assessments. Segmenting exams and allowing rest breaks can maximise success in assessments. Use of sensory down time and scheduled breaks.

17) Provision of assistive technology

There is a range of assistive technology and equipment that can alleviate difficulties that students may experience. For example, students can be allocated a tape or video recorder to capture the content of lessons. An electronic whiteboard or copies of overheads can lessen the student's need to take notes. Provision of lap top computers with voice recognition and screen reader can alleviate other problems students may encounter. Use of Alpha Smart lap tops.

18) Modification of seating arrangements

Some students will experience difficulties in impulse control, in sitting in groups, with sitting with their back to the rest of the class or may feel the need to exit the room without causing disruption. Considerate seating arrangements can help eliminate student distress and can help to maintain class discipline.

19) Take-up time

The teacher will give the student an instruction and then the teacher will walk away giving the student time to absorb the information. This gives the student more time to process compared to other students who require less time. This eliminates any confrontation and allows the student choice in their actions.

20) Alternative formats for assessments (oral vs written)

Due to the nature of their mental illness or side effects of medication students may have difficulty with certain assessment formats. Students with benign hand tremors or fatigue may find it difficult to write for extended periods and could be offered oral assessments. Students who become distressed in crowds, in front of people, or who have articulation difficulties may need to be offered written formats rather than oral assessments. This category also includes offering alternative assessment pathways such as recognition of prior learning, trial exams and substitute assessments.

21) Flexible delivery

Flexible delivery is appropriate for students who experience intermittent illness/wellness or who experience the need for longer learning times. Flexible delivery includes such things as on-line learning, distance education, auditing classes, negotiated attendance – anything that eliminates or replaces the traditional set pace, set curricula and set structure that can disadvantage certain students.

22) Mixed mode delivery

Mixed mode delivery combines the traditional teaching practices with flexible strategies. This is a useful strategy when re-integrating a student back into traditional, mainstream education.

23) Curriculum adjustments to suit student's needs.

Due to their experience of fatigue, confusion or secondary learning difficulties, students could be offered an alternate activity, reduced content, chunk the students work so completes work in stages, readers for students or reduced on-task time, provide student with typed version of written task so they have less time writing and more time completing the activity.

24) Separate room for assessments

Some students become anxious in groups or are easily distracted. Offering these students a separate, supervised room in which to complete their assessments helps maximise the chance of success. Use of TAS staff to supervise students.

25) Personal feedback on performance

Some students may lack insight into their abilities, successes or overall performance. With certain mental illnesses the student may find it difficult to 'unlearn' information or behaviour. Frequent, constructive feedback on performance may help the student to stay on target.

26) Pass-out system/calm time/cool Space

A system of allowing students to leave the class or other activity when distressed, angry or about to become disruptive allows them to learn and practice appropriate school behaviour and can maintain group orderliness. This can be done with Break Cards for years 3-6. This can be initiated by either the teacher or the student as a proactive strategy. This also allows for movement for the student.

27) Stress reduction activities

An activity that will reduce stress for the student e.g. running on the oval, squeezing a soft ball, drawing and having a drink bottle on the desk for the student.

28) Relaxation techniques

An activity that will relax the student and help calm them down. e.g. breathing, counting, squeezing fingers/toes and releasing them. It may be specific to the student's condition. Use of Brain Gym activities.

29) Visual cues/visual communication/visual time-table/give warnings/distractions/set routines

Visual displays are used to help specific students who are visual learners or times of stress when they find verbal instructions difficult. Give warnings to students what will be happening next. e.g. we will be finishing in 5 minutes as we have to go to the library. You have 5 minutes of packing away time. Etc. Have set routines displayed in the room giving students warning of changes that need to occur. Teach students how to use mind maps.

30) Sensory down time

This is a space where a student can go to that is generally in the room and is free from distracting noise or visual stimulation e.g. library, office (sick bay). A screen to physically block out stimulus can also be helpful.

31) Structured Playground (set up inclusive activities)

Under supervision of the teacher or TAS, the student plays with a group of students selected by the teacher/student to play in the playground and to target specific behaviours. e.g. rule following, taking turns, cooperation etc. Set structure to suit physically impaired students.

32) Teach social skills in a class setting/teach expectations/rules/emotional literacy training/behaviour rehearsal

As a whole class activity the teacher teaches the students social skills/rules using other students in the class as role models for appropriate responses. e.g. how to ask for items, take turns, manners, follow school rules etc. This allows the student to role play and practices the appropriate responses.

33) Set up cooperative learning task

Use of small group work, where students have to cooperate with each other by making decisions, listening and sharing ideas. Etc.

34) Develop self-esteem/give responsibility/jobs

Teacher sets easy achievable tasks to help increase the student's self-esteem and give responsibility that is achievable. This is then followed by praise and a sense of achievement for the student.

35) Behaviour lotto – self regulate behaviour

Student has a card of negotiated classroom behaviour. As the student achieves the behaviour then that section of the lotto card is stamped/ticked, when it is fully achieved the student is rewarded for their positive behaviour.

36) Use of “ change” symbol

Use the symbol for change by having it displayed as a laminate that can go over visual timetables so students can see that a change is going to occur .The symbols most commonly used are: Ø, X or using a face with an arrow to indicate a change of mind. ☺ → ☺

37) Use of a timer to keep student on task

Student uses a timer when working constructively and turns the timer off when they are no longer on task. An agreed work time must be completed e.g. 5 minutes on a task then the student gets an agreed reward for achievement. As the student learns to complete the task in less overall time the amount of time spent on work is increased in stages.

38) Fair pair activities

To eliminate a negative behaviour it is more effective if you replace it with a positive behaviour. The student needs to be taught the replacement behaviour e.g. instead of calling out answers the student will be taught to raise their hands and then praised when this is achieved.

39) Communication/body language

Give precise and explicit instruction and allow take up time. Keep arms down by your side, monitor tone of your voice and proximity to the student. Do not enforce eye contact.

40) Reflective listening

The student needs to feel that they have been listened to by the teacher especially in times when they are getting distressed. To make sure that all the content and meaning of the conversation is being understood the teacher repeats back to the student what the student has just stated. They can then get the student to correct it if they feel it was not what they were saying. In turn the teacher can get the student to repeat what has been stated to them by the teacher so that the teacher is certain the student has a clear understanding of what has been said.

41) Goal setting

Set simple and achievable goals for the student to achieve. Use praise/reward for positive behaviour. Use of visual cues to help aid in this area. e.g. raise hand to a question, visual picture on the student's desk with a person having their arm raised. Only target 1-2 specific goals for upper primary student.

