Important Notice

KidsMatter Australian Primary Schools Mental Health Initiative and any other KidsMatter mental health initiatives are not to be confused with other businesses, programs or services which may also use the name ‘Kidsmatter’.

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Communications Branch, Department of Health, GPO Box 9848, Canberra ACT 2601

or via email to copyright@health.gov.au.

While the resources are available freely for these purposes, to realise the full potential of KidsMatter Primary, it is recommended that the resources be used with the appropriate training and support under the KidsMatter Initiative.

Last updated October 2014
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https://primary.portal.kidsmatter.edu.au
Welcome to the KidsMatter Primary Portal Guides

Inside these guides, you will find information to help your Action Team prepare and deliver KidsMatter Primary professional learning for other staff at your school.

These guides are designed to be used alongside existing KidsMatter Primary resources.

We hope you enjoy your KidsMatter Primary Portal journey!

Preparing to facilitate this session

Before you begin facilitating professional learning for your whole-school staff, it is important to undertake the following steps:

1. Speak with your KidsMatter staff member about delivering KidsMatter online professional learning

2. Ensure your school’s KidsMatter Action Team reads the following resources:
   - KidsMatter Primary Facilitator Guides (pages 7–10)
   - Whole-school staff professional learning in KidsMatter Primary
   - Getting ready for delivery
   - Role of the Action Team

3. Access KidsMatter Information Sheets for school staff, parents and carers (see Resources)

4. Print or purchase a copy of the Component 4 Participant Workbook for each staff member

5. Organise copies of the relevant component Summary of Literature for all staff as pre-reading. These documents include a range of texts and links that relate to the themes in the sessions.

Symbols used on screens

When a question mark appears on the screen, it gives you access to further information that is relevant to the topic. For example, you can access Information sheets, How-to sheets, videos and screens.

The Resources symbol at the top of the menu provides interesting links to video interviews, articles and screens.

The eNote symbol appears on some screens. An eNote is an electronic note-taking tool that the Action Team can use to record and save essential notes for its planning.
Portal tips

Before facilitating professional learning in your school we recommend taking the following steps:

- **Log in** – check that you can log in to the Portal
- **Prepare** – have you previewed the session?
- **Resources** – collate resources for each participant
- **Room preparation** – test your equipment works
- **Time** – *indicative* times are listed in the Portal Guides.

Supplementary resources

Throughout this guide, you will see references to a range of KidsMatter Primary resources:

- **Action Team Handbook**
- **Facilitator Guides** (for Components 1-4)
- **Participant Workbooks** (for Components 1-4)
- **Information Sheets**
- **Summary of Literature** (for Components 1-4)
- **KidsMatter Component Plan.**

To access these resources, go to [www.kidsmatter.edu.au/primary/resources-your-journey](http://www.kidsmatter.edu.au/primary/resources-your-journey)

Some resources can also be purchased from the KidsMatter Online Shop at: [www.kidsmatteronlineshop.com.au](http://www.kidsmatteronlineshop.com.au)

For more information

Contact KidsMatter Primary if you have any questions or need help accessing the Portal.

**Phone:** 1800 543 767 (1800 KIDSMP)

**Email:**

[https://primary.portal.kidsmatter.edu.au](https://primary.portal.kidsmatter.edu.au)
Facilitating whole-school online training

We highly recommend that you view and practise using the Portal before you deliver training in your school. You will need to familiarise yourself with different sections of the site.

As a facilitator or Action Team member, you will:

• navigate through the session using arrows at the bottom right-hand of the screen
• click to move forwards or backwards through the screens
• follow the instructions of the iMentor+ as well as content in this guide
• designate one Action Team member to manage the eNote feature of the Portal.

+The iMentor is your online instructor. They will guide you through each session.

Creating a positive learning environment

We suggest that you observe participants as the sessions develop. Participants will have a range of experiences of mental health. They may face mental health difficulties themselves, through family members or work colleagues. Early on in the session, it will be helpful to acknowledge that one in five adults experience mental health difficulties. We recommend that you emphasise the need for a safe and respectful space to discuss issues.

It could be useful here to point out that it is critical for participants to look after themselves throughout the training. Creating the group’s Working Agreement and promoting self care is essential (see page 5 of the Participant Workbooks). Please circulate copies of the contact details for your school’s Employee Assistance Program.

Beginning each session

Introductions

• Welcome staff
• Introduce members of the Action Team, other guests and parents.

Explain the Action Team’s role

Action Team members will:

• guide school staff and guests through the sessions of this component
• record and collect feedback using eNote to inform and refine the school KidsMatter Component Plan.

Purpose of the session

At the start of the session:

• explain that KidsMatter professional learning contributes to the KidsMatter journey of school culture change
• clarify the duration of the professional learning session
• remind participants of the group Working Agreement. Display this at every session.
About the Portal

How-to and Information sheets

The How-to and Information sheets add to the content on screens. The How-to sheets guide you to debrief videos, run activities or lead discussions. The Information sheets provide additional details about some of the content raised in the sessions.

The How-to and Information sheets are located in the Resources section of this Portal Guide.

Suggested times

There are suggested session times within this Portal Guide. These are indicative times only and do not reflect any rigorous discussion your colleagues may engage in.

Connectivity: About connecting to the Portal

It is essential for Action Team members to trial the Portal 'Learn' section before conducting professional learning. This is important to check if your school’s connectivity is adequate to run the Portal.

The Portal will work best with these minimum computer specifications:

- Core i3 processor
- 4GB RAM
- USB 2.0 or above
- PDF reader installed.

We recommend using the following internet browsers, with pop-up blockers turned off:

- Microsoft Internet Explorer 8.0 and above
- Mozilla Firefox 22.0 and above
- Opera 18 and above
- Safari 5.1.5 and above
- Chrome 31.0.1650.63 m and above.

Using alternative browsers is an option. However, the functionality of the site may be compromised with some functions.

If you are experiencing accessibility problems, we suggest that you contact your web administrator to install the latest browser version, and have pop-up blockers turned off.

Videos – buffering

The Portal has a collection of high-quality videos. If your internet connectivity is low, these videos will ‘buffer’ before they play.

Before facilitating professional learning, open the session and let the videos run through. This will ‘cache’ the videos into your computer’s memory and may make them run more smoothly.

NOTE: Do not do this and then close the Portal, as this will clear the computer’s memory.
### Your checklist of resources for this session

<table>
<thead>
<tr>
<th>ITEM</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Team Portal Guide</strong> – Action Team has printed a copy and used it to prepare for the session</td>
<td>✓</td>
</tr>
<tr>
<td>Connectivity – Action Team has read about connectivity information</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Facilitator Guide</strong> for the relevant component*</td>
<td>✓</td>
</tr>
<tr>
<td>One <strong>Participant Workbook</strong>* and <strong>Summary of Literature</strong>* for each participant</td>
<td>✓</td>
</tr>
<tr>
<td>Relevant component <strong>Information Sheets</strong> for staff, parents and carers* – copies for each staff member</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Action Team Handbook</strong>, Tool 2 diagram, ‘How does KidsMatter build on what we are doing?’ – a completed copy for each staff member</td>
<td>✓</td>
</tr>
<tr>
<td>Computer and projector</td>
<td>✓</td>
</tr>
<tr>
<td>Set of speakers tested for volume</td>
<td>✓</td>
</tr>
<tr>
<td>Sticky notes for each table</td>
<td>✓</td>
</tr>
<tr>
<td>Spare pens and paper</td>
<td>✓</td>
</tr>
<tr>
<td>Existing social and emotional resources available in the school</td>
<td>✓</td>
</tr>
<tr>
<td>An Action Team report – see ‘How to present an Action Team report’ in Session 1 Resources</td>
<td>✓</td>
</tr>
<tr>
<td>Adequate space for facilitating group activities</td>
<td>✓</td>
</tr>
<tr>
<td>Whiteboard</td>
<td>✓</td>
</tr>
<tr>
<td>Interactive whiteboard (optional)</td>
<td>✓</td>
</tr>
</tbody>
</table>

