

# Making School Less Scary

A best practice model for transitions to  
school for students with additional needs

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ENGAGEMENT  
**CoDesign**  
FRAMEWORK  
Pilot Review 2019

"The students that participated in the transition program were less anxious and shy, although apprehensive initially about participating in specialist lesson they were more readily able to create a rapport with specialist because they were part of the transition program and this has created better take up of specialist support." **Teacher**

### Transition ECDF Checklist

Term 3:		Term 4:	
1. Identify the students for transition support		1. Organise date for parent morning tea and overview	
2. Send letter to student confirming their enrolment		2. Develop school Welcome Pack	
3. Contact referring school for transition timetabling		3. Send invite to parents to attend transition days and include relevant details	
4. Schedule transition activities once per fortnight		4. Coordinate Meet and Greet event with parents	
5. Notify parents of transition schedule and transport arrangements		5. Provide feedback to parents of child's participation in sessions	
6. Develop transition Behaviour Support Plans (BSP)		6. Arrange final feedback session for parents	
7. Develop the necessary activities and resources for fortnightly transition lessons		7. Final feedback session with parents and plan moving forward	

"We loved the transition program. It was perfect for my child. The familiarity of his schooling environment definitely made the first day of school less scary."

**Parent**

**NAME:** \_\_\_\_\_

My learning strengths are: \_\_\_\_\_

This is what helps me learn: \_\_\_\_\_

When I feel unsettled, my coping strategy is: \_\_\_\_\_

Children's anxiety about starting year 7 moved from: 1 (highly anxious) to 8 (minimal concerns).

**Evaluation**

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## Introduction

Berendale School caters for students in years 7-12 with a mild intellectual disability and as an education hub for the Bayside area, offering professional development, training and outreach education expertise to the Bayside community.

Berendale School models and leads educational best practice working to individualise education informed by current research on differentiation and inclusion. Berendale offers practical support to a range of schools in the community through collaboration with allied health expertise including speech therapy, psychology, occupational therapy and social work, to address the academic and social emotional learning of students, connecting this with an understanding of the function of behaviour. This approach is centred around the principles of social inclusion, actively changing the culture and learning environment for the student to increase educational success and ultimately re-engage them into a pathway for their future within their school and community.

As the home of the Southern Teaching Unit (STU) in 2018, Berendale provided this expertise in the form of a short-term intensive support to target middle year secondary students not successfully sustaining their mainstream education due to high levels of disengagement. The STU intervention assisted schools to more successfully incorporate the principles of social inclusion and individualised education to reframe and re-engage students, after a period of time away from their school attending the STU program.

The STU intervention model for disengaged students was reviewed in 2018 through Berendale School's Review Process, the review indicated that the short-term intensive support model was increasingly less effective for mainstream schools to sustain. The Engagement Co Design Framework (ECDF) pilot was established to address this, with a focus on upskilling teachers within the middle years of secondary schools to support vulnerable students to engage in their own school setting. As part of Berendale School's role as practice leaders in inclusive education, the approaches the pilot trialled were successfully incorporated into the teaching and learning at Berendale.



The ECDF was developed as a pilot in response to transition and disengagement, offering an approach that provides students with the tools and skills to more appropriately engage in a conversation about the strategies that support them to learn more successfully in the classroom. This approach was piloted with students transitioning into Berendale in 2019, where teachers and students were taught the micro skills that fostered positive conversations about learning and engagement. This was followed up with support to the classroom teachers embedding high impact strategies to increase participation in learning and student voice.

This report describes the processes that were followed for implementation of the ECDF and some of the key learnings. It is clear that the students who participated in this 2018/2019 pilot were more successfully engaged and were more confident when transitioning to Berendale School. The ECDF as an approach has many applications and offers an opportunity to support and train schools accessing outreach support for students who are disengaging, and an opportunity to reframe and reset the climate and culture in their classroom and ultimately school. The emphasis of the current iteration of outreach support places emphasis on the support to the school community to engage in inclusive practices, while at the same time building their relationships with the student while they remain in their school.

It is hoped that the learning from the ECDF pilot is shared and used to inform learning and inclusive practice in many schools.

**Former Principal of Berendale School  
Jennifer Hamilton**



# 2

## Description of Project

The ECDF is a project initiated by the Bayside and Kingston Local Learning and Employment Network (BGKLEN) to increase the educational inclusion and participation of vulnerable students in mainstream education.

By assisting students to more effectively communicate the most helpful teaching strategy to support learning, their student voice, is used as a resource to shape the learning approach. The ECDF aims to proactively reframe student responses into a communication model or conversation to enhance collaboration. By guiding the conversation between teacher and student, the ECDF attempts to increase and support open communication. The ECDF provides communication resources in the form of lesson plans and training with the intention of enhancing positive negotiation between teachers and students. The ECDF approach has been developed through interviewing students, presenting with high level behaviours of concern, attending a re-engagement program. Typically, these students often struggled with positive communication and needed support to effectively guide them through scenarios they found difficult. In previous transition programs, the Southern Teaching Unit (STU) would develop programs that were uniquely suited to the personality of the students. Based on these strong relationships, the transferability of the program and strategies were not as effective in other settings.

The ECDF captures student voice to describe strategies that increase student self-regulation and engagement in the classroom, by exploring the following three-step approach as both a learning opportunity and an inclusion building conversation:

### 1. What is the student strength?

How do we support students to articulate a learning strength?

---

### 2. What is the most effective refocus strategy?

How do we help students recognise when they need help to refocus?

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### 3. What is an effective diffusion strategy that can increase coping skills?

What coping strategies can be used to assist in self-regulation?

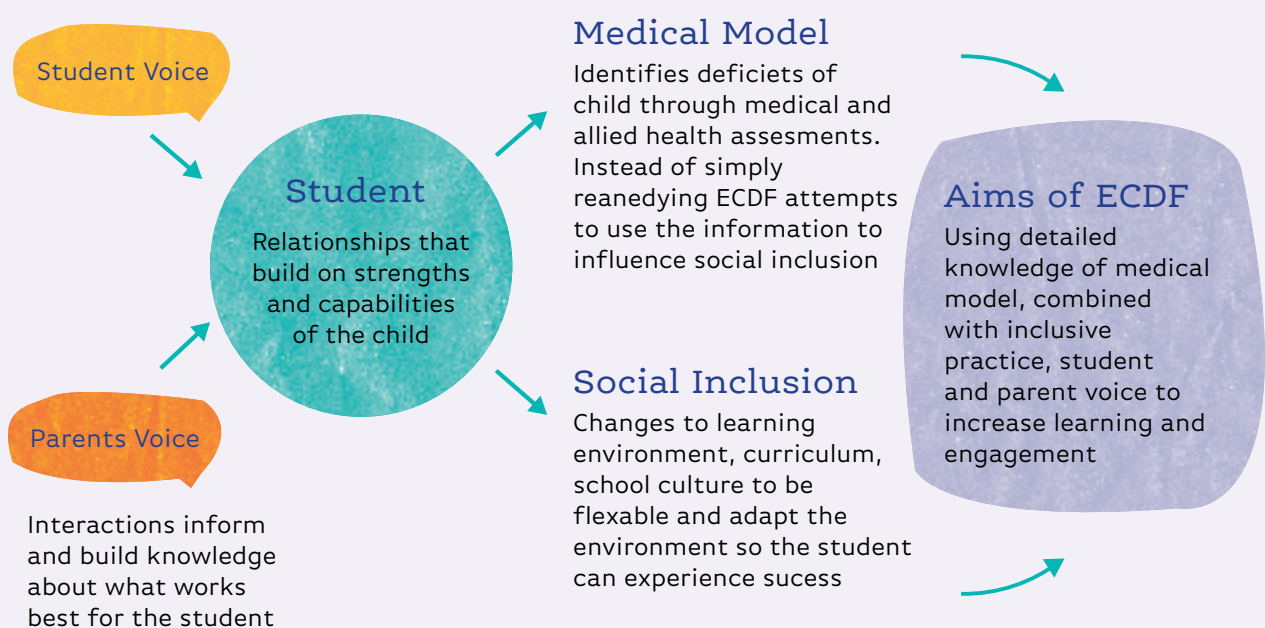
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## 2.1 Filling the Gap

The ECDF explores an approach that works to support the “voice, choice and control” of the student within the context of the educational environment. The process of eliminating barriers to accommodate the learning needs of all students is how schools build inclusive cultures, by ensuring participation is maximised in daily practice (OHCHR, 2013). Often the barriers to student learning are complex and require input from professionals to guide the most appropriate targeted learning intervention, combining medical and allied health information together with student and parent input, to shape and design the most helpful learning experience for students. Where critical information is missing at transition, attempts at removing barriers at this point can sometimes miss the mark. Policies and educational practice that include student voice, parent voice, allied health and medical information about student needs offers a more comprehensive and holistic response to student inclusion. The ECDF offers an approach for communication that allows for these elements to be applied simply into daily practice. Using this approach at transition points for students also offers an opportunity for continuity of care.

