

LEARNER WORKBOOK

Unit 15 – Proactive Support



RSAS Training Strategy Project 2018



Activity 1: Talking the Talk

The purpose of Activity 1 is to encourage the RSAS workers to use many local words and phrases in the work that they do in Proactive Support.

Instructions

You use many local words and phrases in the work that you do in Proactive Support. Make a list of some of them in the space below.

Add to your list when other responses are shared in the group discussion.

List local words and phrases:

A grid of 20 empty hexagonal shapes arranged in five rows. The first row has 4 hexagons, the second row has 5, the third row has 4, the fourth row has 4, and the fifth row has 3. These hexagons are intended for the learner to write down local words and phrases.



Activity 2: The Cases for Proactivity and Reactivity

Instructions

The purpose of Activity 2 is to help you know when you are being proactive and when you are being reactive, so you can get the balance right between the activities. If you are always being reactive, then you need to think of ways to be proactive.

In the following table a series of scenarios is developed. Read them and decide whether they are Proactive or Reactive. If you think it is a proactive scenario place a P in the box provided. If you think it is Reactive, place an R in the box provided.

Scenario	Action	Proactive? Or Reactive?
You bump into a student at the shops mid-morning on a school day.	You challenge them with, "What have you got to say for yourself? Tuesdays are school days!"	
You are at the shop after school hours and you are asked how things are at the school	You say, "It's a great school. I love working there. The teachers try so hard."	
Terry has left the community for a regional town.	You make a note on the roll that he has left the community	
You are at a community meeting. The meeting is discussing the education of the children.	You get up and say that Aboriginal people fought to get an education and that the community is lucky to have such a good school available	
A family tells you that their child is not at school because they cannot afford a uniform.	You work with the school and the family to ensure that the child has a uniform.	.
You know a group of high school students who love music.	You liaise with the music teacher to get them instruments and help them set up a band and play for the community.	
A child comes to school with head lice and is sent home.	You go to the family and advise them on treatment.	
You are very keen on your new job as an RSAS worker	On weekends during school terms you put up posters on the Community Noticeboard advising of upcoming school events.	

You are at a meeting of the SAOs and you are asked for some ideas.	You suggest a culture and food night at the school for the whole community.	
A child leaves school after the lunch break.	You visit their home to find out why.	
You are walking around the school yard at lunch time.	You warmly greet an arriving student who has not been in regular attendance and open up a conversation about some of the exciting things happening at school that day.	
Terry becomes violent at school.	You ask the guidance officer for an assessment,	
The children are starting to come to school more regularly.	You arrange for a competition to create a school song.	
There are a group of very loyal parents	You organize a morning tea for these parents	
The school attendance is carrying on at the customary level.	You liaise with the Principal to see that some encouraging signs are put up with photographs of the students.	
You are told that the reason why a family does not send their child to school is that they have no food.	You tell the family about the school's breakfast and lunch program.	
The Principal comes to a meeting of SAOs and asks for some ideas.	You suggest that the children should be taken on an on country tour by a group of elders.	
Someone tells you that there are a group of students at the river during school time.	You go down to the river to try and chase them back to school.	
You are at a meeting of SAOs you are asked for an idea.	You suggest that the group comes up with a school motto in the local language. The SAOs suggest to the teachers that every class begins by chanting the motto.	
Peter arrives late for school.	You meet and greet him and accompany him to the classroom.	
The Principal comes to a meeting of SAOs and asks for some ideas.	You suggest that she organize a community meeting where there is a ceremony at which everyone pledges to improve attendance.	
You see a group of boys sneaking out of the school after lunch.	You chase after them and try to get them back.	

Think about the Proactive and Reactive Strategies you have employed in your Case Co-ordination work. Outline an example of each in the space below.

<p>PROACTIVE Example</p>	
<p>REACTIVE Example</p>	

Circle the most appropriate image that depicts how effective you think these strategies were in terms of your long-term goals?





Activity 3: The Data is in the Levels

Instructions:

Developing scripts and related strategies to respond the 4 levels:

Your exploration of the four levels will have made you think about how your students are represented in the identified categories. Consider one of your students who you think is an example of one of the levels (Levels 1-4). Do not identify the student. Just explain why you think the student fits in this category.