Action Team Portal Guide

Understanding mental health difficulties

Estimated length of session: 1 hr 20 mins
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[https://primary.portal.kidsmatter.edu.au](https://primary.portal.kidsmatter.edu.au)
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<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
<th>DESCRIPTION</th>
<th>FACILITATOR</th>
<th>FACILITATOR GUIDE Slide Reference #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 of 49 (0:11)</td>
<td>Introducing iMentors, Paul and Margy</td>
<td>Optional – Information sheet Customise ‘Acknowledgment of Country’ for your school</td>
<td>?</td>
</tr>
<tr>
<td>2 of 49 (0:11)</td>
<td>Acknowledgment of Country</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3 of 49 (0:53)</td>
<td>Welcome to Component 4 iMentor introduces KidsMatter partners About KidsMatter</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td>4 of 49 (0:55)</td>
<td>Self care and help seeking Employee Assistance Program Confidentiality and privacy Use of actors Mental health professional to assist</td>
<td>Refer to the Participant Workbook: • p 5 for self care focus • p 6 for explanation about actors in videos</td>
<td>7, 9</td>
</tr>
<tr>
<td>5 of 49 (0:46)</td>
<td>iMentor describes group Working Agreement (2 mins)</td>
<td>How-to sheet – ‘Developing a Working Agreement’ Action Team to display this during the session</td>
<td>?</td>
</tr>
<tr>
<td>6 of 49 (0:28)</td>
<td>iMentor outlines what follows Recap of Components 1–3 Report from Action Team (4 mins)</td>
<td>Information sheet – ‘How to present an Action Team report’</td>
<td>?</td>
</tr>
<tr>
<td>7-12 of 49</td>
<td>Recap quiz – Components 1–3 (five screens) (4 mins)</td>
<td>Action Team fills in group responses to each quiz question</td>
<td>4</td>
</tr>
<tr>
<td>13 of 49 (1:59)</td>
<td>iMentor explains content of Component 4 Relationships – an underlying theme</td>
<td>*Optional videos – ‘Having difficult conversations about mental health’: 1. ‘The language we use’ (3 mins) 2. ‘Seeking assistance’ (3 mins) 3. ‘A Principal’s perspective’ (3 mins) 4. ‘Working with parents’ (3 mins) See Component 4 Resources online</td>
<td>5</td>
</tr>
</tbody>
</table>
### Facilitating this session

<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
<th>DESCRIPTION Screen + time of video and activity</th>
<th>FACILITATOR Action Team preparation</th>
<th>FACILITATOR Guide Slide Reference #</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 of 49 (2:00)</td>
<td>iMentor introduces Component 4 target areas and goals</td>
<td>Refer to p 13 of the Participant Workbook for two target areas</td>
<td></td>
</tr>
<tr>
<td>15 of 49 (0:37)</td>
<td>Brief description of the three sessions that make up Component 4</td>
<td>Reference to the role of the Action Team in recording ideas for component planning</td>
<td>5</td>
</tr>
<tr>
<td>16 of 49 (0:29)</td>
<td>Four goals of Component 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 of 49 (0:27)</td>
<td>Introductory activity – ‘Exploring our attitudes and beliefs’</td>
<td>How-to sheet – ‘Exploring our attitudes and beliefs’</td>
<td>8</td>
</tr>
<tr>
<td>18 of 49</td>
<td>Instructions are displayed on screen (1 min)</td>
<td>Refer to pp 14 and 15 of the Participant Workbook, – ‘Agree’ and ‘Disagree’</td>
<td>8</td>
</tr>
<tr>
<td>19–22 of 49</td>
<td>Five activity statements appear on successive screens (3 mins)</td>
<td>As above</td>
<td>8</td>
</tr>
<tr>
<td>23 of 49 (0:08)</td>
<td>iMentor invites Action Team to lead debrief (7 minutes)</td>
<td>Action Team asks participants to share responses to this activity</td>
<td></td>
</tr>
<tr>
<td>24 of 49 (0:21)</td>
<td>iMentor introduces first video Important information about use of actors and fictional stories</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>25 of 49</td>
<td>View video, ‘Introduction to Component 4’ (2:15 mins)</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>26 of 49 (0:14)</td>
<td>iMentor asks Action Team to debrief video</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>27 of 49</td>
<td>eNote – Action Team Debrief video, ‘Introduction to Component 4’ (2 mins)</td>
<td>Action Team uses eNote to record group feedback</td>
<td></td>
</tr>
<tr>
<td>SCREEN # and DURATION</td>
<td>DESCRIPTION Screen + time of video and activity</td>
<td>FACILITATOR Action Team preparation</td>
<td>FACILITATOR Guide Slide Reference #</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>28 of 49 (1:52)</td>
<td>Importance of mental health in schools and KidsMatter Primary Survey by Graham and colleagues KidsMatter as a ‘scaffold’ Getting help early Action Team leads discussion (2 mins)</td>
<td>Refer back to Action Team Report Action Team distributes copies of ‘Tool 2 – How does KidsMatter build on what we are doing?’ and discusses current Component 4 practices</td>
<td></td>
</tr>
<tr>
<td>29 of 49 (0:34)</td>
<td>Implementation concerns about Component 4 (2 mins)</td>
<td>Participants record responses in ‘Discussion: Implementation concerns worksheet’, p 16 of the Participant Workbook Information sheet – ‘Survey of Australian teachers in supporting mental health’</td>
<td>11</td>
</tr>
<tr>
<td>30 of 49</td>
<td>eNote – Action Team Debrief – ‘Concerns about implementing Component 4’ (2 mins)</td>
<td>Action Team records responses using eNote</td>
<td></td>
</tr>
<tr>
<td>31 of 49</td>
<td>View video, ‘What’s expected of me in Component 4?’ (1:58 mins)</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>32 of 49 (0:58)</td>
<td>iMentor states key messages about Component 4</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>33 of 49 (1:05)</td>
<td>‘Okay, or concerning’ – iMentor introduces mental health continuum diagram Action Team leads discussion (10 mins)</td>
<td>How-to sheet – ‘Discussion: Okay or concerning’ Action Team leads discussion about mental health continuum</td>
<td>13</td>
</tr>
<tr>
<td>34 of 49 (1:11)</td>
<td>Movement on the mental health continuum Staff-student relationships iMentor introduces next video</td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>
## Facilitating this session

<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
<th>DESCRIPTION Screen + time of video and activity</th>
<th>FACILITATOR Action Team preparation</th>
<th>FACILITATOR Guide Slide Reference #</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 of 49</td>
<td>View video, ‘Experiences of mental health’ (4.45 mins)</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>36 of 49 (0:14)</td>
<td>iMentor asks: ‘What stood out for you in the video?’</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>37 of 49</td>
<td>eNote – What stood out for you in the video, ‘Experiences of mental health?’ (2 mins)</td>
<td>Action Team uses eNote to record feedback</td>
<td></td>
</tr>
</tbody>
</table>
| 38 of 49 (1:19)       | Some students experience mental health difficulties  
Importance of help seeking  
Definition of mental health difficulties |                                    | 15                                |
| 39 of 49 (1:24)       | Causes of mental health difficulties  
– diagram  
Risk and protective factors | Refer to ‘Mental health difficulties in childhood: Risk and protective factors’, p 18 of the Participant Workbook | 16                                |
| 40 of 49 (0:49)       | School as a protective factor  
Socio-ecological model  
DSM 5 – professional diagnostic tool for mental disorders | Refer to ‘The socio-ecological model’, p 12 of the Participant Workbook | 16                                |
| 41 of 49 (0:54)       | How common are mental health difficulties? | Refer to ‘Mental health difficulties in childhood’ and ‘The importance of getting help’, pp 17 to 19 of the Participant Workbook | 17                                |
| 42 of 49 (1:09)       | Graph – 1 in 7 students in a class  
iMentor introduces last video in the session |                                    | 18                                |
<p>| 43 of 49              | View video, ‘The importance of getting help’ (4:21 mins) |                                    | 19                                |</p>
<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
<th>DESCRIPTION Screen + time of video and activity</th>
<th>FACILITATOR Action Team preparation</th>
<th>FACILITATOR Guide Slide Reference #</th>
</tr>
</thead>
<tbody>
<tr>
<td>44 of 49 (0:15)</td>
<td>iMentor introduces discussion: ‘What supports could have helped Nicola?’</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>45 of 49</td>
<td>eNote – discussion, ‘The importance of getting help’ – four questions (3 mins)</td>
<td>Action Team uses eNote to record group feedback</td>
<td></td>
</tr>
<tr>
<td>46 of 49 (0:44)</td>
<td>iMentor outlines issues about seeking assistance</td>
<td>How-to sheet – ‘Discussion: Getting help’ Refer to p 20 of the Participant Workbook</td>
<td>20</td>
</tr>
<tr>
<td>47 of 49 (2:13)</td>
<td>Support networks and processes for providing information for families 1 in 4 students get the help they need Intervening early Building on existing good work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48 of 49 (0:13)</td>
<td>Summary of Session 1 Activity – ‘Taking action’ (2 mins)</td>
<td>Ask participants to complete activity – ‘Taking action’, pp 38 and 39 of the Participant Workbook</td>
<td>21</td>
</tr>
<tr>
<td>49 of 49</td>
<td>Session sign-off Return to menu</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Acknowledgement of Country

Information Sheet – Screen 2

Acknowledgement of Country is a way that the wider community can demonstrate respect for Aboriginal people where the gathering is being conducted.