42) Provide a choice/choice wheel

Give student appropriate choices of tasks in which to complete. e.g. would you like to do task A or task B? Design a choice wheel using pictures to represent tasks (negotiate with student). Student spins the arrow and then the student completes the task that the arrow pointed to.

43) Social stories

Write a story for a desired behaviour that you want a student to achieve. Using visual cues e.g. I sit at my desk (matching picture), I raise my hand (matching picture) etc. use either photos of the student (with parental permission) or use programs such as Boardmaker/Widget.

44) Feelings labelling/monitoring with younger students

Monitor student's feelings by using a feelings barometer. Students can monitor own feelings and strategies that are listed on the barometer e.g. when feeling upset they can go to a quiet space, when feeling tired they can go and get a drink of water etc.

45) Daily diary

Student can write down in a diary how they feel about the situations at school and discuss with parents/teacher/counsellor.

46) Repetitive actions and routines

Allow routines to be included in student's day if appropriate. If it is not appropriate, with the student, seek alternative behaviour that is more suited for the school environment.

47) Logical consequences

Establish expectations early and follow through with logical consequences with inappropriate behaviour.

48) Restitution rather than punishment

Rather than punishing the student, talk through steps of restitution e.g. Who did the incident effect? What can you do to make it better?, What would you do next time if it happened again?

49) Movement in daily routine

Alternate desk activities with out of seat activities incorporated. Set up 2 desks for the student so they can do individual work and can alternate between desks. Allow the student who needs activity in their day to do daily tasks e.g. lunch orders, banking etc. or incorporate physical activities into each session e.g. stand, bend and stretch etc.

50) Small peer inclusive activities 1:1

Students who are withdrawn or unable to participate in larger groups need to build relationships with their peers. Set up small peer inclusive activities e.g. barrier games, card games, board games etc. Activities where students need to listen, follow instructions and learn to interact with peers.

51) Communication with parents

Teacher keeps parents up to date with student's behaviour and the strategies that are being used. Behaviour strategies being used at school can also be maintained at home by parents. A communication book between parents and teachers can also be effective.

52) Specific Programs

FRIENDS: An anxiety prevention program containing 10 sessions that works with students to recognise feelings, thoughts and behaviour.

BRAIN GYM: Is a program of physical movements that enhance learning and performance in ALL areas.

RESTORATIVE JUSTICE: A whole school approach to conflict resolution programs.

2.3 Professional Development

53) Training about mental illness (continual)

When staff are aware of the types of mental illness and the impact on the student's experience, learning and behaviour they are more able to provide support for the students.

54) Training about inclusive practices

Inclusive practices mean that the whole school community experiences and facilitates access to equitable services and supports. Staff need to be informed about these practices in order to utilise them or to lobby for them. Disability standards for Education 2005, U.N Convention of the Rights of Persons with Disabilities.

55) Information about support services

To meet all the student's educational needs it may be necessary to provide a comprehensive range of services. Providing information about the range of available services will help to facilitate the student's needs being met.

56) Mentoring

Staff can be offered the opportunity to discuss issues and strategies with more experienced staff. This sort of mentoring can take place formally or informally in the workplace and the cost is nil. Web services and Forums are also available on the net.

57) Supervision and debriefing

It is important for staff to feel the 'system' supports them and that they can formally raise issues of concern, get feedback on their performance and talk to someone if or when things go wrong. Supervision and debriefing can help to accomplish this.

58) Consultation

Staff can consult with School Counsellors, Welfare staff and staff who manage the student successfully in class. Regional support staff assists school wide systems.

2.4 School Wide Systems that Support Inclusion

59) Established culture of sharing information on successful approaches

By establishing a culture of sharing information the whole school community can begin to create innovative, resourceful and practical ways to support all students.

60) Maintenance of a resource file

It is important to keep a file of resources that can be used and shared by all the staff. This helps to eliminate re-invention of resources and offers new staff an opportunity to gain information and develop good practices.

61) Policies mandating relevant staff training, student selection, reasonable accommodations, discipline and student welfare

By creating policies that mandate certain training, standards, equitable practices and student supports, staff will have a framework for professional conduct.

62) Risk Management Procedures

Risk management procedures for all students with a safety or violence history. Must be compiled by LST and conveyed to all staff/ parent/carers and evaluated after 5 weeks as stated in DET Policy for OHS.

63) School-wide rules for education of students with mental illness

Consistency is an important feature of supporting students with mental illness. Rules that are applied in an ad-hoc manner or implemented by only some staff may seem unfair to the students and may also serve to reinforce or maintain certain inappropriate school behaviours. Rules displayed visually and taught by all staff as key lessons.

64) Creative reward systems

It is important that all students feel they are a valued part of the school community. Due to the nature of their experience of mental illness it may be difficult for some students to be rewarded. Establishing creative reward systems can improve student behaviour and performance.

65) Policies mandating Functional Behavioural Analysis approach

All behaviour has a communicative function. In order to effectively address and manage challenging behaviours it is necessary to determine the function for which the behaviour is being exhibited. A Functional Behavioural Analysis is a formalised systematic review of the causes, frequency, intensity, duration, meaning, context, system of reinforcers and consequences of the challenging behaviour. The Support Teacher Behaviour can assist with this analysis, discuss with Learning support Team.

66) Restructuring of problem settings

A number of problems can be alleviated by providing increased supervision of non-structured time, by making changes to scheduling so that students known to display challenging behaviours have little contact with each other and creating student friendly spaces. In particular, strategies need to be developed to support these students in anxiety producing situations such as the playground, bus stop and toilets. Effective use of Teacher Aide Time to support students in the settings where they require most assistance.

67) Representation on interagency committees (LST – case manager nominated)

The aim of interagency committees is to maximise the sharing of information and resources and to facilitate pathways to support. Delegating relevant staff to attend interagency meetings can help to establish the necessary range of support services for students with mental illness.

68) Designated student advisers/advocates for youth at risk

As mentioned previously, consistency is important in supporting youth at risk. Also mentioned before, it can be difficult for some students to articulate their needs or to negotiate for support. Designating a staff person to act as a personal and systemic advocate can help to obtain crucial support for the students.

69) System of monitoring trends and improvements

It is important to be able to determine whether support strategies are working, what variables contribute to their success and to substantiate their use. As well, it is important to be able to predict trends in support needs so that adequate resources can be made available and increased. Establishing a database of relevant information and outcomes can help to gain resources, to monitor trends and to document improvements or necessary changes. Using data to make informed decisions and evaluate progress.