In the space below, outline some of the strategies/work practices that you employ (or have employed) in your Proactive Support work with this student.

Level: _____

Why do you think the student is this level:

What strategies do you use to work with this Student:



Activity 4: More Strategies using levels

Instructions:

The purpose of this activity is to help you think in terms of the four levels while you are doing your work. We will look now at the bigger picture of the four identified levels. Add to your table after sharing your responses amongst the group.

- First, read the following scripts and say which level they are suitable for. Hint:
The 4 levels are described in the Learner Workbook Refer Pages 11 - 12

Script	Level
Hello, I have just called to talk about your son, Terry. No, there is no problem at all. In fact the exact opposite. The school sent me to thank you for your loyalty and support. We are all delighted with your son.	
Hello, can I have a minute of your time, please? The school has asked me to talk to you about your daughter, Mary. All the teachers think she is a wonderful child and that she is very bright in class when she comes to school. They would like her to come more often so they can give her the best education possible. Do you think you could send her to school more often?	
Hello, can I just have a moment of your time to talk about Jason. He didn't come much to school last term, but on the day he did come he made a big impression with his teacher. She thinks he is a very good boy. She would love to see him at least every week so she can give him an education.	
Hello, can I have a moment of your time to talk about Mary, your daughter. Every time she comes to school everyone loves her. She is so bright in class. But we would like her to come more. Could you give us another day a week? That would make such a difference for Mary. Do you think you could Give Me Five next week?	

- Write down one example of a strategy/action/work practice that you could employ in your Case Co-ordination work suited to each of the four categories (as represented in the table below).

Levels	STRATEGIES/ACTIONS/WORK PRACTICES
Level 1	
Level 2	
Level 3	
Level 4	



Activity 5: The Levels are in the Data

Instructions

Your trainer will demonstrate how the example data set can be sorted and ordered to show various patterns. The trainer will sort the data and ask you a series of questions and work through the answers. Here is just a small example of what can be learned.

Name	Grade	Today	Last week	25 Day Past	Last Year	%
Bethany Pardue	0	A	5	24		
Blair Martinelli	1	A	4	16	110	55
Blondell Brymer	2	P	1	8	48	24
Bret Carlucci	3	P	3	15	142	71
Cassy Caperton	4	P	4	12	190	95
Catharine Oliveri	5	P	2	15	160	80
Classie Shalash	6	P	5	20	165	82.5
Dario Roby	0	P	4	16		
Deanne Hollowell	1	P	1	10	82	41

Below is a list of questions that can be answered by looking at the data extracted above. These are all fictional names. Grade 0 means Prep of Foundation

Question	Answer
Bethany and Dario have no data from last year why?	
Which students are Level 1?	
Which students are Level 4?	
Bethany is absent today. What do you say to her carers?	
Blair is absent today what do you say to her carers	
Catherine is a Level 2 and at school today> What do we say to her?	
Bret is Level 3 but here today. What do we say?	



Activity 6: Part 1 - What does the Data tell us?

Instructions

Working with a partner (or in a small group), consider the following scenarios, developed from the data set.

Emile Bragan is in Year 4. He has just arrived at school today. The data table tells us that last week he attended 5 days (out of 5) and 25 days out of the last 25 days (25 day Past). Last year he attended 198 days out of 200 (99%). How do you respond to Emile? (Consider short, intermediate and long-term responses.)

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Rosella Harth is also in Year 4 and has arrived for class a little later than Emile. The data table tells us that last week she attended 3 out of the 5 days, 12 out of the last 25 and 16 out of 200 (8%) in the past school year.

How do you respond to Rosella? (Again consider short, intermediate and long-term responses.)

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Activity 6: Part 2 – Scenarios

Instructions

The scenarios that follow are the typical sort of attendance scenarios you might meet up with in your community. They are all related to attendance data. Discuss how you would respond to these situations based on the information given.