Student voice acknowledges that students have unique perspectives on learning, teaching, and schooling. Student voice involves students actively participating in their schooling by contributing to decision making processes and collectively influencing outcomes by putting forward their views, concerns, and ideas. Giving students a voice and encouraging them to be partners in their own learning increases their agency and achievement and creates positive long-term learning habits. The Gonski report states that student voice and engagement in schooling is associated with positive outcomes later in life. Dureau comments in Vukovic (2018) “if you’re going to encourage student voice in your school, you need to actually do something with it”. The ECDF offers opportunities for student voice to be acted on and supports the notion that allowing students to make decisions will improve the wellbeing of students at school, by providing them with communication channels to engage with teachers on things that matter to them (Vukovic, 2018).

Figure 1: The ECDF Schema



# 3

## Rationale for current pilot project

The service gap identified by the consultation process highlighted several key areas that needed to be modified or addressed, as part of the formal transition from primary school to secondary/other school.

The key transition gaps had the following focus:

- Lack of student voice
- Need to ensure consistency in behavioural management from one school to the next
- Input from parents around key strengths and strategies that work for their child
- Specific training for new teachers based on an evidence-based intervention model

In 2017, the Southern Teaching Unit (STU), a re-engagement program which offered a tier three intervention to mainstream secondary schools for students with a range of social emotional and learning needs, partnered with BGKLLN to try and develop a framework to assist in returning these young people to their school. The STU intervention provided support with behaviour modification, curriculum and learning needs, and coordination of services including case management. Upon completion of the intervention students transitioned back into their referring school. STU regularly transitioned vulnerable students and were ideally placed to pilot an approach that created an adaptable process that captures the interpersonal approach, self-regulation strategies and curriculum that facilitates students' own co designed self-regulating strategies. The work of the pilot has been to

train staff in trauma theory, identify coping strategies that assist self-regulation for students, and to summarise these support strategies in the form of individual behaviour support plans (BSP) informed by Functional Behaviour Analysis for each of the STU students.

The development of plans for all the students of STU was completed using a motivational interview approach, where students engaged in the process of self-reflection on their past behaviour to assist in developing strategies that could be explained in a plan to prevent challenging scenarios, and provide greater coping strategies for the future. Drawing on past experiences and reflecting on past scenarios, students identified what they found challenging in a mainstream school, students were taught the basic neuroscience that underpins escalation to help them understand triggers and situations that provoke these responses. This was combined with asking the students to ascertain their resting heart rate. Two students had exceptionally high resting heart rates and did not appear to have any obvious outward manifestation of this high-level arousal. They were both quick to escalate and viewed as more volatile by the STU team.



From the student interviews, the following themes were identified:

- Some students found that beginning the learning task was the most challenging part of the lesson and that if they did not settle into the learning task early, they floundered and engaged in a pattern of behaviour that was not helpful to their learning. The longer they took to settle into the task the less likely it was that they would be engaged in the lesson overall. Timeliness of the response was key to the student successfully engaging in the lesson or session.
- Some students had such low resilience that they would not attempt a learning task unless they were confident that they would not make a mistake and found their fear of failure created a debilitating pattern of disengagement and avoidance.
- Some students found that Re-Teaching the concept and using visuals to support the learning was important for them to be able to access the learning, as many students had challenges with their academic skills and struggled when the learning task was not modified to support their skills and strengths. This was not always communicated well by the students.
- Where students were provided with a break or exit card so that students could leave class, the result was often that the students did not return and or they were out of class for significant blocks of time during a school day. While this strategy offered the students a break and was a helpful coping strategy, at times it could also further compound their disengagement. Use of the Functional Behaviour Analysis approach could support students who were trapped in a pattern of avoidance and using the exit card to avoid.

- Students with high resting heart rate needed to be identified early for more intensive support, including behaviour support plan and mental health supports. Teaching these students about their heart rate and engaging them in activities that they found helpful to reduce their heart rate, combined with a mental health intervention was key to assisting these students with their self-management. This key learning can be extrapolated to create a process and scalable set of interventions.

This process supported the students to reflect on their behavioural patterns, learn, and implement coping strategies that could be taught to improve their self-regulation. This information could then be explicitly taught and handed over to the referring school in a format that could be used more readily across settings. It provided a summary of key inclusive strategies and the most effective approaches for engaging students based on their voice. This was developed into a guided conversation between students and their teachers based on the ECDF. This approach was extended into a transition program to trial the communication and education approach identified in the ECDF at Berendale School over 2018/2019 year 7 transition.



# 4

## Development of the transition pilot with Berendale School

Initially the transition project was attached to the STU. At the beginning of 2018, all schools that had students who had transitioned post the STU intervention were contacted to explore how successful the BSP and ECDF transition strategies had been.

Most students had taken the opportunity to change educational settings and not return to their referring school. Unfortunately, it was not possible to ascertain how successful the initial use of the ECDF had been in this key transition point for such a small cohort of students. Consequently, the ECDF was adapted to support transition for new students transitioning into Berendale at Year 7 from other schools in the community. The framework for transition is based on five key factors described in Crump & Slee's (2015) Action and Audit guide and make use of the ECDF to elicit the child-centred inclusive approach needed for each student.

The transition from Year 6 to 7 has long been recognised as the major milestone in education. It signals movement from being a child to an adult and is the transition point where vulnerable students can become disengaged from education. It is significant because of the number of changes involved in 6 to 7 transition such as: location, peer relationships, and major changes due to

puberty and maturation. Department of Education & Training (DET, 2014, pg. 5) defines transition "... as a movement from one set of circumstances to another with a change to the environments, relationships, behaviours, roles, routines and expectations".

The guiding DET principles for transition state that successful transitions for students emphasise:

- Planning well in advance of the start of the transition process
- Providing parents and guardians with enough information to make an informed choice about settings
- Effective collaboration between transition settings that results in the sharing of relevant information.

Included below are key excerpts from the DET documents to guide practice in transition, creating a process that gathers and shares this key information through Student Support Group meetings and development of a transition statement that is entered into databases systems (CASES21) and shared with staff working with the students in their new school. The VAGO 6/7 transition report offers critical information on the barriers to transition. It described inadequate monitoring of vulnerable cohorts often led to entrenched poor transition outcomes. This is described by Crump & Slee (2015, p. 19) "...as a decline in educational engagement and academic outcomes for students moving from 6 to 7" as highlighted by significant numbers of students in schools in the city of Stonnington and Port Phillip being identified as performing poorly as a direct result of their transition experience. While the guidelines recommend a detailed process, this does not necessarily ensure that schools have the resources to complete transition with high levels of fidelity and consistency.



**Table 1: Transition Planning Checklist - Primary School**

---

Discuss transition to secondary school with parents up to two years before it is to occur

---

Gather diagnostic and assessment reports, health and medical reports for the Program for Students with Disabilities Year 6-7 Review and for new applications

---

Invite staff from potential secondary school options (mainstream and/or specialist) to attend Student Support Group (SSG) meetings

---

Parent/guardian/carer(s) and student to complete an enrolment form for secondary school

---

Identify a Transition Coordinator

---

Convene an SSG with staff from the receiving secondary school to plan for the transition and needs of the student

---

Submit Program for Students with Disabilities Year 6-7 Review application as part of the annual round or a new application if applicable

---

Confirm dates for the SSG to meet in Term 1 at the secondary school

---

Consider strategies to prepare the student for transition

---

Develop a Transition Statement

---

Update student details in CASES21.

---

Adapted from: DET transition guidelines

## 4.1 Development of transition statement

All schools collect information from new students during times of transition. Gathering information provides schools with the opportunity to:

- Provide tailored support for each child
- Effectively plan and prepare a successful transition to secondary school.

A Transition Statement is a tool for collecting and sharing information about a student. It is developed through collaboration between key school staff from a student's primary and secondary schools and parent/guardian/carer(s). The student should also have an opportunity to contribute and shape their transition journey.

The material gathered will provide the parent/guardian/carer(s) and school staff with a shared understanding of the student's abilities and disabilities and how they impact on the student, as well as information to support the continuity of the student's learning.

This Transition Statement should also include a summary of previous assessments and reports and the student's current learning profile. The Transition Statement might include information on some or all the following:

1. Diagnosis
2. Current presentation
3. Cognitive profile – thinking and learning
4. Health/associated features
5. Description of the student's current emotional and behavioural profile.

The student's Transition Statement will be confidential. All staff in Victorian government schools and staff employed by the Department are required by law to protect the personal and health information collected and held by a school and it is the responsibility of the secondary school to ensure that the student's Transition Statement is stored securely and safely.