It can be performed by any individual; Aboriginal or non-Aboriginal. We do this at the beginning of each KidsMatter Primary professional learning session. We have recorded an Acknowledgement of Country for you to play at the beginning of each component professional learning session.

Your Action Team might choose not to play the pre-recorded Acknowledgement of Country and have one of your Action Team members deliver the acknowledgement. Feel free to personalise the standard wording based on your own experiences or preferences. Consider using state and territory-specific language to help make the welcome authentic.

Alternative Acknowledgement of Country

I would like to acknowledge the traditional custodians of this land upon which we now meet, and acknowledge our gratitude that we share this land today, our sorrow for some of the costs of that sharing and our hope and belief that we can move to a place of equity, justice and partnership together.

National Reconciliation Week

Recognition. Think about how much you value it. You feel proud, validated and connected when you are sincerely recognised for who you are and what you contribute. Being valued is good for your self-esteem. It energises you and encourages you to acknowledge the best in others.

Click here to have a look at the National Reconciliation Week website:

www.reconciliation.org.au/nrw
Self care

Information Sheet – Screen 4

We would like you to participate in this professional learning at the level in which you feel comfortable. Your school’s Employee Assistance Program (EAP) is there to help in the event that something arises for you on a personal level.

Useful contacts

Lifeline
Tel: 13 11 14
www.lifeline.org.au
24-hour telephone counselling

SANE Australia
Tel: 1800 187 263
www.sane.org
Information line
9:00am – 5:00pm weekdays
Online helpline, factsheets, resources

beyondblue
Tel: 1300 224 636
www.beyondblue.org.au
Information and referral line

Australian Psychological Society (APS)
www.psychology.org.au
Find a Psychologist service

Family
Past helpful strategies

Friend

Work
Community
Phone/Online
Developing a Working Agreement

How-to Sheet – Screen 5

2 minutes

This professional learning encourages all participants to contribute their views and ideas, so it's important they feel safe doing so. We recommend you ask participants how they wish to work so all staff can contribute to the session in a respectful space.

If you’re presenting to a group you know well and there is an existing Working Agreement, it might be sufficient to remind participants of the agreement and display it throughout the session. When staff changes occur it is essential that the Working Agreement is revised so that everyone feels safe and expectations are clear.

Here are some common items for Working Agreements/ground rules for a successful session:

- listen to each other
- respect different perspectives
- share only what you are comfortable sharing
- respect confidentiality
- engage in one conversation at a time.

The Working Agreement on the following page is one example from a KidsMatter school.

The Participant Workbook includes a list of support services in the event that any personal issues arise for participants. The school Employee Assistance Program (EAP) may also be a useful source of support to mention. The Action Team is encouraged to display the EAP contact details in the staff room.

In Component 4 it is highly recommended that schools are supported by a mental health professional, school counsellor or allied health professional in the role of a critical friend to co-facilitate the professional learning session at their school. This is because the content for Component 4 requires background information about children’s mental health.
## Sample Working Agreement

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHAT DOES THIS LOOK LIKE? SOUND LIKE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solution-focused</td>
<td>I offer a solution if I state that I am unhappy with something.</td>
</tr>
<tr>
<td>Constructive</td>
<td>If I provide feedback it is clear and relevant to the topic and helpful to the discussion.</td>
</tr>
<tr>
<td>Equality</td>
<td>I am mindful of ensuring all people are provided with an opportunity to speak.</td>
</tr>
<tr>
<td>Right to pass and participate</td>
<td>In my professional role, I am open to taking risks, and try to participate in most situations.</td>
</tr>
<tr>
<td>Appreciative of diversity</td>
<td>I am open to different points of view, as we all have different experiences, values and beliefs.</td>
</tr>
<tr>
<td>Conscious of time</td>
<td>I take responsibility for arriving on time before each session. I need to make sure I keep to time if presenting.</td>
</tr>
<tr>
<td>Respect</td>
<td>I am professional in my manner and have empathy and regard for others.</td>
</tr>
<tr>
<td>Confidentiality – no names</td>
<td>I am aware of keeping conversations within groups, contained in that context and not discussing the names of students and families.</td>
</tr>
<tr>
<td>Non-judgemental</td>
<td>I make sure I gather all the relevant information before making assumptions.</td>
</tr>
<tr>
<td>Minimise side conversations</td>
<td>I am mindful that if I have a side conversation it may stop others hearing what the presenter is saying.</td>
</tr>
</tbody>
</table>
How to present an Action Team report

Information Sheet – Screen 6

1. Introduce members of the Action Team and explain their role
   Introduce all members of the Action Team, including any who may be absent.
   Briefly outline:
   The role of the Action Team as the key coordinators and drivers of implementing KidsMatter and the critical role they will be taking in consulting with staff, families and students and facilitating whole-school professional learning.
   Refer to pages 8 and 9 of the Action Team Handbook for more information.

2. Update about ongoing KidsMatter work
   Provide a very brief update on work that has happened so far.
   Being open to receiving and valuing feedback is critical.

3. Briefly summarise your school’s starting point for this component
   Copy and distribute ‘Tool 2: How does KidsMatter build on what we are doing?’ if this has not already been done earlier in the session.
   If Tool 2 has not been completed in the past, do this now.
   If Tool 2 has been completed, explain that all staff have contributed to this document. Ask the group to take note of all the current school practices listed under this component. Invite participants to provide details to fill in any gaps.
   Explain that this list will be used during today’s session.
   Share a brief report on the results of the KidsMatter surveys and any items related to this component. Highlight the strengths and challenges and report only on the main themes, as the topics will be explored during the sessions.

4. Thank staff
   Thank staff for their contributions so far and let them know that their ideas and feedback will contribute to the Action Team’s planning.
   Information they have provided will help to refine strategies to improve school policies and practices around mental health and wellbeing.
### Introductory activity:
Exploring our attitudes and beliefs

**How-to Sheet – Screens 17 – 23**

**10 minutes**

**Purpose**
The purpose of this activity is to orient participants to the professional learning, and have them reflect on their attitudes and beliefs about mental health difficulties in childhood.

**Instructions**
Say to participants:

1. Please form pairs and open your Participant Workbook to the ‘Agree’ and ‘Disagree’ signs on pages 14 and 15.

2. I’ll read out four statements one at a time. After each statement, I’ll ask you to:
   - Discuss in pairs whether you agree or disagree
   - Hold up the sign that represents your response
   - Share responses – if there is time.

Please understand that there are no right or wrong answers.

**summary**

**Here are the four statements:**

1. There are more challenges for children these days than when I was a child

2. Children can grow out of any social, emotional or behavioural problems they have

3. If needed, all families should accept help for their child when it’s available

4. People are comfortable to seek help in our community because everyone is accepting of mental health problems

We all have different understandings and attitudes towards mental health in childhood, and the best ways to help children. We form these through a range of personal and professional experiences.

Part of the focus in Component 4 is to develop a shared understanding about how to best assist students who may experience difficulties with their mental health.
Survey of Australian teachers in supporting mental health

Information Sheet – Screen 29

Graham and colleagues (2011) surveyed 508 Australian teachers on supporting mental health in education. The findings highlighted that while most teachers place a high importance on supporting student mental health, many were concerned about the expectations being placed on them to do so without adequate resources, training or support.

The following quotes come from participants in the research, which may be used as examples of concerns to stimulate discussion:

“Teachers feel totally inadequate in terms of knowledge.”

“I deal with this everyday (depression, anger, withdrawal, relationship problems). I am unsure how to deal with it. I become concerned that I am under-acting, over-acting, or not supporting the issues correctly.”