You meet John at the shop. You know he has two children at the school, Mary and Jason. They are Level 1 in terms of attendance. Last year they both came 98% of the time. You smile at Joh and say hello. He surprises you by being unfriendly. You ask him if there is anything wrong. He tells you that he is fed up with the school. You ask him why. He says that his children come to school every day and no one makes a fuss about that. The school doesn't seem to notice, he thinks. Then he tells you that he heard that another family, who don't support the school, sent their child to school for one day last week and the whole school made a big song and dance about it. "What's that about?" ask John. "You do your best and no one cares at all. It makes me sick."

How do you respond to John? (Again consider short, intermediate and long-term responses.)

In your school there is a very large group of students whose attendance pattern is 3-4 days a week. These are Level 2. The school has tried lots of rewards to get the children to come five days a week. Nothing seems to succeed. The Principal refers these kids to you for support. He wants results from you.

How do you respond to the Principal? (Again consider short, intermediate and long-term responses.)

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How do you respond to the Principal? (Again consider short, intermediate and long-term responses.)

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In your community there is a group of grade 4-5 boys who have formed a gang. They have stopped attending school except very occasionally. They are Level 4. The boys spend their day at the creek swimming and killing birds with their shanghaies. They run away when you approach them, because they know you are the RSAS worker. You approach the parents who say they have no control over the children.

How do you respond to this scenario? (Again consider short, intermediate and long-term responses.)

Daisy attended school 95% of the time in 2013. She started school well in 2014 and her attendance looked like it was going to be excellent. The RSAS worker got the family to commit to getting Daisy to come 25 days out of the first lot of 25 days. Then her family went to a nearby town on sorry business, and Daisy did not reappear at the school.

How do you respond to this scenario? (Again consider short, intermediate and long-term responses.)

There is a family of five children at your school who are all very good attenders. Then a 6th baby arrives. Two of the older children stop coming to school, although the three youngest still continue to come. You visit the house and you see that the older children are being used to help their mom look after the new baby. What would your approach be here?

How do you respond to this scenario? (Again consider short, intermediate and long-term responses.)

A new Principal has arrived at the school. She is very disappointed at the level of attendance. She attends a meeting of the RSAS workers and tells you that she intends to read the riot act to the kids at the first Assembly. She says she is angry and fed up and she is going to make sure that everyone knows that.

How do you respond to this scenario? (Again consider short, intermediate and long-term responses.)

Terry has stopped coming to school, even though at first it looked like he was keen to come to school. You visit the parents and ask them if there is anything wrong. The parents tell you that there is too much bullying and teasing at the school and when Terry came home he was crying. The parents tell you that they thought that enough was enough, so they stopped asking him to go to school.

How do you respond to this scenario? (Again consider short, intermediate and long-term responses.)

A new child has turned up at the school and enrolled. After a few questions you find out that he is on a visit from another community. It appears that he will be staying in your community for some time. You also notice that he is having a disruptive influence on the other kids. Twice last week you saw him leading a group of boys out of school after lunch. They did not come back.

How do you respond to this scenario? (Again consider short, intermediate and long-term responses.)

You visit the home of a non-attending child, a level 4. You find the house in an uproar. There is a party going on and there are drugs and alcohol being consumed. You know this is a regular occurrence. You are told that the children leave the house and hide from the adults when there is a party going on. The children stay out all night. They are exhausted and sleep all day. You realize that the children live in very difficult circumstances.

How do you respond to this scenario? (Again consider short, intermediate and long-term responses.)

Two previous RSAS workers had got involved in a big fight with a local woman. It seems they had spotted her with her daughter going to the shop during school time. The RSAS workers challenged and shamed her and a big fight broke out. The parents are now openly hostile to the RSAS team, even though the two RSAS workers who had got into the fight have resigned.

How do you respond to this scenario? (Again consider short, intermediate and long-term responses.)