**Table 2: Transition Planning Checklist - Secondary School**

---

Plan for transition with orientation days, school visits, class participation opportunities and time with student mentors

---

Assist families with management of organisational changes by providing key information packs and opportunities to ask

---

Consider strategies for preparing students for timetables, larger school campuses, lockers, bathrooms. Consider access needs of new student, including storage of medication, a private area for personal care, planning for Year 7 camp and anything else required to meet the student's needs

---

The transferring school should provide transfer information including any foreseeable risks (if applicable) to the receiving school

---

Update CASES21 with enrolment and transfer details when student starts Year 7

---

Review the Transition Statement and schedule Student Support Group (SSG) meetings

---

Consult specialists if appropriate and approved by the family

---

Develop personalised learning and support plans

---

Submit new applications for the Program for Students with Disabilities if applicable

---

Consider plans to support parent/guardian/carer(s) and school communication with parent/guardian/carer(s)

---

Consider plans to support teaching staff/team, professional development requirements, and additional workforce support that might be needed (such as Education Support Officers, Student Support Service Officers and Visiting Teachers)

---

Adapted from: DET transition guidelines

Research into transition identifies that existing pressures on schools, families and communities make continuity between settings difficult to establish and maintain (Crump & Slee, 2015). One of the contributing factors that significantly impact transition is the number of primary schools that transition into one secondary setting. The 2014 DET transition report describes best practice in transition processes for students with more complex needs. It recommends family liaison, personal care support, continuity of support, communication/coordination between services and school settings, and assistance with transport.

Crump & Slee (2015, pg. 30) identify in their analysis of the VAGO data that in scenarios where secondary schools have up to 48 different separate primary schools to liaise with and create tailored transition processes for, it is very difficult to achieve "carefully monitored transitions and collaborative inter-school relationships". This is supported by interview of key stakeholders during the ECDF consultation phase, as typical responses reflected that they were overwhelmed by the pressures of transition and that often teachers had too much information, resulting in the ineffective use of this material.

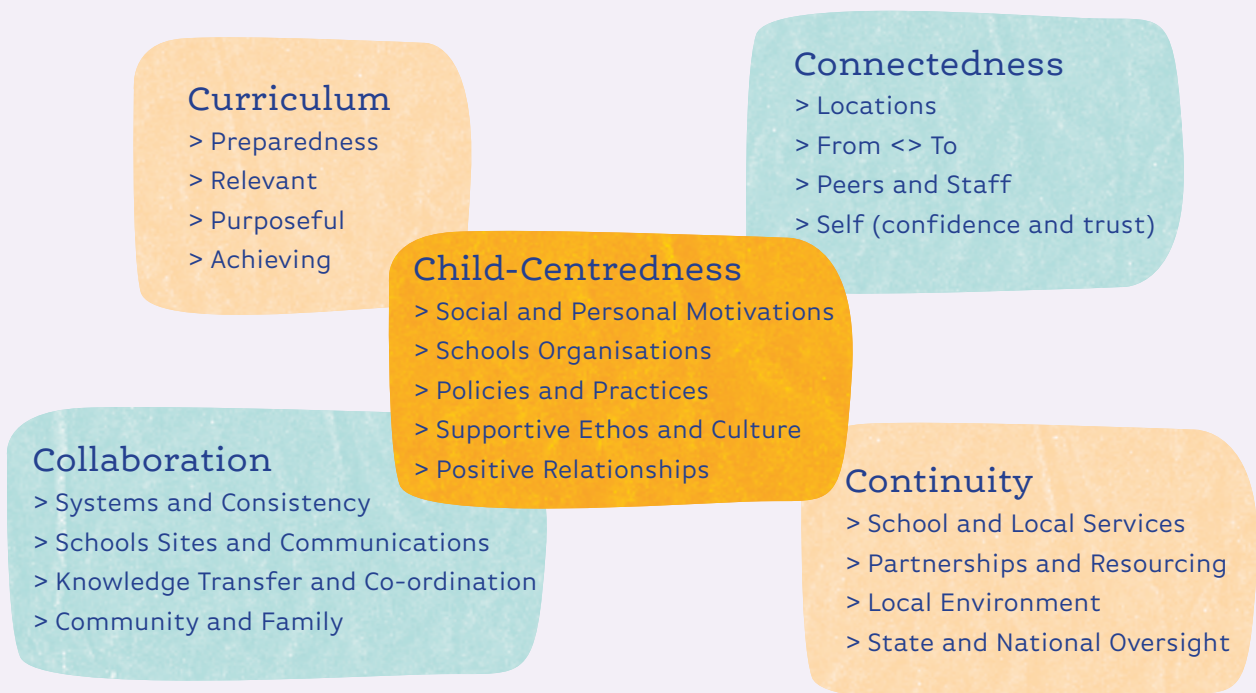


In response to this key information, the ECDF attempts to provide an approach that seeks to empower the student to communicate their needs in a format that supports transition and promotes self-advocacy, and ultimately agency of the student by increasing interpersonal relationships between students and teachers. The ECDF transition tool offers student knowledge about their strengths, refocus/Re-Teach approaches that work best, and coping strategies for students needing more support to self-regulate. Because this information is building capacity in students to communicate more effectively with their teachers, the transition plan becomes a live communication strategy and simple stepped approach to build engagement in the classroom. Training both students and teachers in the strategy offers opportunities for the ECDF to maximise child-centredness through development of curriculum that promotes connection, continuity and relationships. The framework developed by Crump & Slee (2015) based on the work by Brown & Adam (2010) provides the conceptual framework for increasing the impact of inclusive practices using the ECDF.

**Figure 2: 5C Transition Framework - overview**

This model was extensively re-developed by Stephen Crump based on Brown & Adam (2010, June), University of Tasmania. Use is permitted for non-commercial purposes with attribution to the authors.

The Berendale Transition Project was developed to test the effectiveness of the ECDF and to support the development of a transition tool to assist in building student voice and agency. The aim of the pilot is for students to increase their self-awareness and be able to describe how they learn. The new students to Berendale in 2019 were provided with additional sessions in their new school to assist in building connectedness to new peers, staff and location to increase confidence. The enhancement of the student-centred approach was achieved by offering students more support with school organisation, personal and social motivators, and the opportunity to form positive relationships within the context of the culture and ethos of Berendale through participation in this transition pilot. Parents were interviewed as part of a focus group to increase knowledge transfer and reduce fear as their children transition. The ECDF was adjusted to include explicit teaching of: "What is a strength?", "What do I need help with?"



and “How to I seek help using a Flip Book visual support?”. Teachers were trained in the use of the ECDF and how to embed this approach into their daily classroom activities. In addition, key handover information was shared between schools and some students were observed in their school to support greater handover/transition process. The ECDF was adapted to re-clarify and apply approaches in the classroom that support the transition framework outlined by Crump & Slee (2015).

**Table 3: Session Outline Overview**

Session	Link to Transition Framework	Link to ECDF
<b>Identifying strengths</b> Understanding character strengths using strength cards.	Orientation sessions supported students to learn social and personal motivators and form connections with new peers and staff.	Understanding character strengths supports students identifying their personal character strengths.
<b>Consolidating strengths</b> Building a paper chain of learning strengths activity.	Session specifically links to achievement and curriculum that supports preparedness.	Understanding character strengths supports students identifying their learning strengths.
<b>Self-Assessment</b> Self-Assessment inventory where students were invited to self-assess the activities they could do independently and those they required assistance with.	Session specifically links to achievement and curriculum that supports preparedness and positive relationships.	Understanding the task they need help with supports students proactively asking for help by engaging in positive conversations that result in refocus and Re-Teaching when they have a problem in class.
<b>Social Mapping</b> Flip Book and Social Mapping lesson where students select their personal strategies to use when they have a problem in class and see the benefits for using positive communication.	This Flip Book has been shown to families of the students to increase communication between home and school and build continuity and knowledge transfer.	The Flip Book offers support to access preferred coping strategies and enables the students to adapt these strategies to new settings.
<b>Coping Skills</b> Students identifying their preferred coping skills by creating a Fortune Teller game.	This coping skills Fortune Teller game increases communication between home and school and builds continuity and knowledge transfer.	This proactively supports self-regulation and assists in building engagement in the classroom.

# 5

## Evaluation of the pilot

An evaluation of the Transition Program as part of the ECDF was undertaken at Berendale School over term 4 2018 and term one 2019 throughout its implementation.

The evaluation utilised a mixed methodology drawing on data collected from the identified students (n = 6), their parents, and teachers using the following methods:

- Focus groups with parents
- Feedback of lesson implementation by students
- Observation of lesson implementation
- Observation of full day transition
- Feedback from two classroom teachers
- Feedback from parents via an online survey

The data collected highlights that the program has a positive impact on both the students and their family. It has assisted in settling both the student in the learning environment and helped ease some of the family's anxiety around the transition period.