“I can’t become over-committed to one child in a crisis as there are 30 others in the classroom.”

“Helping in this area is lowering the quality of education we can provide.”

“We are not psychiatrists. We provide safe learning environments with reliable trustworthy, adult figures. We can refer to these services, not provide these services.”

“We are teachers, not mental health workers.”

Discussion: Okay or concerning

How-to Sheet – Screen 33

10 minutes

Purpose

- To clarify participants’ understanding of students’ emotions and behaviour and when this might indicate need for additional support.
- To highlight the importance of school staff not making conclusive judgements about students’ mental health.

Materials

‘Mental health difficulties in childhood’, page 17 of the Participant Workbook.

Instructions

Say to participants:

1. Think about the behaviours and experiences of students along the mental health continuum.

   Explain that the continuum represents ‘good mental health’ at one end, and ‘poor mental health’ at the other end. Remind participants to speak hypothetically, rather than mention specific student names.

2. Think about the experiences of students at the ‘good mental health’ end of the continuum:
   - What are these students like at school each day? Are they able to thrive educationally?
   - What is their experience of school both in and outside the classroom?
   - Are they happy and enjoying classes with you and other staff all the time?

3. Now think about the experiences of students at the ‘poor mental health’ end of the continuum:
   - What are these students like at school each day? Are they thriving educationally?
   - What is their experience of school both within and outside the classroom?
   - Are they finding things difficult all of the time or just occasionally in your class or with all staff?

4. Think about the middle of the continuum:
   - What are these students like at school? Are they thriving educationally?
   - What is their experience of school both within and outside the classroom?
   - What ups and downs or inconsistencies do you see in their emotions or behaviour?

5. Finally:
   - What things would you consider when deciding if a student in the middle was okay or showing signs of a possible social or emotional difficulty?
   - What is one thing a school could do to move a student a little further along the continuum towards good mental health?

6. Let’s look at the screen, which has guidelines for determining whether a child’s emotions and behaviours are okay or may be more concerning. You might also like to consider the following:
   - Is it typical behaviour for their stage of development?
   - Is it simply their nature, personality or temperament?
   - Are they having a tough time of late? A bad day?
   - Has something significant happened in their life?

7. Refer participants to ‘Mental health difficulties in childhood’, page 17 of the Participant Workbook.

Summary

Component 4 focuses on recognising when emotions or behaviour may indicate a need for additional support. However, it is not designed for staff to make judgements about a student’s mental health. This is the role of mental health professionals.

Component 4 raises staff awareness about the typical range of emotions and behaviours that students experience as they develop. It is the role of all staff to ensure students get the help they require to thrive in education, not to make assessments of students’ mental health.
Discussion: Getting help

How-to Sheet – Screen 46

10 minutes

Purpose

The purpose of the discussion is to enable participants to identify factors in their community that influence whether or not children get help for mental health difficulties.

Materials

‘Getting help’ worksheet, page 20 of the Participant Workbook.

Instructions

Say to participants:

1. It is clear that decisions to seek help are influenced by many factors, not only by a perceived need. Knowledge and accessibility of services and the extent to which environments contain barriers to help-seeking are also factors for people seeking help.

2. Please discuss the question:

   What are the things in our community that impact on whether or not a student who experiences mental health difficulties gets help?

3. Let’s read the list of factors on page 20 in the Participant Workbook that influence whether students get help. Space is provided to add in any other factors relevant to your community that arise during discussion.

4. Please form pairs and write answers to the questions in the Participant Workbook:

   - What impacts on whether or not a student who experiences mental health difficulties gets help?
   - What factors are barriers?
   - What is one thing our school does well to help students?
   - What is one thing we could improve to assist students to get help?

5. Share answers with the larger group. Action Team, please could you record feedback using eNote?

Summary

It is important to acknowledge the good work our school already does to support students and their wellbeing. Component 4 is about building on this work, and continuing to facilitate access to help when needed.

Many factors influence whether or not a student receives help to address mental health difficulties. Many aspects are out of the control of a school but there are many other ways a school can facilitate help.
Anxiety
- What does anxiety look like?
- About anxiety
- Anxiety: Suggestions for families
- Anxiety: Suggestions for school staff

Attention Deficit Hyperactivity Disorder (ADHD)
- What does ADHD look like?
- About ADHD
- ADHD: Suggestions for families
- ADHD: Suggestions for school staff

Autism
- What does autism look like?
- About autism spectrum disorders
- Autism: Suggestions for families
- Autism: Suggestions for school staff

Serious behaviour difficulties
- What do serious behaviour difficulties look like?
- About serious behaviour difficulties
- Serious behaviour difficulties: Suggestions for families
- Serious behaviour difficulties: Suggestions for school staff

Depression
- What does depression look like?
- About depression
- Depression: Suggestions for families
- Depression: Suggestions for school staff

Should I be concerned?
- How mental health difficulties affect children
- Knowing when to get help
- Getting in early for mental health and wellbeing
- Recognising mental health difficulties: Suggestions for families
- Recognising mental health difficulties: Suggestions for school staff

Available from: www.kidsmatter.edu.au/primary/resources-your-journey
Action Team Portal Guide

Recognising and responding to mental health difficulties

Estimated length of session: 1 hr 25 mins
Contents

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https://primary.portal.kidsmatter.edu.au
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<th>FACILITATOR Action Team preparation</th>
<th>FACILITATOR Guide Slide Reference #</th>
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<tbody>
<tr>
<td>1 of 38</td>
<td>Introducing iMentors, Margy and Paul</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2 of 38 (0:48)         | Welcome to Session 2  
Recap of Component 4 Session 1  
Outline of Session 2  |                                     | 22                                |
| 3 of 38 (0:40)         | Self care reminder  
Group Working Agreement  
Confidentiality and privacy  | Refer to Participant Workbook:  
p 5 – ‘Confidentiality’ and ‘Self care’  
p 6 – ‘Use of actors in the professional learning’  
How-to sheet – ‘Developing a Working Agreement’  | 5, 7                              |
| 4 of 38 (0:25)         | iMentor introduces energiser activity – ‘Observing your students’  
(2 mins)  | How-to sheet – ‘Observing your students’  |                                 |
| 5 of 38 (0:19)         | Importance of random grouping  
iMentor directs participants to sit in new groups  | As per Screen 4  |                                   |
| 6 of 38 (0:29)         | iMentor introduces the discussion – ‘Observing your students’  
(5 mins)  | Action Team records feedback on whiteboard or butchers paper  
Action Team – Note that you will record this feedback in the first question in the eNote on Screen 12  | 23                                |
| 7 of 38 (1:01)         | iMentor debriefs discussion  
Externalising and internalising behaviours  
Focus on behaviours, not judgements  
Importance of empathy  | Action Team adds titles to two columns – ‘Externalising behaviours’ and ‘internalising behaviours’  
Reference to Diversity Walk in Component 1  |                                   |
| 8 of 38 (0:48)         | Importance of school critical incident policy  | *Reference to internet resources  
‘Suicide Postvention Guidelines’ (2010)  
## Recognising and responding to mental health difficulties

<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
<th>DESCRIPTION: Screen + time of video and activity</th>
<th>FACILITATOR: Action Team preparation</th>
<th>FACILITATOR Guide Slide Reference #</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 of 38 (0:13)</td>
<td>iMentor introduces next video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 of 38</td>
<td>View video, ‘Internalising and externalising behaviours’ (3:22 mins)</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>11 of 38 (0:11)</td>
<td>iMentor asks: what stood out for you in the video?</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>12 of 38</td>
<td>eNote – Discussion of video, ‘Internalising and externalising behaviours’</td>
<td>Action Team records group feedback using eNote – four questions</td>
<td></td>
</tr>
<tr>
<td>13 of 38 (1:53)</td>
<td>Internalising and externalising behaviours in the classroom Diagnosis of mental health disorders Recognition of a child’s strengths and needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 of 38</td>
<td>View video, ‘Recognising the signs of mental health difficulties’ (4:42 mins)</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>16 of 38 (1:42)</td>
<td>Video debrief How concerned am I? Role of school staff Explanation of ‘B-E-T-L-S observation tool’</td>
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</tr>
</tbody>
</table>