70) On-line discussion forum

An on-line discussion forum offers the school community the opportunity to exchange ideas, get suggestions and obtain relevant information. It is cost effective, not time intensive and readily available when the support is necessary.

SECTION 2.5: Strategies to Address Impact of Mental Health Problems & Mental Illness on Students

This list includes inclusive communication and behaviour management strategies. For a further explanation of each strategy see the numbers in Column 3 which are cross-referenced to Section 2.1-2.4 (page 11-21). The list is not exhaustive – add your own ideas and share them with other staff!

Impact on student	Recommended support strategies	No.
<ul style="list-style-type: none"> • Aggressive • Angers easily • Annoyed easily • Argumentative 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Designated quiet space • In-class behaviour support • Mentoring • Take – up time • Flexible delivery • Use of pass out system • Use open communication and positive proxemics (see page 8-9) • Behaviour management with creative rewards for appropriate behaviour • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 9 11 15 19 21 26 39 64
<ul style="list-style-type: none"> • Annoys others deliberately 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Designated quiet space • Cooperative learning approach • In-class behaviour support • Mentoring • Modified seating arrangement • Flexible delivery • Use of pass out system • Use open communication and positive proxemics (see page 8-9) • Behaviour management with creative rewards for appropriate behaviour • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 9 10 11 15 18 21 26 39 64

Impact on student	Recommended support strategies	No.
<ul style="list-style-type: none"> • Anxious and worried • Fearful 	<ul style="list-style-type: none"> • Academic coach or study buddy • Referral to Learning Support Team • Assistance with setting priorities • Time management and study skills training • Peer support • Designated quiet space • Cooperative learning approach • Early availability of materials and assessment descriptions • Extended time to complete tasks • Modified seating arrangement • Alternative assessment format • Flexible delivery • Use of pass out system • Stress reduction activities • Relaxation techniques • Visual timetable/ Visual cues • Visual communication card • Sensory down time • Brain gym activities, FRIENDS program • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 1 3 5 6 7 9 10 12 14 18 20 21 26 27 28 29 29 30 52
<ul style="list-style-type: none"> • Avoids social situations 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Designated quiet space • Modified seating arrangement • Flexible delivery • Separate room for assessments • Structured playground-set up inclusive activities • Teach social skills in class setting • Set up cooperative learning tasks • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 9 18 21 24 31 32 33

Impact on student	Recommended support strategies	No.
<ul style="list-style-type: none"> • Blames others for mistakes 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Cooperative learning approach • Mentoring • Flexible delivery • Personal feedback on performance • Develop self-esteem: give jobs/responsibility • Behaviour lotto – self regulate behaviour • Use open communication and positive proxemics (see page 8-9) • Behaviour management with creative rewards for appropriate behaviour • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 10 15 21 25 34 35 39 64
<ul style="list-style-type: none"> • Change is difficult to deal with 	<ul style="list-style-type: none"> • Early availability of materials and information • Extended time for completion of tasks • Mentoring • Flexible delivery • Materials and information available in a range of formats • Visual Timetable • Use change symbol • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 12 14 15 21 23 29 36
<ul style="list-style-type: none"> • Completing tasks is difficult 	<ul style="list-style-type: none"> • In-class behaviour support and prompting • Use of a reader/writer • Extended time for completion of tasks • Alternative formats for assessment • Chunking work • Personal feedback on performance • Use of visual task cards • Use of a timer to keep on task • Use open communication and positive proxemics (see page 8-9) • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 11 13 14 20 23 25 29 37 39

Impact on student	Recommended support strategies	No.
<ul style="list-style-type: none"> • Compliance with rules or requests is difficult 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Cooperative learning approach • In-class behaviour support • Mentoring • Flexible delivery • Teach expectations/rules and provide ongoing practice and feedback • Use open communication and positive proxemics (see page 8-9) • Behaviour management with creative rewards for appropriate behaviour • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 10 11 15 21 32 39 64
<ul style="list-style-type: none"> • Concentration difficulties 	<ul style="list-style-type: none"> • Academic coach or study buddy • Time management & study skills training • Cooperative learning approach • Extended time for completion of tasks • Exams divided into segments with rest breaks • Provision of assistive technology • Flexible delivery • Reduced course load • Separate room for assessments • Use of a timer to keep on tasks • Utilise "Brain Gym"/ learning connection activities • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 1 6 10 14 16 17 21 23 24 37 52
<ul style="list-style-type: none"> • Appears to be Deceitful 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Mentoring • Personal feedback on performance • Self-esteem activities • Use open communication and positive proxemics (see page 8-9) • Exposure to experience of natural & logical consequences • Communication with parents • Behaviour management with creative rewards for appropriate behaviour • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 15 25 34 39 47 51 64

Impact on student	Recommended support strategies	No.
<ul style="list-style-type: none"> • Detached from relationships 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Peer support group • Designated quiet space • Mentoring • Modified seating arrangement • Flexible delivery • Use cooperative learning techniques • Provide "job" or responsibility • Fair pair activities • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 7 9 15 18 21 33 34 38
<ul style="list-style-type: none"> • Deterioration in school work 	<ul style="list-style-type: none"> • Academic coach or study buddy • Referral to Learning Support Team • Assistance with setting priorities and organising study time • Peer support group • Designated quiet space • Early availability of materials and information • Extended time for completion of work • Mentoring • Exams divided into segments with rest breaks • Provision of assistive technology • Alternative formats for assessment • Reduced course load • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 1 3 5 7 9 12 14 15 16 17 20 23
<ul style="list-style-type: none"> • Disorganised 	<ul style="list-style-type: none"> • Assistance with setting priorities and organising time • Time management • Cooperative learning approach • Early availability of materials and information • Extended time for completion of work • Provision of assistive technology • Modified seating arrangement • Flexible delivery • Reduced course load • Personal feedback on performance • Visual timetable, Use visual lists for tasks • Visual cue cards • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 5 6 10 12 14 17 18 21 23 25 29 29

Impact on student	Recommended support strategies	No.
<ul style="list-style-type: none"> • Disoriented 	<ul style="list-style-type: none"> • Assistance with identification of problems • Assistance with setting priorities and organising study time • Time management • Designated quiet space • Cooperative learning approach • Early availability of materials and information • Extended time for completion of work • Mentoring • Provision of assistive technology • Modified seating arrangement • Flexible delivery • Reduced course load • Personal feedback on performance • Use of pass out system • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 4 5 6 9 10 12 14 15 17 18 21 23 25 26
<ul style="list-style-type: none"> • Distracted easily 	<ul style="list-style-type: none"> • Assistance with setting priorities and organising time • Designated quiet space • Cooperative learning approach • In-class behaviour support • Exams divided into segments with rest breaks • Modified seating arrangement • Flexible delivery • Use of pass out system • Seating- place in room away from "high stimulus" Use screen to detach from stimuli • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 5 9 10 11 16 18 21 26 30