### 5.1 Parent feedback

Initial feedback from the parents provided useful strategies that could be implemented by schools prior to the transition program commencing. These included providing a formal letter to the parent in terms of their child being accepted into the school (several parents assumed but were still unsure) and sending a letter to the student welcoming them to the school. Other feedback was positive in terms of both the structure of the program and the feedback they received after the initial session.





## 5.2 Student feedback/ observations

The students indicated, using a simplistic evaluation tool, that they enjoyed and learnt from each lesson. Whilst there were some activities that were favoured more by the students (these are noted and revised), overall, they were very positive and engaged well with the hands-on approach. During observation of the lesson implementation it was clear that a detailed understanding of the student prior to participating in the program was helpful. When an understanding of the student's individual needs was evident, the teachers were able to draw on management strategies that clearly assisted the student to participate in the task.

During the full day observation, it was clear that those students who had participated in the six-week program felt more comfortable in their environment and were more active in the classroom. The relationships between those in the program was evident, with the students often providing support for each other and offering support for the new students when possible. The students who participated in the program were easily identified by the new teachers, as the behavioural management strategies were clearly in place and the students were clearly more at ease in the school environment. There were notable less behavioural issues for the six students in the program.

Teacher data also indicates that the students who attended the program were more settled in the classroom and better able to express their need for support. They had a greater voice on what strategies were helpful in assisting their learning and managing their emotions in the classroom.



# 6

## Lesson plans and reflections on the sessions

### 6.1 Lesson Plan: First and Then

Students who have problems with engaging with the learning task were interviewed. They stated that the First and Then strategy helped them to focus and build motivation to complete the task. First and Then breaks down the task into manageable steps or pieces. It builds self-regulation by supporting the concentrated effort for a portion of time within a lesson. This approach can be extended to negotiated and differentiated learning tasks.

#### 6.1.1 What is First and Then?

First and Then structures the learning into smaller steps that are clear with a visual support. This can grow into teaching the student how to break up the task initially with guidance, later independently. Remember that it is not First and IF. Sustained attention of ten minutes in the example must be honoured with preferred activity even if task is not finished.

#### Example:

First complete set writing task for 10 mins, then preferred activity. You might use a menu of preferred activities that the student can complete. Examples: movement break, brain buster, sensory activity or creative task. This can be represented with pictures or symbols of the task, the time they need to focus on the task, or both.

#### Sample of break down in a session using First and Then

This format can be developed into a chart that students complete at the beginning of a session. First state the task with time limits as a visual prompt, then preferred activity or break activity. This can be built into the lesson format or identified as part of a menu of options Next: Next part of the task with time limits as a visual prompt. Finish: Reward activity for completing the sequence.

#### 6.1.2 Resources to support this strategy in the classroom

Zones of regulation - refer to appendix 1 and 3

First and Then Charts - refer to appendix 2



## 6.2 Lesson Plan: Re-Teach

Students who have at times struggled to understand the learning task stated that the Re-Teach strategy helped them to better understand and complete the task.

Here are some examples of Re-Teaching the same content using a range of high impact teaching approaches.

### 6.2.1 Topic: Understanding Different Perspectives

#### Example:

How do you communicate to the workplace that you are sick and unable to come into work?

#### Example one:

Re-Teach using visual supports, such as photos, drawings, objects, gestures, and print. They are sometimes paired with verbal explanations. They help children know what to do, learn new skills, and feel included. Visual strategies are considerate of diverse learners. Using visuals provides an example that students can see. Write an example of text and an improved version of the text to show miscommunication. "Not feeling good sick today not coming in" could be reworded to "I am sick in bed with the flu and will not be able to do my Saturday morning shift".

#### Worked example

*"A worked example is a step-by-step demonstration of how to perform a task or how to solve a problem"* (Clark, Nguyen, Sweller, 2006, p. 190).

Social behaviour mapping is a method of step by step demonstration using this approach to map the way the communication is being understood from a range of different points of view.

### 6.2.2 Resources to support this strategy in the classroom

Refer to appendix 1

## 6.3 Lesson Plan: Triggers and Coping Strategies

When students struggle to understand the learning task, they may be experiencing an emotional reaction to the task or trigger. A trigger is a personal and individual response that the student is not always conscious of, and is a reaction to, an event in the moment.

### 6.3.1 Topic: Understanding my responses and coping strategies

#### Example:

How do I feel when I am presented with a challenging task or uncomfortable situation?

#### Visual example

Development of **Caution Sign** identifying the emotional responses including:

- Caution trigger ahead
- Loud noises
- Writing tasks
- People calling me names
- Makes me feel uncomfortable
- When people use a calming voice, it makes me feel more comfortable

#### Worked example

#### Modelling a descriptive statement:

"When given a writing task by the teacher, I find it hard to understand what I am supposed to do, and I get frustrated and it takes me a long time to get started with my work". When the student is feeling frustrated, they are also feeling an emotional trigger response and offering more one to one support with a Re-Teach strategy can calm and refocus the student with the learning task.

#### Real Life Case Study Example

Jenny was asked to complete a worksheet on verbs. She was not sure what to do and put her head on the desk and complained about the task. She then started making jokes and mucking around with the other students because it was easier to be distracting and she was too embarrassed to ask for help. These feelings of embarrassment are so strong the student finds it hard to settle and start work. When the teacher offered Jenny some help to start the task, she was able to refocus and work without distracting others.

## 6.4 Reflections on the transition pilot

Each lesson taught as part of the transition program focussed on teaching the skills necessary to be able to identify and describe a response to the three questions of ECDF. It was necessary to expand on and develop these concepts further for the students in the pilot group to address their learning needs. The strengths activity identified strengths in the students' personal and social capabilities and the students enjoyed making the paper chains of their strengths. The Sequencing Activity Help Inventory assisted students to identify areas that they were successful with and areas they might need to initiate help seeking. It offered an opportunity for students to talk about helping each other. Many of the students were apprehensive about seeking help as they were in a new and unfamiliar environment. It sparked positive conversations between students and created a climate of support. The Fortune Teller activity supported students to identify a coping strategy that they found useful. The final activity, which was the Flip Book, attempted to bring all three lessons together by creating a resource that students personal to answer the three questions of the ECDF. Feedback from teachers stated that the tool was not successfully used by students post the transition pilot. The tool was too cumbersome for students to use, so a more streamlined wallet card is recommended to replace this activity. A template for all activities has been included in the appendices. WE took feedback from students at the end of each lesson, where students gave a rating to the lesson. All lessons had very positive ratings from the students, except the Flip Book lesson.





# 7

## Transition Plans

### 7.1 Why Transition Plans are important

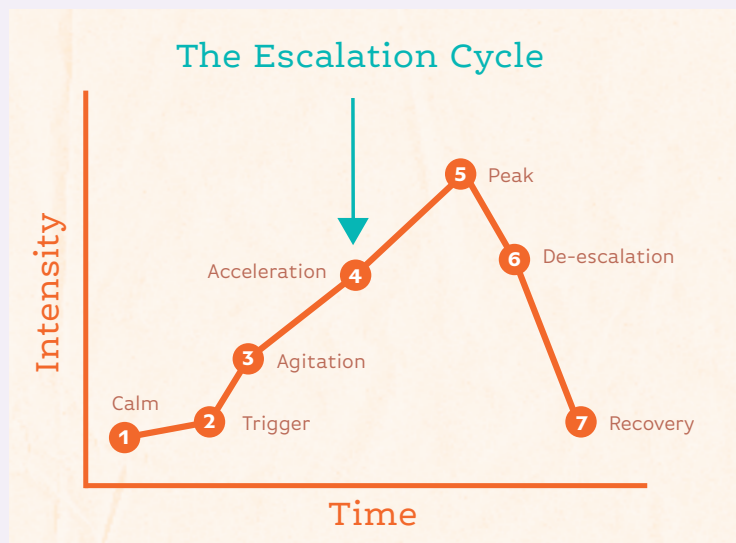
The process of transition may be more difficult for some students with disabilities and will require unique strategies to enable each student to achieve the maximum possible independence in working, living and participating in their school community. Adolescence is the time mental health concerns are most likely to begin, although they are often a result of problems from childhood (Zahn-Waxler, Kimes-Dougan & Slattery, 2000). It is estimated that adolescents between 12-17 have the highest prevalence of mental health problems (Zubrick et al., 2014). Developing friendships and belonging to peer groups provides adolescents with the opportunity to develop coping skills, improve social competency and creates a sense of connectedness that improves their networks (Collins & Steinberg, 2006). Transition planning is a process that brings together a student and those individuals directly involved in helping the student prepare for their next step in education. The capacity to develop and maintain relationships and fit into social networks requires finely tuned social and interpersonal skills that function as an academic enabler (DiPerna, Elliot, & Volpe, 2002). The ECDF is designed to ensure that students have the necessary skills to make a smooth transition from one setting to another. The ECDF also has a broader application to support engagement in the classroom. Unless the transition process is formalised and described into a plan, key information can be lost in the process. Quality transition planning is achieved when the process is initiated early.