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### Action Team Portal Guide | Component 4 | Session 2: Recognising and responding to mental health difficulties
<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
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<th>FACILITATOR Action Team preparation</th>
<th>FACILITATOR Guide Slide Reference #</th>
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</thead>
<tbody>
<tr>
<td>17 of 38 (0:40)</td>
<td>‘B-E-T-L-S observation tool’ – degree of concerns and strengths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 of 38</td>
<td>View video, Case study (Part 1): ‘Getting to know Tim in the classroom’ (2 mins)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 of 38 (0:27)</td>
<td>iMentor invites participants to fill out ‘B-E-T-L-S observation tool’ Share observations in groups (5 mins)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 of 38</td>
<td>eNote – Action Team Debrief video, Case study (Part 1): ‘What we know about Tim?’ Record group observations (4 mins)</td>
<td>Action Team records feedback using eNote</td>
<td>30</td>
</tr>
<tr>
<td>22 of 38 (0:29)</td>
<td>iMentor introduces Part 2 of the video, ‘Talking with other staff’ Seeking support from a colleague</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23 of 38</td>
<td>View video, Case study (Part 2): ‘Talking with other staff’ (2:11 mins)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 of 38 (0:17)</td>
<td>iMentor asks participants to add to ‘B-E-T-L-S observation tool’ Share observations in groups (5 mins)</td>
<td>Participants add to ‘B-E-T-L-S observation tool’, p. 26 of the Participant Workbook</td>
<td>32</td>
</tr>
</tbody>
</table>
## Facilitating this session

<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
<th>DESCRIPTION</th>
<th>FACILITATOR</th>
<th>FACILITATOR Guide Slide Reference #</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 of 38 (0:18)</td>
<td>eNote – Action Team Debrief video, Case study (Part 2): ‘Using the B-E-T-L-S observation tool, what more do we know about Tim?’ Record group observations (4 mins)</td>
<td>Action Team records feedback using eNote</td>
<td>33</td>
</tr>
<tr>
<td>26 of 38 (0:18)</td>
<td>iMentor introduces Part 3 of the video, ‘Talking with Tim’s parents’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27 of 38 (2:43 mins)</td>
<td>View video, Case study (Part 3): ‘Talking with Tim’s parents’</td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>28 of 38 (0:47)</td>
<td>Add to final section of the ‘B-E-T-L-S observation tool’ Tim’s strengths and the strengths of Tim’s family (5 mins)</td>
<td>Participants add to ‘B-E-T-L-S observation tool’, p 26 of the Participant Workbook</td>
<td>35</td>
</tr>
<tr>
<td>29 of 38 (0:11)</td>
<td>eNote – Action Team Debrief video, Case study (Part 3): ‘What more do we know about Tim?’ Record group observations (4 mins)</td>
<td>Action Team records feedback using eNote</td>
<td>36</td>
</tr>
<tr>
<td>30 of 38 (0:11)</td>
<td>iMentor asks Action Team to lead discussion using the questions on screen</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>31 of 38 (1:18 mins)</td>
<td>View video, Case study (Part 4): ‘Final comments about Tim’</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>32 of 38 (1:01)</td>
<td>iMentor summarises case study and activity Mandatory reporting protocols</td>
<td>Refer to ‘Staff decision making flowchart’, p 27 of the Participant Workbook</td>
<td></td>
</tr>
<tr>
<td>SCREEN # and DURATION</td>
<td>DESCRIPTION</td>
<td>FACILITATOR</td>
<td>FACILITATOR Guide Slide Reference #</td>
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</tr>
<tr>
<td>34 of 38</td>
<td>eNote – ‘Our school’s processes and procedures’ – Record group discussions on school processes (7 questions) (5 mins)</td>
<td>Action Team records feedback using eNote</td>
<td></td>
</tr>
<tr>
<td>35 of 38</td>
<td>eNote – ‘Our school’s procedures – working with parents and carers’ (3 questions) (2 mins)</td>
<td>Action Team records feedback using eNote</td>
<td></td>
</tr>
<tr>
<td>36 of 38</td>
<td>eNote – ‘Our school’s procedures – working with external agencies’ (2 mins)</td>
<td>Action Team records feedback using eNote</td>
<td></td>
</tr>
<tr>
<td>37 of 38 (0:41)</td>
<td>iMentor summarises activity Summary of Session 2 Taking action</td>
<td>Refer participants to activity: ‘Taking action’, pp 38 and 39 of the Participant Workbook</td>
<td>40</td>
</tr>
<tr>
<td>38 of 38</td>
<td>Session sign-off Return to menu</td>
<td>Action Team records feedback using eNote</td>
<td></td>
</tr>
</tbody>
</table>
Developing a Working Agreement

How-to Sheet – Screen 3

2 minutes

This professional learning encourages all participants to contribute their views and ideas, so it’s important they feel safe doing so. We recommend you ask participants how they wish to work so all staff can contribute to the session in a respectful space.

If you’re presenting to a group you know well and there is an existing Working Agreement, it might be sufficient to remind participants of the agreement and display it throughout the session. When staff changes occur it is essential that the Working Agreement is revised so that everyone feels safe and expectations are clear.

Here are some common items for Working Agreements/ground rules for a successful session:

• listen to each other
• respect different perspectives
• share only what you are comfortable sharing
• respect confidentiality
• engage in one conversation at a time.

The Working Agreement on the following page is one example from a KidsMatter school.

The *Participant Workbook* includes a list of support services in the event that any personal issues arise for participants. The school Employee Assistance Program (EAP) may also be a useful source of support to mention. The Action Team is encouraged to display the EAP contact details in the staff room.

In Component 4 it is highly recommended that schools are supported by a mental health professional, school counsellor or allied health professional in the role of a critical friend to co-facilitate the professional learning session at their school. This is because the content for Component 4 requires background information about children’s mental health.
## Sample Working Agreement

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHAT DOES THIS LOOK LIKE? SOUND LIKE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solution-focused</td>
<td>I offer a solution if I state that I am unhappy with something.</td>
</tr>
<tr>
<td>Constructive</td>
<td>If I provide feedback it is clear and relevant to the topic and helpful to the discussion.</td>
</tr>
<tr>
<td>Equality</td>
<td>I am mindful of ensuring all people are provided with an opportunity to speak.</td>
</tr>
<tr>
<td>Right to pass and participate</td>
<td>In my professional role, I am open to taking risks, and try to participate in most situations.</td>
</tr>
<tr>
<td>Appreciative of diversity</td>
<td>I am open to different points of view, as we all have different experiences, values and beliefs.</td>
</tr>
<tr>
<td>Conscious of time</td>
<td>I take responsibility for arriving on time before each session. I need to make sure I keep to time if presenting.</td>
</tr>
<tr>
<td>Respect</td>
<td>I am professional in my manner and have empathy and regard for others.</td>
</tr>
<tr>
<td>Confidentiality – no names</td>
<td>I am aware of keeping conversations within groups, contained in that context and not discussing the names of students and families.</td>
</tr>
<tr>
<td>Non-judgemental</td>
<td>I make sure I gather all the relevant information before making assumptions.</td>
</tr>
<tr>
<td>Minimise side conversations</td>
<td>I am mindful that if I have a side conversation it may stop others hearing what the presenter is saying.</td>
</tr>
</tbody>
</table>
Discussion:
Observing your students
How-to Sheet – Screens 4 – 7

Purpose
To consider common student behaviours that may cause concern, and introduce the two categories of behaviours called internalising and externalising, seen in students with mental health difficulties.

Materials
Butchers paper or whiteboard
Coloured stickers – organise multiple lots of three of the same coloured dots, eg three green, three blue etc. Action Team members will put a dot on each staff member during the activity.

Preparation
Prepare three columns on a whiteboard or butchers paper. Do not place titles at the top of these lists yet. Just leave them vacant as three empty columns.

One column will be for internalising behaviours, one will be for externalising behaviours, and the third column relates to behaviours that are both internalising and externalising, eg crying, self-harm.

Action Team members collect their supply of coloured dots.

Instructions
Say to participants:

1. Action Team members, please stick a coloured dot on every participant’s forehead. We do not want to reveal the colour of the dot at this point.

2. On Screen 5 let’s listen to the iMentor explain the value of random grouping activities with students.

3. Find people with the same coloured dot and form groups of three.

4. On Screen 6 let’s hear the iMentor outline the activity.

5. In this discussion, as teachers, support officers and front office staff we are observing students rather than making judgements about their behaviours. Just a reminder not to disclose personal experiences or use students’ names.