Impact on student	Recommended support strategies	No.
<ul style="list-style-type: none"> • Distressed easily 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Peer support • Designated quiet space • Extended time for completion of work • Provision of assistive technology • Modified seating arrangement • Alternative assessment formats • Flexible delivery • Use of pass out system • Stress reduction activities • Relaxation techniques • Social skills training • Anxiety prevention strategies e.g. FRIENDS program • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 7 9 14 17 18 20 21 26 27 28 32 52
<ul style="list-style-type: none"> • Eating habits are restrictive 	<ul style="list-style-type: none"> • Referral to counsellor • Referral to Learning Support Team • Peer support • Flexible delivery • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 2 3 7 21
<ul style="list-style-type: none"> • Energy is lacking • Fatigue 	<ul style="list-style-type: none"> • Designated quiet space • Cooperative learning approach • Extended time for completion of work • Provision of assistive technology • Flexible delivery • Reduced course load • Interview with parent • Water bottle on desk • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 9 10 14 17 21 23 51

Impact on student	Recommended support strategies	No.
<ul style="list-style-type: none"> • Feelings of being misunderstood 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Peer support • Designated quiet space • Mentoring • Alternative format for assessments • Flexible delivery • Reflective listening- STAFF • Goal setting/ problem solving skills • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 7 9 15 20 21 40 41
<ul style="list-style-type: none"> • Feelings of worthlessness 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Peer support • Designated quiet space • Extended time for completion of work • Mentoring • Break down tasks into small achievable steps • Self-esteem activities, give responsibility • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 7 9 14 15 23 34
<ul style="list-style-type: none"> • Hostile towards authority figures 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Designated quiet space • In-class behaviour support • Mentoring • Flexible delivery • Use of pass out system • Use open communication and positive proxemics (see page 8-9) • Stay calm when giving a command, watch body language • Provide a choice • Behaviour management with creative rewards for appropriate behaviour • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 9 11 15 21 26 39 39 42 64

Impact on student	Recommended support strategies	No.
<ul style="list-style-type: none"> • Ideas are rigid and inflexible 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Cooperative learning approach • Extended time for completion of work • Mentoring • Alternative formats for assessment • Flexible delivery of curriculum, reduced course load • Visual timetable, set routines • Use change symbol/give warnings • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 10 14 15 20 23 29 36
<ul style="list-style-type: none"> • Ideas or plans are unrealistic or impossible 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Cooperative learning approach • Extended time for completion of work • Mentoring • Provision of assistive technology • Flexible delivery • Self-esteem activities • Short/long term goal setting • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 10 14 15 17 21 34 41
<ul style="list-style-type: none"> • Impulsive 	<ul style="list-style-type: none"> • Designated quiet space • Cooperative learning approach • In class behaviour support • Modified seating arrangement • Flexible delivery • Separate room for assessments • Personal feedback on performance • Use visual cues • Social stories to indicate what to do in situations • Behaviour management with creative rewards for appropriate behaviour • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 9 10 11 18 21 24 25 29 32 64

Impact on student	Recommended support strategies	No.
<ul style="list-style-type: none"> • Insight into inappropriateness of behaviour is lacking 	<ul style="list-style-type: none"> • Referral to Learning Support Team • In class behaviour support • Mentoring • Use of pass out system • Behaviour rehearsal • Social story about correct behaviour response to situations • Behaviour management with creative rewards for appropriate behaviour • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 11 15 26 32 43 64
<ul style="list-style-type: none"> • Interest in fun, play or activities is lacking 	<ul style="list-style-type: none"> • Peer support • Cooperative learning approach • Early availability of materials and information • Extended time for completion of work • Provision of assistive technology • Flexible delivery • Mixed mode delivery • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 7 10 12 14 17 21 22
<ul style="list-style-type: none"> • Memory problems • Forgetful 	<ul style="list-style-type: none"> • Academic coach or study buddy • Time management and study skills training • Cooperative learning approach • Extended time for completion of tasks • Exams divided into segments with rest breaks • Provision of assistive technology • Flexible delivery • Reduced course load • Separate room for assessments • Use visual supports, lists, mind-maps etc, cues on desk, on bag • Weekly diary for home • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 1 6 10 14 16 17 21 23 24 29 45

Impact on student	Recommended support strategies	No.
<ul style="list-style-type: none"> • Mood fluctuations 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Designated quiet space • Cooperative learning approach • Early availability of materials and information • Mentoring • Provision of assistive technology • Flexible delivery • Reduced course load • Use of pass out system • Relaxation techniques • Feelings labelling/monitoring with younger students • Diary on mood each day • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 9 10 12 15 17 21 23 26 28 44 45
<ul style="list-style-type: none"> • Motivation is lacking 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Peer support • Cooperative learning approach • Early availability of materials and information • Extended time for completion of work • Mentoring • Provision of assistive technology • Alternative formats for assessment • Flexible delivery • Personal feedback on performance • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 7 10 12 14 15 17 20 21 25
<ul style="list-style-type: none"> • Negative ideas about self image 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Peer support • Designated quiet space • Extended time for completion of work • Mentoring • Modification of seating arrangements • Flexible delivery • Self-esteem activities • Parent involvement • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 7 9 14 15 18 21 34 51

Impact on student	Recommended support strategies	No.
<ul style="list-style-type: none"> • Overactivity 	<ul style="list-style-type: none"> • Designated quiet space • Cooperative learning approach • In-class behaviour support • Modified seating arrangement • Flexible delivery • Separate room for assessments • Personal feedback on performance • Time-out • Relaxation techniques • Down time • Behavioural management with creative rewards for appropriate behaviour • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 9 10 12 18 21 24 25 26 28 30 64
<ul style="list-style-type: none"> • Overreacts to criticism, comments or situations 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Designated quiet space • In-class behaviour support • Mentoring • Flexible delivery • Use of pass out system • Emotional literacy training • Use open communication and positive proxemics (see page 8-9) • Reflective listening • Goal setting techniques • Behaviour management with creative rewards for appropriate behaviour • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 9 11 15 21 26 32 39 40 41 64
<ul style="list-style-type: none"> • Persisting with tasks is difficult 	<ul style="list-style-type: none"> • Designated quiet space • Cooperative learning approach • Extended time for completion of work • Provision of assistive technology • Flexible delivery, reduced course load • Curriculum adjustments • Use a timer – gradually increase • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 9 10 14 17 21 23 37