Berendale staff worked actively with the range of primary schools to make the move less overwhelming for transitioning students and parents. Berendale staff created a process that was incorporated in the transition pilot. The parents were engaged in a relationship with the school that addressed key actions important to the transition process. The plans that were developed as a result of the ECDF pilot summarised key information gathered from this process. The plan format incorporates some of the key information gathered during this process of transition.

Parents were encouraged to:

- Describe the needs of their child so that new staff can meet those specific child's needs
- Plan with school staff for reasonable adjustment to support educational goals and provide information from feeder schools about successful strategies and approaches
- Review the transition statement and set dates for support meetings
- Consider access needs and medical supports that may be required
- Develop student learning and support plans
- Submit PSD applications
- Attend transition days and participate in parent transition session

A template was developed as part of the process used as a key hand over document for transition points for students within Berendale.



#### Transition Plan example from the project de-identified

Adapted from <https://www.pbslearningmedia.org/resource/ket-pd-deescalation4/the-escalation-cycle/>

1. **Calm:** Able to cooperate with instructions and is polite and well mannered. He requires one-part instructions and time to complete. Can work independently for up to five minutes if he is interested in the task or seeking to gain teacher approval.
2. **Trigger:** Challenging academic task struggles with writing, reading and maths and can make excuses to avoid. Feels uncomfortable and overwhelmed.
3. **Agitation:** Becomes frustrated, seeks to avoid however finds it hard to ask for help to understand. Will often engage in distracting others with humour.
4. **Acceleration:** Engages teacher/adults in conversation about activities that he has success with that he is proud of. Often uses these conversations to avoid having to do the task and engage other students to be off task.
5. **Peak:** Will be stuck in disengagement and will focus on being the victim. Feels that his is often bullied. When followed up these situations are not always bullying more often students refusing to engage when he is demanding of them.

6. **De-Escalation:** Provide reassurance praising effort with one to one.
7. **Recovery:** Able to respond to positive acknowledgment of his good choices and will persist with a task for up to ten minutes with use of First and Then.

#### Student Learning Strengths

He can work in his preferred activity if he is not distracted.

He is able to follow a demonstration.  
He can follow a sequence that is on the board.

Prefers to work independently on his own.  
Prefers to write and draw rather than verbally communicate. Enjoys completing familiar tasks.

#### Student Refocus Strategies

Revise the learning using one to one demonstration.

Works effectively with First and Then with reward to acknowledge his positive choices.

Praise effort.

#### Student Coping Strategies

Fidget breaks, food, and computers used at regular intervals to support on task behaviour.

## Conclusion

The ECDF supports key information about the skills and approaches that most effectively empower students.

The implementation of strategies were delivered as part of the classroom program to increase both educational engagement, social competency and social inclusion. Tomlinson (2005) highlights the vital role of the teacher to maximise the differentiated learning outcomes emphasising flexibility, authenticity, and meaningfulness to the learner. The ECDF works as an academic enabler assisting students to have a voice about the way they learn. This was tested to support transition at Berendale School and feedback from the pilot suggests that students who participated in the transition pilot were more confident in articulating their strengths, and the activities that they enjoyed during the transition pilot. Bringing to life the implementation of best practice (Cook & Odom, 2013) underpinned by the achievability of the task, and the relationship between the learner and the curriculum at school reflects the fluidity of support to students in modern 21st century schools.



# 9

## Recommendations

1. Additional transition activities that run on a weekly or fortnightly basis over term four are significant to increasing positive engagement with the new school.
2. Transition programs need to be planned and developed in Term two.
3. Enrolment acceptance for the student to be sent to the child separately with a welcome pack to be sent before the student starts the transition program.
4. Parents need to be invited to a transition parent support group supported by key leadership staff in the school to identify student needs and support the development of transition plans.
5. Each transition session needs to allow for 15 minutes of buffer where students can be observed in structured play/sensory items to identify their preferred coping strategies and strengths.
6. The activities and lesson plans have been designed for the year seven Berendale cohort of students with a mild cognitive intellectual disability, and the activities have been adjusted on the feedback to include a wallet card, replacing the flipbook resource. These lessons can be adapted to suit different ages and groups of students.
7. Parents need verbal/personal feedback about each transition session.
8. All students to have a transition support plan developed as part of the process with explicit reference to the ECDF.
9. Student strengths, refocus and coping strategies to be included in the first semester of social skills education. Feedback from teachers stated that it took two terms for students to understand the language and use the ECDF.
10. As part of the consultation process with different groups within the transition pathways forum, the ECDF was identified as a very useful transition tool for young people transitioning into vocational pathways post schooling. Berendale is planning to trial the ECDF in VCAL to support students work-related skills. Feedback from teachers has been that students struggle to communicate effectively in the workplace about their needs and this often jeopardises sustaining work placement. Empowering students to express how best they learn, in any setting, increases their skills of self-advocacy post schooling.
11. Embedded in this piece of work has been a series of professional development training to teachers and teacher aides to improve their skills and understanding on how to work with young people who are disengaged. These training sessions and resources are available on the BGKLEN website.



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# Appendices

## Appendix 1 – Teaching Resources



**Zones of regulation**



**First and Then Charts**



**First and Then iPad APP**



**Self-Awareness homework sheet**

<https://www.understood.org/en/friends-feelings/empowering-your-child/self-awareness/download-self-awareness-worksheet>

### Re-Teach resources

<https://jillkuzma.wordpress.com/perspective-taking-skills/teaching-ideas/>

[https://www.naeyc.org/tyc/files/tyc/file/.../Take\\_a\\_look\\_visual\\_supports\\_for\\_learning.pdf](https://www.naeyc.org/tyc/files/tyc/file/.../Take_a_look_visual_supports_for_learning.pdf)



## Appendix 2 – Lesson Plans & Resources

### Lesson Plan: Understanding feelings using the First and Then strategy

**Learning Intention:** For students to identify and name their emotions and the emotional/physical response they have in their body over the course of a typical school day.

Level A, B and C of One: Personal and Social Capability Victorian Curriculum

- A React to people and express emotions
- B Respond to people or events and demonstrate a range of emotions
- C Name emotions shown by self and match these emotions to familiar events or experiences

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<b>TOPIC</b>	Describing and identifying feelings at school
<b>Knowledge</b>	For students to recognise their feelings in familiar and common scenarios at school.
<b>Understanding</b>	For students to identify their emotions and learn that they can change depending on the situation at school.
<b>Skill</b>	For students to identify the feelings and to name them and be able to link these emotions to a situation at school
<b>Task</b>	

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<b>Introduction to task</b>	Begin with asking students how often they think they change their emotions at school in one day.
<b>Brain buster</b>	<p>Students complete the First and Then sequence chart showing task and time allocation and breaks.</p> <p>Flash cards of different pictures with emotions for students to select two cards to identify two emotions they feel in one day and share in circle time.</p> <p>Students to watch cartoon to identify how "we flip our lid" to understand self-regulation</p> <p><a href="https://www.youtube.com/watch?v=3bKuoH8CkFc">https://www.youtube.com/watch?v=3bKuoH8CkFc</a></p> <p>Why Do We Lose Control of Our Emotions?</p>

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<b>Whole group</b>	<p>Introduction to Jack's zones of regulation</p> <p>Zones of Regulation Reproducible N From zones of regulation reproducible <a href="http://www.socialthinking.com">www.socialthinking .com</a></p> <p>Students complete the First and Then sequence chart showing task and time allocation and breaks.</p> <p>Chart is presented to students showing a map of the emotions for Jack over the day.</p> <p>In small groups ask students to use their own words to describe the different emotions they feel across the day when reflecting on a range of tasks. This is a worked example of the activity to demonstrate the learning task.</p> <p>Students to create their own chart for a typical school day to identify the feelings they have at school linked to time table and school day.</p>
<b>Catering for inclusion</b>	<p>Flash cards prompt students with visual supports and breaks down the task into smaller, more manageable tasks.</p> <p>First and Then builds motivation and sets time limits so students can sustain their attention on the activity.</p> <p>Demonstration teaches students through modelling and active co-assistance.</p> <p>Allowing students sensory breaks allows them to improve their concentration.</p> <p>Practical activity that is hands on and an authentic relevant learning experience.</p> <p>Many students are engaged by video and visual presentation.</p>
<b>Reflection</b> <b>What Went Well?</b>	<p>Student voice to identify success indicators and reflect on learning intentions and the learning they have made today. This can be described in a range of ways by students. (Verbal, visual, written reflection)</p>
<b>Homework</b>	<p>For student to plot one day at school on the zones of regulation chart.</p>
<b>Tip of the day</b>	<p><i>"When you plant lettuce, if it does not grow well, you don't blame the lettuce. You look for reasons it is not doing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce."</i></p> <p>Thich Nat Hanh</p>



## Lesson Plan: Understanding feelings from another point of view using the Re-Teach Approach

**Learning Intention:** For students to identify and name their expected and unexpected classroom behaviour and how these impacts both the individual and other people.