6. In your groups, spend the next two minutes discussing and recording the following question:

   What are the things you usually observe in students you are concerned about?

7. Each group, please feed back your responses. I’m going to assign your answers to the appropriate columns. At the moment you can see they are without headings.

8. Now that we have everyone’s feedback, can anyone guess what the columns might be titled?

   Column one records internalising behaviours, column two records externalising behaviours and column three has both.

9. As staff we observe behaviours in students that can be classified into two broad areas, 1) internalising and 2) externalising behaviours. A few can be both as per the columns.

10. I will now add the titles to the three columns.

11. Are there any questions?

Summary
It is important to acknowledge the good work our school already does to support students and their wellbeing. Component 4 is about building on this work, and continuing to facilitate access to help when needed.

Many factors influence whether or not a student receives help to address mental health difficulties. Many aspects are out of the control of a school but there are many other ways a school can facilitate help.
Activity:
B-E-T-L-S in Action (Parts 1 - 4)

How-to Sheet – Screens 18 – 32

35 minutes

Purpose

To demonstrate to participants how the ‘B-E-T-L-S observation tool’ can be used in practice.

Materials

There are four parts to this activity, which involve the Participant Workbook and four case study videos – parts 1–4.

Participant Workbook:

• ‘B-E-T-L-S in action (introduction)’, page 24
• ‘B-E-T-L-S observation tool’, pages 25, 26
• ‘Staff decision-making flowchart’, page 27

Instructions

Say to participants:

1. Form groups of four, and open the Participant Workbook to ‘Activity: B-E-T-L-S in action’ on page 24 and ‘B-E-T-L-S observation tool’ sheets on pages 25 to 26.

2. Read the activity introduction on page 24.

3. I’ll outline the structure of the activity:

   • The four-part video case study focuses on Tim, a fictitious student. His teacher is concerned about Tim’s mental health, and we follow her as she gathers information about Tim. This process helps her to decide whether or not she should be concerned.

   • The video will be a stimulus for you to practise the ‘B-E-T-L-S observation tool’ over four stages:

     Part 1: ‘Getting to know Tim in the classroom’
     Part 2: ‘Talking with other staff’
     Part 3: ‘Talking with Tim’s parents’
     Part 4: ‘Final comments about Tim’

   • The video gives us an opportunity to discuss with colleagues how we might act. We may discover that we have similar or different approaches compared with those taken by Tim’s school.

   • You are not expected to complete the ‘B-E-T-L-S observation tool’ in one sitting, but add to it over time.

4. Divide into five smaller groups of approximately four people (if the staff group is large). Each group will take one section of the ‘B-E-T-L-S observation tool’: 1) Behaviour, 2) Emotions, 3) Thoughts, 4) Learning and 5) Social relationships.

5. You will complete only your part of the ‘B-E-T-L-S observation tool’ worksheet. As we progress through the four videos you will add to it.
Part 1
1. Think about all the areas of the ‘B-E-T-L-S observation tool’ (Behaviours; Emotions; Thoughts; Learning and Social relationships) in relation to Tim as you watch Part 1 of the video case study.

2. I will now play Part 1 of the video. You will see an interaction between Tim, his teacher and his classmates.

3. On Screen 20 you’ll see the iMentor instructions.

4. Please fill out the ‘B-E-T-L-S observation tool’ on page 26 of the Participant Workbook. Use what you have learnt about Tim in Part 1 of the video in relation to your group’s priority focus. Eg Behaviour, Emotions, Thoughts, Learning or Social relationships.

5. Please share with the broader group what you observed about Tim in relation to your focus area. Action Team please record the feedback using eNote on Screen 21.

6. You’ll note that the teacher in the case study has decided to consult with some colleagues, including a senior member of staff.

Part 2
1. Think about all the areas of the ‘B-E-T-L-S observation tool’ (Behaviours; Emotions; Thoughts; Learning and Social relationships) in relation to Tim as you watch Part 2 of the video case study.

2. This video shows Tim’s teacher consulting with colleagues to gather further information about Tim. After the video, the iMentor provides further instructions.

3. Please add any new information about Tim to your B-E-T-L-S observation tool in relation to your group’s priority focus. Eg Behaviour, Emotions, Thoughts, Learning or Social relationships.

4. Please share with the broader group what you observed about Tim in relation to your group’s focus area. The Action Team will record the feedback using eNote on Screen 25.

5. It is interesting to note that the teacher follows the advice of her senior colleague and decides to speak to Tim’s parents.

6. On Screen 26 the iMentor introduces Part 3 of the video.
Part 3

1. Part 3 shows Tim's teacher talking to Tim's parents.
2. As you watch Part 3, think about Tim in relation to all the areas of the 'B-E-T-L-S observation tool' (Behaviours; Emotions; Thoughts; Learning and Social relationships).
3. The iMentor provides further instruction on Screen 28.
4. Add any new information about Tim to your 'B-E-T-L-S observation tool' in relation to your group's priority focus. (Behaviour, Emotions, Thoughts, Learning or Social relationships.)
5. Each group to share with the broader group what they observed about Tim in relation to their group's focus area.
6. Let's consider the following two questions:
   - What are Tim's strengths?
     (Prompt: reading at a higher grade level)
   - What are the strengths of Tim's family?
     (Prompt: willingness to attend the meeting and share information.)
7. Action Team, please record the feedback using eNote on Screen 29.

Part 4

1. Let's look at the questions on Screen 30:
   - What don't we know about Tim?
   - What else would you like to find out?
   - How concerned are you about Tim?
   - If Tim went to your school, what would your next step be?
2. In Part 4 of the video on Screen 31 we see some final comments about the case study.
3. If you have concerns about a student, there is a 'Staff decision-making flowchart' on page 27 of the Participant Workbook.
**Child’s name and age:**
Tim S, 9 years of age.

**Date of observations:**
October 10th – ongoing.

**Child’s strengths:**
Reading. Competent with academic work.

**Concerns:**
Behavioural outbursts/yelling. Difficulty with group work. Not socialising with peers.

---

### B-E-T-L-S observation tool (example)

<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Emotions</th>
<th>Thoughts</th>
<th>Learning</th>
<th>Social Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the child doing?</td>
<td>What is/might the child be feeling?</td>
<td>What is/might the child be thinking?</td>
<td>What learning areas are being affected?</td>
<td>What social areas are being affected?</td>
</tr>
<tr>
<td>Yelling/ outbursts. Socialisation difficulties/sits on his own. Withdrawn. Conflict with dad at home.</td>
<td>Sad.</td>
<td>Tim commented in class “I’m not invisible, you know”. Tim may be thinking that no one cares about him or wants to listen.</td>
<td>Tim becomes upset if he makes mistakes in his school work. Tim’s ability to engage in cooperative group work is affected.</td>
<td>Tim is isolated and withdrawn in the playground. He has not established any friendships.</td>
</tr>
</tbody>
</table>

---

**Pervasiveness**

**WHO** is present at this time? Staff? Parents or carers? Other family members? Other children?
WHERE do these things occur? One setting? Multiple settings?
WHEN do these things occur? Times of the day? What’s happening before? What’s happening after?

WHO – other children; staff; parents.
WHERE – school (classroom, playground, library); home.
WHEN – engaging in classroom group work, in the playground, at home with his parents.

**Frequency**

**HOW OFTEN** does this happen? Times per day/per week?
Every lunchtime Tim tends to be alone. When group work occurs in the classroom.

---

**Persistence and severity**

**HOW LONG** has this been happening for? Always? Just started? Built up over time?
**HOW MUCH** is this influencing the child’s life? Mildly? Moderately? Severely?