Impact on student	Recommended support strategies	No.
<ul style="list-style-type: none"> • Physical complaints 	<ul style="list-style-type: none"> • Provision of writer/reader • Extended time for completion of work • Exams divided into segments with rest breaks • Provision of assistive technology (Alpha Smart) • Alternative format for assessments • Flexible delivery • Relaxation/muscle tense releases activities • Structured activities for playground • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 13 14 16 17 20 21 28 31
<ul style="list-style-type: none"> • Preoccupied with odd ideas or plans 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Assistance with early identification of problems • Assistance with setting priorities • In-class behaviour support • Early availability of material and information • Mentoring • Alternative assessment format • Flexible delivery • Reduced course load • Use of pass out system • Routine/visual timetable • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 4 5 11 12 15 20 21 23 26 29
<ul style="list-style-type: none"> • Preoccupied with order, perfection or controlling their environment 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Assistance with setting priorities • Cooperative learning approach • Early availability of materials and information • Extended time for completion of work • Alternative format for assessments • Flexible delivery • Reduced course load • Relaxation techniques • Realistic goal setting • Routine/give warnings for change • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 5 10 12 14 20 21 23 28 41 46

Impact on student	Recommended support strategies	No.
<ul style="list-style-type: none"> • Problem solving difficulties 	<ul style="list-style-type: none"> • Academic coach or study buddy • Assistance with setting priorities and organising time • Cooperative learning approach • Extended time for completion of work • Flexible delivery • Routine/visual timetable • Using decision –making exercises • Choices • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 1 5 10 14 21 29 32 42
<ul style="list-style-type: none"> • Repetitive actions or routines 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Assistance with setting priorities • Cooperative learning approach • Early availability of materials and information • Extended time for completion of work • Alternative format for assessments • Flexible delivery • Provide alternate stress reduction activity • Allow routines to be included in child’s day if appropriate • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 5 10 12 14 20 21 27 46
<ul style="list-style-type: none"> • Repetitive thoughts 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Assistance with setting priorities • Cooperative learning approach • Early availability of materials and information • Extended time for completion of work • Alternative format for assessments • Flexible delivery • Provide visual communication systems • Use choice wheel • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 5 10 12 14 20 21 29 42

Impact on student	Recommended support strategies	No.
<ul style="list-style-type: none"> • Resentful or vindictive if corrected 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Designated quiet space • In-class behaviour support • Mentoring • Flexible delivery • Use of pass out system • Logical consequences • Restitution rather than punishment • Use Restorative Justice language/worksheets • Behaviour management with creative rewards for appropriate behaviour • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 9 11 15 21 26 47 48 52 64
<ul style="list-style-type: none"> • Restless 	<ul style="list-style-type: none"> • Designated quiet space • Cooperative learning approach • In-class behaviour support • Modified seating arrangement • Flexible delivery • Separate room for assessments (use of TAS) • Personal feedback on performance • Allow movement in daily routine, send on a message • Incorporate physical activity in each session • Behaviour management with creative rewards for appropriate behaviour • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 9 10 11 18 21 24 25 26 49 64
<ul style="list-style-type: none"> • Sadness • Depressed mood 	<ul style="list-style-type: none"> • Academic Coach or Study Buddy • Referral to Learning Support Team • Assistance with early identification of problems • Peer support groups • Early availability of texts/other materials • Exams divided into segments with rest breaks • Flexible delivery, reduced course load • Pass-out system • Calm-down area • Negotiated task time/content • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 1 3 4 7 12 16 21 26 26 37

Impact on student	Recommended support strategies	No.
<ul style="list-style-type: none"> • Self harm 	<ul style="list-style-type: none"> • Referral to Counsellor • Notify principal • Insure medical treatment if appropriate • <u>Other ideas:</u> 	<p style="text-align: center;">2</p>
<ul style="list-style-type: none"> • Self esteem is low 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Peer support • Designated quiet space • Extended time for completion of work • Mentoring • Modification of seating arrangements • Flexible delivery • Peer support activities • Self-esteem activities • <u>Other ideas:</u> 	<p style="text-align: center;">3 7 9 14 15 18 21 33 34</p>
<ul style="list-style-type: none"> • Shy and timid 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Designated quiet space • Cooperative learning approach • Modified seating arrangement • Flexible delivery • Separate room for assessments • <u>Other ideas:</u> 	<p style="text-align: center;">3 9 10 18 21 24</p>
<ul style="list-style-type: none"> • Sleep problems 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Extended time for completion of work • Flexible delivery • <u>Other ideas:</u> 	<p style="text-align: center;">3 14 21</p>

Impact on student	Recommended support strategies	No.
<ul style="list-style-type: none"> • Speech difficulties 	<ul style="list-style-type: none"> • Speech assessment • Language programs implemented by TAS • Provision of assistive technology • Alternative format for assessments • Flexible delivery • Use visual cue cards- give to student • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 4 17 20 21 29
<ul style="list-style-type: none"> • Stressful events are recalled frequently 	<ul style="list-style-type: none"> • Academic coach or study buddy • Referral to Counsellor • Referral to Learning Support Team • Assistance with time management and study skills • Peer support • Designated quiet space • Cooperative learning approach • Early availability of materials and assessment descriptions • Extended time for completion of work • Modified seating arrangement • Allow time-out • Provide avenues to express feelings: art/music/diary etc • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 1 2 3 6 7 9 10 12 14 18 26 45
<ul style="list-style-type: none"> • Suicidal thoughts 	<ul style="list-style-type: none"> • Referral to Counsellor • Contact local mental health service 4320 3500 (Central Coast) 	<ul style="list-style-type: none"> 2

Impact on student	Recommended support strategies	No.
<ul style="list-style-type: none"> • Thinking difficulties 	<ul style="list-style-type: none"> • Academic coach or study buddy • Referral to Learning Support Team • Time management and study skills training • Cooperative learning approach • Extended time for completion of tasks • Exams divided into segments with rest breaks • Provision of assistive technology • Take-up time, Allow 20-30 seconds to process instructions, one instruction only • Flexible delivery, reduced course load • Separate room for assessments • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 1 3 6 10 14 16 17 19 21 24
<ul style="list-style-type: none"> • Tremor makes movement awkward 	<ul style="list-style-type: none"> • O.T. exercises to assist • Provision of writer • Extended time for completion of work • Exams divided into segments with rest breaks • Provision of assistive technology • Alternative format for assessment • Flexible delivery • Provide an amanuensis (note provider) • Reduce writing tasks • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 8 14 16 17 20 21 21 23
<ul style="list-style-type: none"> • Unpredictable 	<ul style="list-style-type: none"> • Designated quiet space • Cooperative learning approach • In-class behaviour support • Modified seating arrangement • Flexible delivery • Separate room for assessments • Personal feedback on performance • Behaviour management with creative rewards for appropriate behaviour • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 9 10 11 18 21 24 25 64