Level C and D and Foundation of One: Personal and Social Capability Victorian Curriculum

- C Name emotions shown by self and match these emotions to familiar events or experience
- D Name a range of emotions and describe how these are expressed or shown
- Foundation: Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations

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<b>TOPIC</b>	Understanding Different Perspectives on Emotions & Behaviour
<b>Knowledge</b>	For students to recognise feelings connected to behaviour from a range of perspectives
<b>Understanding</b>	For students to identify and reflect on positive and negative impacts of behaviour and how this impacts feeling in both themselves and others
<b>Skill / Task</b>	For students to learn that their behaviour can change matching the environment and to understand the positive and negative impacts to self and others

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**Introduction to task** Begin with asking students to describe the range of behaviours present in their behaviour chart (see lesson one).

**Brain buster**

Using Flash cards identify: How do other people feel about the behaviour mapped in the chart from lesson one? Select two cards to demonstrate these feelings.

Students complete the First and Then sequence chart showing task and time allocation and breaks.

Demonstration of a social mapping activity using worked example.

Topic: What is expected in the classroom?

<b>Expected Behaviour</b>	<b>How does this behaviour make people feel?</b>	<b>How do other people feel about your behaviour?</b>	<b>How the person feels about self when demonstrating this behaviour</b>
Engage in discussion	Others feel that I contribute and work well as part of a team	Classmates want to sit with me and work with me	I feel liked by others

---

**Whole group**

Students complete the *First and Then* sequence chart showing task and time allocation and breaks.

Students complete social mapping activity and discuss in collaborative groups.

Topic: What is unexpected and expected behaviour in the classroom

Un/expected Behaviour	How this behaviour makes people feel	How other people feel about your behaviour	How the person feels about himself when demonstrating this behaviour
Listening and responding when teacher/ students talk to me	Students feel that you are interested in them	Students want to work with me	Interested and more positive
Ignoring others when they talk to me	Others feel disrespected	Students don't want to work with me	Bored and unhappy

This example can be supported with two other teaching strategies for those students who need a reteach.

Real life example: Where students identify a behaviour that they have recently experienced in the classroom and this is demonstrated using the social mapping format.

Visual: Picture support is used to show the facial expressions of student's emotions in example situations to support the explanation.

Discussion on how this behaviour can be viewed by others and how this can be helpful to understanding self and other people's point of view.

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**Catering for inclusion** Flash cards prompt students with visual supports and breaks down the task into smaller, more manageable tasks.

First and Then builds motivation and sets time limits so students can sustain their attention on the activity.

Demonstration teaches students through modelling and active co-assistance.

Allowing students sensory breaks allow them to improve their concentration.

Practical activity that is hands on and an authentic relevant learning experience.

Mapping activity allows students to draw a diagram to describe their ideas and thinking, offering a different way of expression that is not the written word.

Visual and sequencing offers both visual support and also lets students know what is going to happen next, assisting with processing of the task and decreasing anxiety.

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**Reflection** Student voice to identify success indicators and reflect on learning intentions and the learning they have made today.  
**What Went Well?** This can be described in a range of ways by students.  
(Verbal, visual, written reflection).

---

**Homework** For student to plot one day at school on the zones of regulation chart.

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**Tip of the day** "If we are facing in the right direction, all we have to do is keep on walking"  
Buddhist Proverb

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## Lesson Plan: Individual Triggers and Coping Strategies

Understanding triggers and coping strategies in the classroom.

*Learning Intention:* For students to identify their emotional responses or triggers in the classroom and coping strategies that support the student to calm and be focussed.

Level C, D and Foundation of One: Personal and Social Capability Victorian Curriculum

- C Name emotions shown by self and match these emotions to familiar events or experiences
- D Name a range of emotions and describe how these are expressed or shown
- Foundation: Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems

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<b>TOPIC</b>	Understanding my emotional responses or triggers and that actions can be taken to manage these situations
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<b>Knowledge</b>	For students to recognise feelings connected to behaviour and identify coping strategies that are helpful
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<b>Understanding</b>	For students to identify and reflect on actions that they can take to manage their emotions
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<b>Skill / Task</b>	For students to name a trigger and identify a coping strategy to manage their feelings of distress
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<b>Introduction to task</b>	Introduce the concept of triggers and that students have triggers connected to common scenarios at school.
<b>Brain buster</b>	<p>Introduction to completing trigger worksheet. (Pg. 93 Zones of Regulation)</p> <p>Begin with asking students to describe the range of behaviours present in their behaviour chart and make the link that some situations in school make them feel anxious or uncomfortable (see lesson one) as introduction to completing trigger worksheet.</p> <p>Students complete the <i>First and Then</i> sequence chart showing task and time allocation and breaks.</p> <p>Examples of common triggers for students are listed on the board and students identify a range of times when they feel anxious or upset in the class</p> <ul style="list-style-type: none"><li>• Feeling the work is too hard</li><li>• Feeling confused about what is expected</li><li>• Loud tone of voice when people communicate</li><li>• Feeling too embarrassed to ask for help</li><li>• Change to routine</li></ul> <p>Students work in pairs to identify their own trigger and complete the trigger worksheet.</p>
<b>Whole group</b>	<p>Students to create their own caution sign with a worked example used to demonstrate the concept of a trigger caution sign linking this to a real life classroom scenario.</p> <p>Discussion on how this trigger can be supported with coping strategy by offering responses to the triggers.</p> <ul style="list-style-type: none"><li>• Caution trigger ahead</li><li>• Loud noises</li><li>• Writing tasks</li><li>• People calling me names</li><li>• Makes me feel uncomfortable</li></ul>

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**Catering for inclusion** Visual and sequencing offers both visual support and also lets students know what is going to happen next, assisting with processing of the task and decreasing anxiety.

Flash cards prompt students with visual supports and breaks down the task into smaller, more manageable tasks.

First and Then builds motivation and sets time limits so students can sustain their attention on the activity.

Demonstration teaches students through modelling and active co-assistance.

Allowing students sensory breaks allow them to improve their concentration.

Mapping activity allows students to draw a diagram to describe their ideas and thinking, offering a different way of expression that is not the written word.

Practical activity that is hands on and an authentic relevant learning experience.

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**Reflection** Student voice

**What Went Well?** Students reflect on their identified trigger and strategies that they have used to feel more comfortable using a menu of coping strategies.

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**Homework** For student to complete self-esteem journal.

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**Tip of the day** When I acknowledge something I did well, I am on the way to self-acceptance.

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## Self-Esteem Journal

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**Monday**

Something you did well today

Today I had fun when

I felt proud of myself when

---

**Tuesday**

Today I finished

I had a positive feeling when

Something I did for someone else

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**Wednesday**

Today was interesting because

I feel proud of someone else when

I feel good when I

---

**Thursday**

I felt happy when

A positive thing I saw someone do

Today I finished

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**Friday**

Something I did well

Today was interesting because

I was proud of myself because I finished my reflection journal

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### Sequencing Activity Help Inventory

Washing my hands	Talking to my friends
Brushing my teeth	Telling the teacher that I am being bullied
Doing my shoelaces	Asking a friend to play a game
Asking a question in class	Adding up numbers
Going to the toilet by myself	Working out how much money I need to buy lunch
Playing basketball	Crossing the road
Writing words and sentences	Listening to instructions
Making a sandwich	Making good choices
Finishing my work	Using kind words
Asking the teacher for help	Starting my work

## First and Then

Name:

Learning Intentions:

First

Then

Next

Final



## Appendix 3 – Transition Pilot Lessons & Resource

### Lesson Plan Tuesday 16.9.2018

#### Learning Intention:

For students to identify character strengths using Strength Cards

TOPIC	Character Strengths
Knowledge	For students to understand that they have strengths
Understanding	For students to link the activities to a character strength
Skill	To draw a picture of their character strength
Task	

Brain Buster	Intro: for students to introduce themselves offer information to the group about themselves and their interests
Whole group	<ol style="list-style-type: none"> <li>1. For student to discuss the concept of brave and to explore how coming to a new school is often scary and that they are being brave as they participate in transition</li> <li>2. For students to select two strength cards that has been displayed</li> <li>3. For students to share with the group the cards that they have selected and why they like the card</li> <li>4. For students to draw a picture of the strength they selected and link this to some of the activities that they enjoy that they do well.</li> </ol>
Reflection	<p>Students found the strengths activity very engaging and were making comments that suggested that they could identify a strength they had. Some students had difficulty identifying anything that they were good at and needed one to one support to discuss their cards and how they could demonstrate this strength.</p> <p>The activity was disrupted by transport issues as the group of students from Katandra were late and only participated in the session for half of the set time. There was necessary repetition of the learning task throughout the session to support understanding and assist the late comers to participate.</p>
Homework	To describe a strength to their family.
Tip of the day	Everyone has a strength.