Parents have noted Tim has always tended to be a loner, and prefers his own company. Teachers have noticed that Tim has not made friends in the last 6 weeks. Mildly to moderately affecting his life – limited socialisation with his peers, causing some family conflict, and affecting his ability to engage in group work.
### B-E-T-L-S observation tool

*(example)*

<table>
<thead>
<tr>
<th>Your feelings: How does this situation make you feel? What additional support may you need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to be able to help Tim – he can become so angry and upset at group times and hasn’t made any friends. I would like him to be able to work with his peers in the classroom and establish some friendships.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What have others noticed about this child?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Another staff member has noticed that Tim prefers to read in the library at lunchtime and doesn’t interact with other children.</td>
</tr>
<tr>
<td>Parents have noticed that Tim prefers to be on his own and that he can get into conflict with his father.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies: What things have been tried with the child? Who implemented these strategies? What was the outcome?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher in the library chats to Tim when he comes in to see how he has been.</td>
</tr>
<tr>
<td>I help prompt Tim to take turns when sharing information in a group.</td>
</tr>
<tr>
<td>Parents have tried putting him into group sports to help his socialisation skills. Parents are currently busy working Saturdays so find it difficult to drive him. He is also reluctant to play sports.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other factors to consider: What cultural factors might be playing a role in this situation? Have there been any changes in the child’s life or in the school?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What might you do next? Talk to a colleague? Talk with the child’s parent or carer? Use child and family strengths to help you think of strategies? What more information do I need about this child? Where could I get more information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I may need to talk with his parents further about how we can support Tim. I may also need to talk to a knowledgeable staff member to see what other support services are available.</td>
</tr>
<tr>
<td>I may also talk to colleagues about ways to assist Tim in group situations (i.e., prompting him to take turns, speak assertively), and encourage him to interact with a small group of peers at lunchtimes.</td>
</tr>
</tbody>
</table>
Discussion: Our school’s procedures  
How-to Sheet – Screen 33  

15 - 20 minutes

Purpose
To enable participants to discuss and clarify their school’s procedures for dealing with concerns about a student’s mental health.

Materials
‘Our school’s procedures’ worksheet, page 28 of the Participant Workbook.

Instructions
Say to participants:

1. I will number off everyone as either ‘one’ or ‘two’ and then ask you to form into two groups. All the ones join together in one group and twos in another group.

2. Please turn to ‘Our school’s procedures’ worksheet, page 28 of the Participant Workbook.

3. Please discuss the answers to the questions as a group. We’ll gather views quickly and spend less than a minute for each question. If further time is required for this activity we’ll continue at a staff meeting.

4. Action Team please record feedback using three eNote pages. Then please collect the groups’ handwritten notes to add to eNote later, if time is limited.

Summary
This discussion provides all staff with the opportunity to discuss current and proposed policies and procedures to recognise and assist students with mental health difficulties.

It highlights the current position for the Action Team, school leadership and the wellbeing team.
Anxiety
- What does anxiety look like?
- About anxiety
- Anxiety: Suggestions for families
- Anxiety: Suggestions for school staff

Attention Deficit Hyperactivity Disorder (ADHD)
- What does ADHD look like?
- About ADHD
- ADHD: Suggestions for families
- ADHD: Suggestions for school staff

Autism
- What does autism look like?
- About autism spectrum disorders
- Autism: Suggestions for families
- Autism: Suggestions for school staff

Serious behaviour difficulties
- What do serious behaviour difficulties look like?
- About serious behaviour difficulties
- Serious behaviour difficulties: Suggestions for families
- Serious behaviour difficulties: Suggestions for school staff

Depression
- What does depression look like?
- About depression
- Depression: Suggestions for families
- Depression: Suggestions for school staff

Should I be concerned?
- How mental health difficulties affect children
- Knowing when to get help
- Getting in early for mental health and wellbeing
- Recognising mental health difficulties: Suggestions for families
- Recognising mental health difficulties: Suggestions for school staff

Available from: www.kidsmatter.edu.au/primary/resources-your-journey
Action Team Portal Guide

Supporting students to remain engaged

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Activity: Teaching strategies 62

Activity: Four-component support plan 63

Component 4 Information Sheets 64

https://primary.portal.kidsmatter.edu.au
Facilitating this session
<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
<th>DESCRIPTION Screen + time of video and activity</th>
<th>FACILITATOR Action Team preparation</th>
<th>FACILITATOR Guide Slide Reference #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 of 30</td>
<td>Introducing iMentors, Margy and Paul</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 of 30 (1:02)</td>
<td>Welcome to Session 3 Recap of Session 2 Session 3 outline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 of 30 (0:53)</td>
<td>Revisit self care Employee Assistance Program Revisit group Working Agreement Confidentiality and respecting privacy (2 minutes)</td>
<td>Refer to <em>Participant Workbook</em>: p 5 – ‘Confidentiality’ and ‘Self care’ p 6 – ‘Use of actors in the professional learning’ How-to sheet – ‘Developing a Working Agreement’</td>
<td></td>
</tr>
<tr>
<td>5 of 30 (0:05)</td>
<td>Instruction: ‘Form groups of three with people of the same hair colour’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 of 30 (0:07)</td>
<td>Instruction: ‘Form groups of four with people who like spicy or sweet foods’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 of 30 (0:07)</td>
<td>Instruction: ‘Form groups of five with people with similar coloured clothing’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 of 30 (0:06)</td>
<td>Instruction: Form groups of two with people with the same eye colour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 of 30 (0:14)</td>
<td>Instruction: ‘Share with your partner one thing that energises you’ Report back to broader group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Facilitating this session

<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
<th>DESCRIPTION Screen + time of video and activity</th>
<th>FACILITATOR Action Team preparation</th>
<th>FACILITATOR Guide Slide Reference #</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 of 30 (0:40)</td>
<td>Three methods of support – 1. Mental health promotion 2. Referral 3. School-based strategies</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>11 of 30 (0:32)</td>
<td>Benefits of school-community collaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 of 30 (1:05)</td>
<td>School-based strategies External referrals School as a protective factor</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>13 of 30 (1:43)</td>
<td>Teaching strategies to support students Five common mental health difficulties iMentor introduces next activity</td>
<td>Refer to pp 31 and 32 of the Participant Workbook Five mental health difficulties: anxiety, depression; serious behaviour problems; Autism Spectrum Disorder; ADHD</td>
<td>44</td>
</tr>
<tr>
<td>15 of 30</td>
<td>eNote – Action Team Debrief, ‘Teaching strategies for common mental health difficulties in childhood’ Record group feedback (4 mins)</td>
<td>Action Team records feedback using eNote</td>
<td></td>
</tr>
<tr>
<td>16 of 30 (0:53)</td>
<td>Understanding types of mental health difficulties in childhood Starting point for strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCREEN # and DURATION</td>
<td>DESCRIPTION Screen + time of video and activity</td>
<td>FACILITATOR Action Team preparation</td>
<td>FACILITATOR Guide Slide Reference #</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>17 of 30 (0:39)</td>
<td>Benefit of social emotional learning programs for all children, not just those experiencing mental health difficulties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 of 30 (0:29)</td>
<td>iMentor describes range of KidsMatter Primary website resources for Component 4, eg school stories, eNewsletters, information sheets, implementation tools, website for families and Programs Guide</td>
<td>Action Team displays examples of KidsMatter Component 4 resources Refer to Component 4 Information sheets – Resources</td>
<td>46</td>
</tr>
<tr>
<td>19 of 30 (0:30)</td>
<td>iMentor introduces the next video</td>
<td></td>
<td>47</td>
</tr>
<tr>
<td>20 of 30</td>
<td>View video, ‘Component 4 and your KidsMatter journey’ (5:57 mins)</td>
<td></td>
<td>47</td>
</tr>
<tr>
<td>21 of 30 (0:11)</td>
<td>iMentor invites Action Team to debrief video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 of 30 (0:29)</td>
<td>eNote – Action Team Debrief video, ‘Component 4 and your KidsMatter journey’ – record feedback (2 mins)</td>
<td>Action Team records feedback using eNote</td>
<td></td>
</tr>
<tr>
<td>23 of 30 (0:29)</td>
<td>Action across four components of KidsMatter are interrelated Diagram</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 of 30 (0:50)</td>
<td>iMentor introduces final activity, ‘Four-component support plan’ (10 mins)</td>
<td>Refer to ‘Four-component support plan’, p 35 of the Participant Workbook How-to sheet – ‘Activity: Four-component support plan’</td>
<td>48</td>
</tr>
</tbody>
</table>
Facilitating this session

<table>
<thead>
<tr>
<th>SCREEN # and DURATION</th>
<th>DESCRIPTION Screen + time of video and activity</th>
<th>FACILITATOR Action Team preparation</th>
<th>FACILITATOR Guide Slide Reference #</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 of 30 (0:39)</td>
<td>Effective support for mental health difficulties Action across all four components Holistic support for students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 of 30 (0:37)</td>
<td>Session 3 summary</td>
<td></td>
<td>49</td>
</tr>
<tr>
<td>27 of 30 (0:44)</td>
<td>iMentor summarises Component 4</td>
<td></td>
<td>50, 51</td>
</tr>
<tr>
<td>28 of 30 (0:54)</td>
<td>Summary of Component 4 activity: ‘Taking action’ (2 mins)</td>
<td>Refer to ‘Activity: Taking action’, pp 38 and 39 of the Participant Workbook Action Team collects ‘School-wide action sheets</td>
<td>52</td>
</tr>
<tr>
<td>29 of 30 (0:47)</td>
<td>‘Tell us what you think’</td>
<td>Invite participants to provide feedback at <a href="http://www.kidsmatter.edu.au/primary/componentfeedback">www.kidsmatter.edu.au/primary/componentfeedback</a> Action Team members/facilitators can mark off the session completion and provide feedback on the last slide</td>
<td></td>
</tr>
<tr>
<td>30 of 30</td>
<td>Sign-off for Component 4 Return to menu</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resources
Developing a Working Agreement

How-to Sheet – Screen 3

This professional learning encourages all participants to contribute their views and ideas, so it's important they feel safe doing so. We recommend you ask participants how they wish to work so all staff can contribute to the session in a respectful space.