Impact on student	Recommended support strategies	No.
<ul style="list-style-type: none"> • Violates or disregards others rights 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Designated quiet space • Cooperative learning approach • In-class behaviour support • Mentoring • Modified seating arrangement • Flexible delivery • Use of pass out system • Restorative Justice language/worksheets • Behaviour management with creative rewards for appropriate behaviour • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 9 10 11 15 18 21 26 52 64
<ul style="list-style-type: none"> • Waiting turn is difficult 	<ul style="list-style-type: none"> • Mentoring • Flexible delivery • Teach skills, provide opportunity to practice, positive reinforcement for waiting • Behaviour management with creative rewards for appropriate behaviour • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 15 21 32 64
<ul style="list-style-type: none"> • Withdrawn 	<ul style="list-style-type: none"> • Referral to Learning Support Team • Peer support • Designated quiet space • Cooperative learning approach • Modified seating arrangement • Flexible delivery • Separate room for assessments • Set up cooperative learning tasks • Set up small peer inclusive activities 1:1 • <u>Other ideas:</u> 	<ul style="list-style-type: none"> 3 7 9 10 18 21 24 33 50

SECTION 3:
Common Mental
Health Disorders
and Their Impact on
Students

SECTION 3: Common Mental Health Disorders and Their Possible Impact on Students

Management of mental illness generally involves a combination of behaviour management, professional support, medical intervention and inclusive educational practices.

The following table does not list the signs and symptoms used to diagnose mental health disorders. It lists the impact the disorder has on the student's emotions, thoughts and behaviours and is to assist staff in their awareness of mental health problems and their impact on students.

It is also important to remember that all students may experience these emotions and thoughts and display these behaviours at times. However, it is their severity, frequency and duration that can create a barrier to success for students experiencing an episode of mental illness.

Anxiety Disorders	Impact on Student
Agoraphobia	<ul style="list-style-type: none"> • Problems with school attendance • Poor Concentration • Easily Distracted • Uncomfortable in social situations • Difficulty with travel • Intrusive thoughts • Avoids new and difficult situations • Fear of open spaces
Generalised Anxiety Disorder	<ul style="list-style-type: none"> • Avoids new and difficult situations • Restlessness or feeling keyed up or on edge • Is easily fatigued • Difficulty concentrating or mind going blank • Irritability • Tired and lethargic in class • Reports disturbed sleep • Generalised worry
Obsessive Compulsive Disorder (OCD)	<ul style="list-style-type: none"> • Preoccupation with order, perfection, or controlling their environment • Feels driven to perform certain actions, routines or rituals • Repetitive and intrusive thoughts • Fear of contamination • Avoids new and difficult situations

Anxiety Disorders (cont)	Impact on Student
Panic Disorder	<ul style="list-style-type: none"> • Extreme worry and fearfulness • Easily stressed and distressed • Hyper-vigilant • Shy or timid and often reluctant to join unfamiliar groups • Avoidance of school or other social situations • Terror of certain things • Poor concentration • Easily distracted • Frequently thinks about stressful event, object or situation • May experience physical complaints • Experiences panic attacks – may include fear of losing control, going crazy or dying • Persistent concern about having additional attacks
Separation Anxiety	<ul style="list-style-type: none"> • Excessive fear when separated from a significant person (usually a parent). Most common fear- that harm will come to the significant person or to themselves • Refusal to stay away from home overnight • Multiple physical complaints such as headaches and stomach aches • School refusal
Post Traumatic Stress Disorder	<ul style="list-style-type: none"> • Recurrent and intrusive distressing recollections • Poor concentration • Easily Distracted • Hyper-vigilance • Avoids new and difficult situations • Diminished interest or participation in significant activities • Irritability or outbursts of anger • Social isolation • Sleep disturbances including nightmares • Recurrent distressing flashbacks • Intrusive preoccupations • Exaggerated startle response • Intense distress at exposure to cues associated with or resembling traumatic event

Anxiety Disorders (cont)	Impact on Student
Social Phobia	<ul style="list-style-type: none"> • Marked and persistent fear in one or more unfamiliar social or performance situations (person recognises that the fear is excessive or unreasonable) • Avoidance, anxious anticipation or distress in the situation • Poor concentration
Attention Deficit and Disruptive Behaviour Disorders	Impact on Student
ADD	<ul style="list-style-type: none"> • Impulsive • Disorganised • Difficulty completing tasks • Difficulty waiting their turn • Difficulty sustaining attention • Extremely easily distracted • Forgetful • Difficulty dealing with change • Poor concentration • Frequently loses resources and belongings
ADHD	<ul style="list-style-type: none"> • Extreme overactivity – can include talking excessively • Impulsive • Disorganised • Difficulty completing tasks • Difficulty waiting their turn • Extremely easily distracted • Forgetful • Difficulty dealing with change • Poor concentration
Conduct Disorder	<ul style="list-style-type: none"> • Overactive • Aggressive • Restless • Over-reactive • Reduced compliance • Deceitful • Destructive to property • Serious violations of rules • Often cruel to people or animals • Bullies, threatens or intimidates • Fail to complete work • Truancing or absconding • Disruptive

Disruptive Behaviour Disorders (cont)	Impact on Student
Oppositional Defiant Disorder (ODD)	<ul style="list-style-type: none"> • Disobedient • Hostile toward authority figures • Does not comply with requests or rules • May deliberately attempt to annoy others • Argumentative • Blames others for mistakes • Easily annoyed • Quick to anger • Resentful or vindictive if corrected • Low opinion of self worth • Pattern of negativistic behaviour
Pervasive Developmental Disorders	Impact on Student
Asperger's Disorder	<ul style="list-style-type: none"> • Obsessive interest in stereo-typed and restricted areas • Stereo-typed and repetitive patterns of behaviour including motor mannerisms; inflexible adherence to non-functional specific routines/rituals; preoccupation with parts of objects • Significantly impaired social skills which includes: <ul style="list-style-type: none"> - failure to develop peer relationships - lack of social or emotional reciprocity - poor use of non-verbal behaviours such as eye to eye contact, facial expression • Predominantly visual learning style • Difficulty with change of routines
Autism	<ul style="list-style-type: none"> • Marked impairment in non-verbal social skills such as eye contact, facial expression, body posture • Failure to develop age appropriate peer relationships • Lack of spontaneous seeking to share enjoyment or interests • Lack of social or emotional reciprocity • Delay in or lack of speech <ul style="list-style-type: none"> or Impairment in ability to sustain conversation or Stereotyped and repetitive use of language • Restricted repetitive and stereotyped patterns of behaviour, interests and activities