### Lesson Plan Tuesday 30.10.2018

#### Learning Intention:

For students to identify the activities that they are good at and link them to learning strength

TOPIC	Learning Strengths
Knowledge	For students to understand the activities that they are good at.
Understanding	For students to link the activities to a character strength
Skill	To colour and make a paper chain with identified strengths
Task	

Brain Buster	Game: Students to play clapping games where they follow the rhythm of the clapping sequence.
Whole group	<p>Intro: paper chain brought into class to demonstrate what the finished product looks like.</p> <p>Task one: Students to complete the activity sheet with support to read and understand, by colouring the activities they enjoy and have success with. Once this is completed students to cut them into strips and make a paper chain.</p> <p>Task Two: For students to complete the self-awareness reflection with support identifying strengths and challenges</p> <p><a href="https://www.understood.org/en/friends-feelings/empowering-your-child/building-on-strengths/9-ways-to-help-your-child-explore-strengths-and-passions">https://www.understood.org/en/friends-feelings/empowering-your-child/building-on-strengths/9-ways-to-help-your-child-explore-strengths-and-passions</a></p>
Reflection	<p>Students found the strengths activity very engaging and were able to read and colour the statements that they found suited them. Some students needed the statements read out and explained.</p> <p>The students who made very long paper chains were feeling very happy and excited that they had some many strengths. This was a key piece of learning for students.</p>
Homework	To describe learning strengths to their family.
Tip of the day	Everyone has more than one learning strength.

### Lesson Plan Tuesday 13.11.2018

#### Learning Intention:

For students to identify the activities that need help with and those they need assistance with to support self-advocacy and asking for help.

<b>TOPIC</b>	Asking for Help Self-Assessment Sequencing task.
Knowledge	For students to understand the most effective ways to ask for help.
Understanding	For students to practice asking for help and increase solving a problem.
Skill Task	To make a sequence chart organising items on a sheet and pasting them ranked according to the level of independence that students have with the tasks.

<b>Brain Buster</b>	Game: For students to play would you rather game. See list of would you rather scenarios.
Whole group	<ol style="list-style-type: none"> <li>1. Task one: For students to share experiences of successful times when they have asked for help</li> <li>2. For students to cut the sequencing activity into individual items and for students to arrange the material according to can I do this independently or do I need help with this task.</li> <li>3. Students were able to reflect on their learning needs and this activity performed that task of self-assessment of skills to guide new teachers in their future learning.</li> </ol>
Reflection	This activity supported the teachers to get an accurate picture of the student skills and allowed for students to reflect on their skills. This reflection exercise did not offer new knowledge for the students to learn, rather offered more a reflection on the challenges that they face with their learning building continuity for the new school context.
Homework	For students to discuss their level of independence with their parents.
Tip of the day	When you ask for help you receive assistance to solve your problem.

### Lesson Plan Tuesday 27.11.2018

#### Learning Intentions

For students to identify the situations they find challenging when they flip their lid and create flip book of coping strategies

TOPIC	Coping strategies when I am finding it hard.
Knowledge	For students to understand the most effective way to ask for help.
Understanding	For students to practice asking for help and increase solving a problem.
Skill	To make a flip book that can be used at school and home with personalised strategies that they can use when they need more help with work or not coping.
Task	

Brain Buster	<p>Students to watch cartoon to identify how we flip our lid to understand self-regulation</p> <p><a href="https://www.youtube.com/watch?v=3bKuoH8CkFc">https://www.youtube.com/watch?v=3bKuoH8CkFc</a></p> <p>Why Do We Lose Control of Our Emotions?</p>
Whole group	<ul style="list-style-type: none"> <li>i) For students to complete the expected and unexpected behaviour sequence. For students to display the social impact of making a good choice such as asking for help and for students to map the unintended consequence of not accessing help to the most effective manner.</li> <li>ii) For students to identify their coping strategies and select images that they would like to use in making their flip book. A range of images to be provided to help students personalise this.</li> </ul>
Reflection	This activity is designed to help students understand their coping skills and use communication to support coping skills to be used proactively.
Homework	For students to discuss their level of coping with their parents and primary school teachers.
Tip of the day	When you ask for help you receive assistance to solve your problem.

### Lesson Plan Tuesday 11.12.2018

#### Learning Intention:

For students to identify coping strategies that they can use when they are feeling distress in class.

TOPIC	Coping strategies when I am finding it hard.
Knowledge	For students to understand the most effective ways to ask for help to use a coping strategy.
Understanding	For students to practice asking for help and increase solving a problem.
Skill	To make a fortune teller that has a range of coping strategies.
Task	

Brain Buster	Intro Discussion on coping skills and why they are important with some examples.
Whole group	<ol style="list-style-type: none"> <li>1. For students to make a fortune teller using the materials provided.</li> <li>2. For students to roll a dice and use the fortune teller to select strategies and reflect on how they would use them. As an extra resource the coping strategies that are identified in zones of regulation resource to be used to assist students personalise their fortune teller.</li> </ol>
Reflection	For students to take their fortune teller home and discuss coping strategies
Homework	For students to discuss their coping strategies with their teacher at primary school and parents at home .
Tip of the day	When you ask for help you receive assistance to solve your problem.



## Wallet Card Template

**NAME:**

My learning strengths are:

This is what helps me learn:

When I feel unsettled, my coping strategy is:

**NAME:**

My learning strengths are:

This is what helps me learn:

When I feel unsettled, my coping strategy is:

**NAME:**

My learning strengths are:

This is what helps me learn:

When I feel unsettled, my coping strategy is:

**NAME:**

My learning strengths are:

This is what helps me learn:

When I feel unsettled, my coping strategy is:

**NAME:**

My learning strengths are:

This is what helps me learn:

When I feel unsettled, my coping strategy is:

**NAME:**

My learning strengths are:

This is what helps me learn:

When I feel unsettled, my coping strategy is:

**NAME:**

My learning strengths are:

This is what helps me learn:

When I feel unsettled, my coping strategy is:

**NAME:**

My learning strengths are:

This is what helps me learn:

When I feel unsettled, my coping strategy is:

## Appendix 4 – Other Resources

### Transition ECDF Checklist

<b>Term 3:</b>	
1. Identify the students for transition support	
2. Send letter to student confirming their enrolment	
3. Contact referring school for transition timetabling	
4. Schedule transition activities once per fortnight	
5. Notify parents of transition schedule and transport arrangements	
6. Develop transition Behaviour Support Plans (BSP)	
7. Develop the necessary activities and resources for fortnightly transition lessons	

<b>Term 4:</b>	
1. Organise date for parent morning tea and overview	
2. Develop school Welcome Pack	
3. Send invite to parents to attend transition days and include relevant details	
4. Coordinate Meet and Greet event with parents	
5. Provide feedback to parents of child's participation in sessions	
6. Arrange final feedback session for parents	
7. Final feedback session with parents and plan moving forward	

## Berendale School Handover Information Example

**Berendale School**  
**Student Handover Information**  
**2019**

**Student Name**  
**Connor**

Date of Birth:
Address:
Parental/Guardian:
Is there a Behaviour Management Plan?

Approved by: \_\_\_\_\_

**Berendale**

Medical Information (Allergies/Dietary Restrictions/Disabilities etc.):
Reading Level Information: Punctuation & Punctuation Cursive/Handwriting Style: Risk to the Reading:
Mathematics Level Information: Number & Algebra: 0 Measurement & Geometry: 0 Statistics and Probability: 0
All GCSE Reading & Writing Level:
All GCSE English (Speaking & Listening) Level:
All GCSE Personal & Social Level:
Self: 0
Teacher: 0
Parent: 0

Summary of Student Escalation Pattern

1. Calm  
2. Trigger  
3. Agitation  
4. Escalation  
5. Peak  
6. De-escalation  
7. Recovery

Approved by: \_\_\_\_\_

**Berendale**

**The Escalation Cycle**

Student form to support preparation and self-management

Student's Emergency Contact:
Parental/Guardian:

Approved by: \_\_\_\_\_

**Berendale**

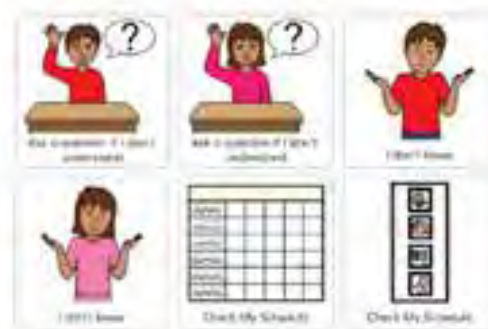
Reading Level Information: Punctuation & Punctuation Cursive/Handwriting Style: Risk to the Reading:
Mathematics Level Information: Number & Algebra: 0 Measurement & Geometry: 0 Statistics and Probability: 0
All GCSE Reading & Writing Level:
All GCSE English (Speaking & Listening) Level:
All GCSE Personal & Social Level:
Self: 0
Teacher: 0
Parent: 0