If you’re presenting to a group you know well and there is an existing Working Agreement, it might be sufficient to remind participants of the agreement and display it throughout the session. When staff changes occur it is essential that the Working Agreement is revised so that everyone feels safe and expectations are clear.

Here are some common items for Working Agreements/ground rules for a successful session:

• listen to each other
• respect different perspectives
• share only what you are comfortable sharing
• respect confidentiality
• engage in one conversation at a time.

The Working Agreement on the following page is one example from a KidsMatter school.

The Participant Workbook includes a list of support services in the event that any personal issues arise for participants. The school Employee Assistance Program (EAP) may also be a useful source of support to mention. The Action Team is encouraged to display the EAP contact details in the staff room.

In Component 4 it is highly recommended that schools are supported by a mental health professional, school counsellor or allied health professional in the role of a critical friend to co-facilitate the professional learning session at their school. This is because the content for Component 4 requires background information about children’s mental health.
### Sample Working Agreement

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHAT DOES THIS LOOK LIKE? SOUND LIKE?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Solution-focused</strong></td>
<td>I offer a solution if I state that I am unhappy with something.</td>
</tr>
<tr>
<td><strong>Constructive</strong></td>
<td>If I provide feedback it is clear and relevant to the topic and helpful to the discussion.</td>
</tr>
<tr>
<td><strong>Equality</strong></td>
<td>I am mindful of ensuring all people are provided with an opportunity to speak.</td>
</tr>
<tr>
<td><strong>Right to pass and participate</strong></td>
<td>In my professional role, I am open to taking risks, and try to participate in most situations.</td>
</tr>
<tr>
<td><strong>Appreciative of diversity</strong></td>
<td>I am open to different points of view, as we all have different experiences, values and beliefs.</td>
</tr>
<tr>
<td><strong>Conscious of time</strong></td>
<td>I take responsibility for arriving on time before each session. I need to make sure I keep to time if presenting.</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>I am professional in my manner and have empathy and regard for others.</td>
</tr>
<tr>
<td><strong>Confidentiality – no names</strong></td>
<td>I am aware of keeping conversations within groups, contained in that context and not discussing the names of students and families.</td>
</tr>
<tr>
<td><strong>Non-judgemental</strong></td>
<td>I make sure I gather all the relevant information before making assumptions.</td>
</tr>
<tr>
<td><strong>Minimise side conversations</strong></td>
<td>I am mindful that if I have a side conversation it may stop others hearing what the presenter is saying.</td>
</tr>
</tbody>
</table>
Energiser activity: Human Bingo

How-to Sheet – Screens 4 – 9

5 minutes

Purpose

To demonstrate the value of movement and group activity in learning.

To enable participants to connect and share strategies they use to re-energise and care for each other.

The iMentor explains the process for this activity on Screen 4.

Instructions

Say to participants:

1. We will mirror what takes place on the screen.

2. You will move around in a large space and form groups as quickly as possible. You will form groups of a certain number with a particular characteristic. For example, groups of four people who own a pet will get together.

3. The first group to form the correct number of people with the characteristic yells out ‘Bingo’. Then, everyone starts moving around again.

Prompts with the screens:

**Screen 5**

Form groups of three people with the same hair colour. Follow the process of Bingo!

**Screen 6**

Form groups of four people who like spicy foods or sweet foods. Follow the process of Bingo!

**Screen 7**

Form groups of five people with similar coloured clothing. Follow the process of Bingo!

**Screen 8**

Form pairs with a person with the same eye colour. Each person shares with this partner one thing you love to do to re-energise.

Share feedback with the broader group.

Summary

Self care is critical when working in a school environment. Sharing in a staff group adds more ideas and provides useful strategies for us as school staff.
Activity:
Teaching strategies
How-to Sheet – Screen 14

Purpose
To increase participants’ knowledge of the common presentations of mental health difficulties in primary school students.
To provide additional strategies to assist students to remain engaged in their education.

Materials
• Participant Workbook:
  • ‘Types of mental health difficulties’, page 32
  • ‘Teaching strategies’ worksheet, page 33
  • ‘Teaching strategies for common mental health difficulties in childhood’, page 34
• A set of Component 4 information sheets for each participant.

Preparation
Use one deck of cards (more decks of cards if you have a large staff group). Select all the Aces, Kings, Queens, Jacks and Tens and hand out these cards to participants. Aim to have five groups with roughly the same number of staff in each group.

Instructions
Say to participants:
1. Form groups with people with the same card.
2. I’m allocating a particular childhood mental health difficulty to each group:
   • Anxiety to the Aces
   • Depression to the Kings
3. Turn to page 32 of the Participant Workbook, ‘Types of mental health difficulties’. Read about the common signs of the mental health difficulty assigned to your group.
4. In your group discuss how a child with this particular mental health difficulty may appear in the classroom.
5. Brainstorm strategies we as staff might use to assist a student with this difficulty in the classroom or in the school generally. Record your ideas in the ‘Teaching strategies’ worksheet on page 33.
   • Compare these ideas with the ‘Teaching strategies for common mental health difficulties in childhood’ information on page 34.
6. Share your group’s top three strategies with the broader group. Action Team please record feedback using eNote.
7. Please look at the copy of the Component 4 information sheets provided by the Action Team.

Summary
Understanding the types of mental health difficulties in childhood provides a starting point for using strategies to support students. It can assist them to remain engaged at school. This information is a starting point only, and with more learning we can incorporate more strategies into our practice.
How-to Sheet – Screen 24

10 minutes

To reinforce the ways that KidsMatter Primary, in its entirety, effectively responds to and supports students who experience mental health difficulties.

Materials

‘Four-component support plan’, page 35 of the Participant Workbook.

Instructions

Say to participants:

1. Return to the pairs you formed at the start of the session.

2. Imagine that Tim (from the video case study that was shown earlier) attends your school.

3. Complete the ‘Four-component support plan’ on page 35 of the Participant Workbook. Can you identify some ways your school could support Tim across each of the components?

4. Think about the gaps in the support Tim might receive at your school.

Further questions – if time permits

- How would your school introduce a four-component support plan?

- What steps would be involved?

Summary

Effective support for students with mental health difficulties is not restricted to referring students for specialist treatment. It includes action across all four components of KidsMatter Primary.
Anxiety
- What does anxiety look like?
- About anxiety
- Anxiety: Suggestions for families
- Anxiety: Suggestions for school staff

Attention Deficit Hyperactivity Disorder (ADHD)
- What does ADHD look like?
- About ADHD
- ADHD: Suggestions for families
- ADHD: Suggestions for school staff

Autism
- What does autism look like?
- About autism spectrum disorders
- Autism: Suggestions for families
- Autism: Suggestions for school staff

Serious behaviour difficulties
- What do serious behaviour difficulties look like?
- About serious behaviour difficulties
- Serious behaviour difficulties: Suggestions for families
- Serious behaviour difficulties: Suggestions for school staff

Depression
- What does depression look like?
- About depression
- Depression: Suggestions for families
- Depression: Suggestions for school staff

Should I be concerned?
- How mental health difficulties affect children
- Knowing when to get help
- Getting in early for mental health and wellbeing
- Recognising mental health difficulties: Suggestions for families
- Recognising mental health difficulties: Suggestions for school staff

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