*Developmental Trauma	Impact on Student
*Developmental Trauma (resulting from prolonged and/or significant trauma, abuse and/or neglect)	<ul style="list-style-type: none"> • Impulsive behaviours • Detachment or difficulty in forming relationships • Unpredictable emotional reactions • Lack of empathy • Easily frustrated • Lacking self direction and motivation • Pattern of negativistic/oppositional behaviour • Poor Concentration • Easily Distracted • Hyper-vigilant • Outbursts of anger • Sleep disturbances • Avoidance or distress in certain situations • Erratic Moods • Identity Confusion • Risk taking behaviour
Eating Disorders	Impact on Student
Anorexia Nervosa	<ul style="list-style-type: none"> • More than 15% below ideal body weight • Thinking difficulties • Lack of energy • Distorted perceptions of own body weight and/or shape • Restricted eating practices • Difficulty preparing food • Social withdrawal • Intrusive preoccupations • Frequently co-occurs with Anxiety and/ or Depression (see Impact on Student as listed under these disorders) • Cessation of menstruation
Bulimia Nervosa	<ul style="list-style-type: none"> • Recurrent episodes of binge eating • Lack of energy • Thinking difficulties • Frequent and extreme weight fluctuations (can be within normal weight range) • Social withdrawal • Sense of lack of control over eating • Dental deterioration • Pre-occupation after meals • Bulimia frequently co-occurs with Anxiety and/or Depression (see Impact on Student as listed under these disorders)

*** Disclaimer: The majority of the disorders listed are categorised according to the references listed at the end of this section. *Developmental Trauma* is not. It is similar in description to the DSM IV TR adult category of both *Personality Related Disorders* and *Complex Post Traumatic Stress Disorder*.**

Mood Disorders	Impact on Student
Bi-polar	<ul style="list-style-type: none"> • Extreme fluctuations in moods • Has periods of wellness • Manic phase <ul style="list-style-type: none"> - Overactivity - Rapid speech - Lack of inhibition - Irritability - Grand or unrealistic ideas or plans - Lack of insight that their behaviour is inappropriate • Depressive phase <ul style="list-style-type: none"> - Lack of energy - Lack of motivation - Negative thoughts about self - Suicidal thoughts - Loss of interest in fun, play or friends - Concentration and memory problems
Depression	<ul style="list-style-type: none"> • Overwhelming sadness • Deterioration in school work • Concentration problems • Low opinion of own worth • Fatigue • Lack of motivation • Significantly diminished interest in having fun and other usual activities • Social withdrawal • Problem solving difficulties • Difficulty engaging in conversations • Feelings of being misunderstood • Sleep problems • Suicidal thoughts

Mood Disorders (cont)	Impact on Student
Dysthymia (low grade persistent Depression)	<ul style="list-style-type: none"> • Depressed/irritable mood for most of the time, for more than a year and will include some of the following: <ul style="list-style-type: none"> - poor appetite or overeating - significant changes in sleep pattern - low energy or fatigue - low opinion of own worth - poor concentration or difficulty making decisions - feelings of hopelessness
Manic Episode	<ul style="list-style-type: none"> • Period of abnormal and persistently elevated mood which will include some of the following: <ul style="list-style-type: none"> - inflated sense of self worth or grandiose ideas - significantly decreased need for sleep - much more talkative than usual - racing thoughts - very distractible - increase in goal-directed activity (social, academic, occupational or sexual) - increase in agitated behaviour - excessive involvement in pleasurable and/or high risk activities e.g. spending sprees, sexual activities
Neurological/ Developmental Disorders	Impact on Student
Communication Disorders	<ul style="list-style-type: none"> • Scores on standardised measures significantly lower for expressive language than receptive language and/or non-verbal intellectual capacity • Difficulties with expressive and/or receptive language which significantly interfere with academic and occupational performance or social communication
Learning Disorders	<p>Achievement (as measured in standardised tests) is significantly below what is expected for the person's age and intelligence in</p> <ul style="list-style-type: none"> • Reading or • Mathematics or • Written Expression

Substance Related Disorders	Impact on Student
Alcohol & Other Drugs Dependence	<p>A maladaptive pattern of substance use which includes:</p> <ul style="list-style-type: none"> • Increasing tolerance of the substance • Significant distress or impairment in social or occupational function when attempting to withdraw from substance • Persistent desire or unsuccessful attempts to control substance use • Excessive amounts of time spent in obtaining substance • Reduced/ceased social or occupational activities because of substance use • Continued substance use despite awareness of having a persistent or recurrent problem • Increasing risk taking behaviours
Substance Intoxication	<ul style="list-style-type: none"> • Temporary, significant maladaptive behaviour or psychological changes due to the use of a substance .Eg aggression, quick and extreme changes in mood, impairment in ability to think and impairment in social and occupational functioning

References: *DSM IV TR*
ICD 9: CM International Classification of Disorders
9th Edition, Clinical modification

SECTION 4:

Resources

Section 4

Resources

4.1 For School staff.....page 54

4.2 For Parentspage 56

4.3 For Studentspage 51

Useful Websites and Phone Numbers

For School Staff:

<http://smhp.psych.ucla.edu>

This American site offers a range of information regarding mental health issues in the school setting such as bullying, responding to a crisis and barriers to learning.