Subject: _____
Teacher: _____
Parent: _____

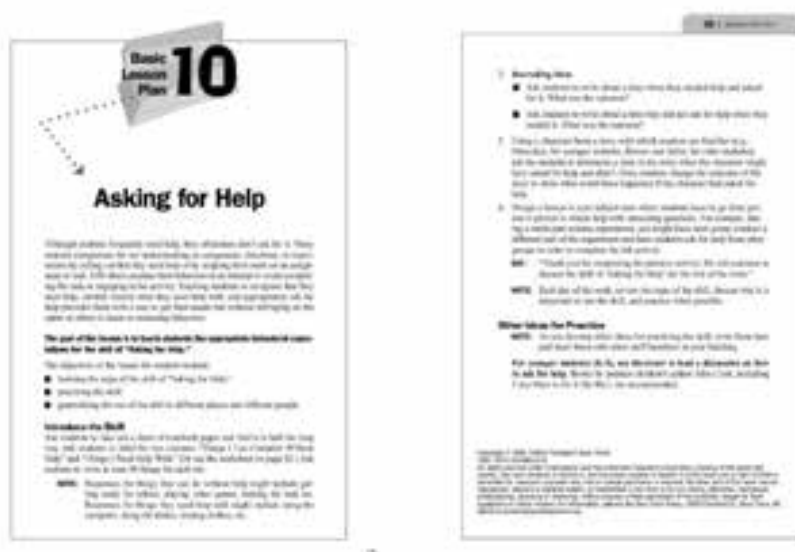
Approved by: \_\_\_\_\_

**Berendale**

Approved by: \_\_\_\_\_

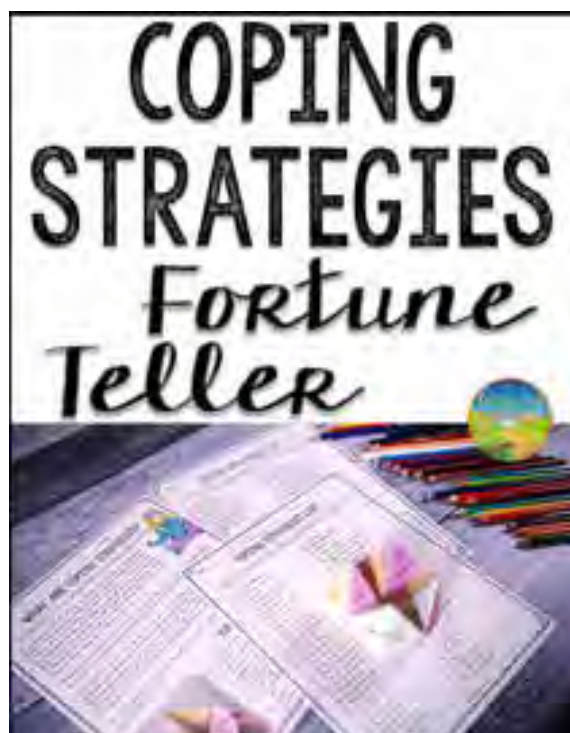


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### About the Author

Kristina Jolley has been a special educator for over 10 years. She has a bachelor's degree in special and elementary education from the University of Hartford, along with a master's degree in special education with a specialization in autism from the University of St. Joseph. She has worked extensively with kids and young adults with behavioral challenges, learning disabilities, autism, ADHD, anxiety, and other needs.

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## The Zones of Regulation



Link to purchase resource → <https://www.zonesofregulation.com/index.html>

# WOULD YOU RATHER...

... lick a dirty trash can or the bathroom floor?  
 ... have a magic carpet that flies or your own personal robot?  
 ... be the worst player on a team that always wins or the best player on a team that always loses?  
 ... have one eye in the middle of your head or two noses?  
 ... see a firework display or go to a concert?  
 ... go water skiing or snow skiing?  
 ... eat donuts or candy?  
 ... fly a kite or ride on a scooter?  
 ... have an extra finger or an extra toe?  
 ... only be able to crawl on all fours or only be able to walk backwards?  
 ... be able to create a new holiday or create a new language?  
 ... be the funniest person alive or the smartest person alive?  
 ... be a famous singer or a famous actor?  
 ... be able to fly or be invisible?  
 ... never have to shower again or never have to clip your toenails?  
 ... have the chance to design a new toy or direct a movie?  
 ... be ten years older or four years younger?  
 ... be able to control the weather or have the ability to talk to animals?  
 ... be a master at painting or an amazing dancer?  
 ... live on the Moon or live on Mars?  
 ... meet your favorite celebrity or be in a movie?  
 ... only be able to whisper or have an incredibly loud voice?  
 ... eat a raw potato or a whole lime?  
 ... be invisible or be able to fly?  
 ... speak every language or play every instrument?  
 ... live without a TV or without a phone?  
 ... be a bird or a horse?  
 ... live in the desert or on a deserted island?  
 ... go on a rollercoaster or go sky diving?  
 ... live in the sky or under the sea?  
 ... have a hand twice as big or half as small?  
 ... have a pet dinosaur or a pet dragon?  
 ... always have to enter rooms by announcing your name or always have to do cartwheels out?  
 ... have butterfly wings or a horse tail?  
 ... have wings but you can't fly or have gills but you can't swim underwater?  
 ... be the smartest person in the world or the best athlete in the world?  
 ... eat a beetle or get stung by a bee?  
 ... be able to change the color of your hair whenever you want or be able to change the length of your hair whenever you want?  
 ... live in a mansion in the city or on a farm with lots of animals?  
 ... have 5 brothers or 5 sisters?  
 ... be a unicorn or a pegasus?  
 ... meet a superhero or a cartoon character?  
 ... be an Olympic athlete or the President?  
 ... drink sour milk or eat rotten eggs?  
 ... eat a whole jar of mayonnaise or drink a cup of hot sauce?  
 ... live without music or without movies?  
 ... have a new cool shirt in your closet every morning or a new pair of shoes once a week?  
 ... play in the snow in the mountains or in the sand at the beach?

... have a pet panda bear or a pet zebra?  
 ... sweat honey or always smell like a skunk?  
 ... kiss a frog or hug a snake?  
 ... have lived in the 1870's or in the 1970's?  
 ... shovel snow or rake leaves?  
 ... play the guitar or the piano?  
 ... not be allowed to watch T.V. for a year or not be allowed to eat any sweets for a year?  
 ... have a car that can fly or go underwater?  
 ... be the fastest person in the world or can freeze time?  
 ... be trapped in a room with a friendly tiger or with 10 bumblebees?  
 ... have a bucket stuck on your head or a cement block stuck on your foot?  
 ... have a pool or a trampoline?  
 ... be a doctor or a scientist?  
 ... go to the zoo or an aquarium?  
 ... be really fast or really strong?  
 ... set the table before dinner or wash the dishes after dinner?  
 ... jump into a pool of chocolate pudding or a pool of strawberry ice cream?  
 ... have pizza or chips?  
 ... have a pet hamster or a pet cat?  
 ... have hamburgers or hot dogs?  
 ... be an art teacher or a physical education teacher?  
 ... eat a dead spider or a live worm?  
 ... have really small hands or really big feet?  
 ... read minds or be invisible?  
 ... have french fries or chocolate cake?  
 ... be a police officer or a doctor?  
 ... play paint ball or laser tag?  
 ... have a picnic in a park or on the beach?  
 ... eat pizza for every meal or ice cream for every meal?  
 ... have a purple nose or green ears?  
 ... moo like a cow after every sentence or bark like a dog?  
 ... live in the North Pole or the South Pole?  
 ... have 3 legs or 3 arms?  
 ... see a giant ant or a tiny giraffe?  
 ... always be dressed up or always wear your pajamas?  
 ... go for a drive in a convertible or a double decker bus?  
 ... have to wear a clown wig or a clown nose for the rest of your life?  
 ... only be able to wear your swimsuit for the rest of your life or only be able to wear pants and a winter coat?  
 ... play soccer or baseball?  
 ... be able to live 100 years in the past or 100 years in the future?  
 ... go to the doctor or the dentist?  
 ... fly a helicopter or a commercial plane?  
 ... have breakfast on the Eiffel tower or dinner in a castle?  
 ... give up eating sweets or give up eating fast food?  
 ... live where it is always dark outside or always light outside?  
 ... it be warm and raining or cold and snowing?  
 ... discover a hidden treasure or discover a living dinosaur?  
 ... go to the movies or go to a waterpark?  
 ... be friends with superman or spiderman?  
 ... go bungee jumping or go on the tallest roller coaster?  
 ... go ice skating or tobogganing?  
 ... constantly itch or always have a cough?





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