<http://auseinet.com/>

This Australian site offers a range of information, education and strategies for good practice. The site has many links.

www.friendsinfo.net

This site is about preventing childhood anxiety and depression through the building of emotional resilience.

www.curriculum.edu.au

This site offers a wide range of resources and information regarding mental health for secondary schools.

www.tourettesyndrome.net/education.htm

This site is maintained by the Tourette Syndrome Association and contains a wealth of information for teachers and parents including "Creating a user friendly classroom"; "Screening for homework problems"; "Screening for sleep and organisation problems." The site has many links to other very useful sites.

www.mentalhealth.com

This Canadian site offers lots of information about various types of mental illness and their impact.

www.behavior.ora/virtual

This site is the Behavioural Virtual Community. It is a place where people can interact and exchange information and resources on important behavioural issues at home, school and in society.

www.nswtf.org.au/edu_online/51/createsafe.html

This site offers a summary of considerations about supporting safe work environments and comments regarding maintaining the best interests of employees when addressing competing legislative requirements.

www.anu.edu.au/disabilities/resources_for_students/index.php?p=1 (Alternate Assessment Guide link)

This Australian site offers suggestions for alternative assessments for students with disabilities.

www.studentservices.uwa.edu.au

This site contains the manual, *Managing Oral Examinations - For Students with Disabilities -A Guide for Staff and Students*, published by the University of Western Australia.

www.anu.edu.au/disabilities/tech.html

This Australian site offers links to sites relating to different types of assistive technology.

www.headroom.net.au

This site provides useful information on mental health for parents, young people, teachers and mental health professionals. It also provides links to other relevant sites.

www.det.nsw.edu.au

This site contains the resource kits, *Safe Secure Harmonious Schools* and *Successful Outcomes for Youth at Risk*.

www.madnation.org/ozmad.htm

This site is maintained by the Australian Mental Health Consumer Movement and provides very useful information on mental health and psychiatric disability issues.

www.mhsource.com/bipolar

Bipolar Disorders Information

<http://www.anxietynetwork.com.au>

An extensive Australian web site exclusively on Anxiety Disorders which provides information, education and support to consumers, carers, health practitioners and the wider community on all aspects of Anxiety.

www.depressionnet.com.au

A comprehensive one-stop resource for information, support and help for people who have depression and their family and friends.

www.eda.org.au

Lots of information on eating disorders and related issues.

www.socialanxiety.com.au

An extensive Australian web site exclusively on Social Anxiety Disorder which provides information, education and support to consumers, carers, health practitioners and the wider community on all aspects of Anxiety.

www.arafmi.org

ARAFMI NSW (Inc) provides support and advocacy for families and friends of people with mental illness or disorder.

www.beyondblue.org.au

Provides information, resources and lists organisations related to depression. A very easy to use site to find out more about depression.

www.mentalhealth.com

Extensive database of information-an excellent starting point with extensive links and current information for the public and mental health professionals.

www.lifeline.org.au

Crisis counselling, support, accommodation assistance.

www.adf.org.au

Australian Drug Foundation

Phone Numbers:

CAPS (Child abuse protection service)	1800 688 009
Child Care Access Hotline	1800 670 305
Domestic Violence line	1800 656 463
DoCS Child Protection & Family Crisis	132 111
Gay and Lesbian Counselling Service	1800 184 527
Kids Help Line	1800 551 800
Lifeline	131 114
Parent Line	132 055
Reconnecting Adolescent and Parent Team	1800 067 967
Youth Hotline Legal Aid	1800 101 810
Telephone Interpreter Service	131 450

Useful Websites and Phone Numbers

For parents:

www.healthysa.sa.aol.au

This site provides very useful information about mental illness and how it can affect children and families. The site lists other useful sites and links.

www.napcan.ora.au

This site offers a range of educational, culturally sensitive resources for parents and children. It offers behaviour management ideas, positive parenting ideas and helps you to understand how children behave and respond at different ages and stages.

www.parenting.nsw.gov.au

This site has lots of ideas for positive parenting and understanding your children and adolescents.

www.det.wa.edu.au/education/

This site offers resources for parents related to working with teachers and support services for students at educational risk.

www.behavior.org/virtual/

This site is the Behavioural Virtual Community. It is a place where people can interact and exchange information and resources on important behavioural issues at home, school and in society.

***www.humanrights.gov.au/* (click on Disability Rights)**

This site contains answers to frequently asked questions regarding disability and discrimination. It has links to other relevant sites.

<http://www.madnation.org/ozmad.htm>

This site is maintained by the Australian Mental Health Consumer Movement and provides information on mental health and psychiatric disability issues.

www.tourettesyndrome.net/education.htm

This site is maintained by the Tourette Syndrome Association and contains a wealth of information for parents and teachers including "Preparing for a meeting with your child's school" and "Helping your child with homework". The site has many links to other very useful sites.

www.headroom.net.au

This site provides useful information on mental health for parents, young people, teachers and mental health professionals.

www.mhsource.com/biopolar

Bipolar Disorders Information.

www.anxietynetwork.com.au

An extensive Australian web site exclusively on Anxiety Disorders with provides information, education and support to consumers, carers, health practitioners and the wider community on all aspects of Anxiety.

www.depressionet.com.au

A comprehensive one-stop resource for information, support and help for people who have depression and their family and friends.

www.eda.org.au

Lots of information on eating disorders and related issues.

www.socialanxiety.com.au

An extensive Australian web site exclusively on Social Anxiety Disorder which provides information, education and support to consumers, carers, health practitioners and the wider community on all aspects of Anxiety.

www.arafmi.org

ARAFMI NSW (Inc) provides support and advocacy for families and friends of people with mental illness or disorder.

www.beyondblue.org.au

Provides information, resources and lists organisations related to depression. A very easy to use site to find out more about depression.

www.mentahealth.com

Extensive database of information-an excellent starting point with extensive links and current information for the public and mental health professionals.

www.lifeline.org.au

Crisis counselling, support and accommodation assistance.

www.adf.org.au
Australian Drug Foundation

www.carersnsw.asn.au

Carers NSW is an association for relatives and friends who are caring for people with a disability, mental illness, chronic condition or who are frail aged.

www.parenting.sa.gov.au

This site has a lot of great ideas for positive parenting and understanding your child and adolescents.

Phone Numbers:

CAPS (Child abuse protection service)	1800 688 009
Child Care Access Hotline	1800 670 305
Domestic Violence line	1800 656 463
DoCS Child Protection & Family Crisis	132 111
Gay and Lesbian Counselling Service	1800 184 527
Parent Line	132 055
Lifeline	131 114
Reconnecting Adolescent and Parent Team	1800 067 967
Telephone Interpreter Service	131 450

Useful Websites and Phone Numbers

For Students:

www.reachout.com.au

This site is especially designed for children and young people and offers lots of information about getting help and learning how to cope. It is an interactive site and there is a chat room bulletin board.

www.headroom.net.au

This site provides useful information on mental health for parents, young people, teachers and mental health professionals.

www.kidshelp.com.au

Provides online counselling, telephone counselling, information sheets on a range of topics including bullying, child abuse and neglect, drug problems

www.selfesteemgames.mcgill.au

Games for students to improve self-esteem.

Phone Numbers:

Kids Help Line

1800 551 800

Youth Hotline Legal Aid

1800 101 810