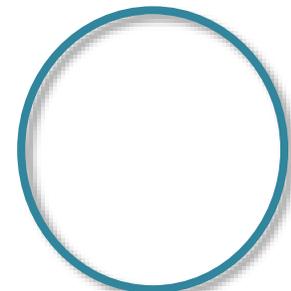
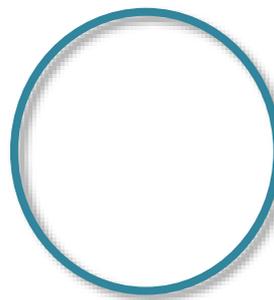
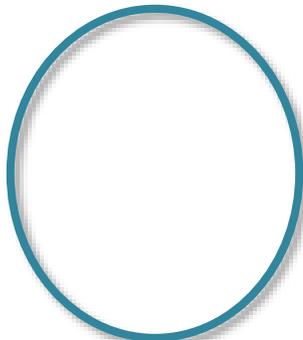
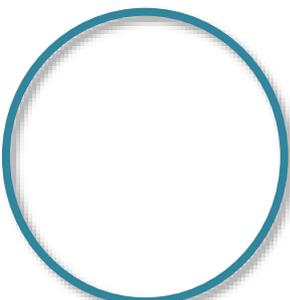
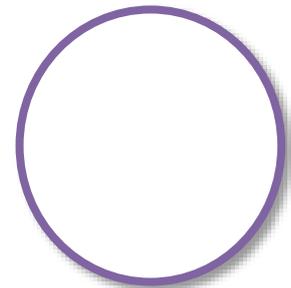
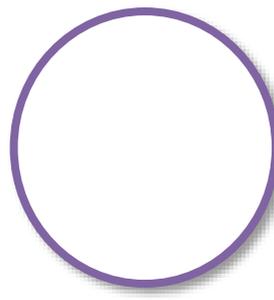
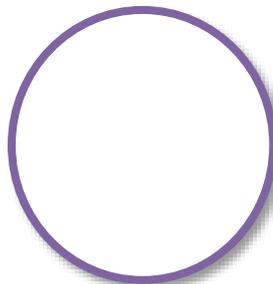
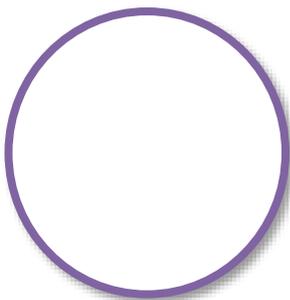
Activity 7: What's working well for us?

Instructions

There are many strategies and practices that have been tried to improve attendance. These include rewards and incentives. They also include punishment through imposing fines.

Reflect on your own community and Proactive Support work practices in your response to the following question. "What's working well for us?"

What is working
well for us?





Activity 8: How are things at River Side Primary?

These reports are full of information. There will be one available for your school. This section of the booklet aims to help you use the P.M. & C. reports. To get us there you will also be asked questions about the information on the report in Appendix 3 - River Side Primary School (Not a real school). From it you will be able to tell how well the school is doing in attendance.

Examine the data set provided from River Side Primary School. Make a list of some of the student attendance facts you have gathered from this sample report.

How do the availability and your familiarity with such a report enhance the work that you do in Proactive Support?



Activity 9: VIA Strengths and Strengths Spotting

Firstly, please complete Appendix 4 – Signature Strengths Test.

List your top 5 signature strengths.



1.



2.



3.



4.



5.

Now in pairs or a small group list 3 students that you have been working with closely Write down some strengths the student displays and talk about why you think they have these strengths.

Student Name Just a given Name is fine.

.....

What are some of their strengths?



1.



2.



3.



4.



5.



Activity 10: My Help File

For this activity you will need note paper and a pen

Time required: 10 minutes

Instructions:

1. Make a list of all the community groups and other support networks you can call on to help resolve problems. Don't forget to add groups outside your community such as the Aboriginal Legal Service.
2. Make sure you add a name and a contact address and telephone number.
3. Keep this list in a notebook, on your mobile phone, or somewhere you can easily find it.



MY HELP FILE

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____



Activity 11: Walking the Walk – Responding to sample scenarios

Read the following Scenarios and suggest possible responses

Child is angry and not progressing at school because of hearing difficulties. How do you respond to this scenario? (Again consider short, intermediate and long-term responses.)

Children are hungry. Household budget is being spent on drinking and gambling. How do you respond to this scenario? (Again consider short, intermediate and long-term responses.)

Children are not getting enough sleep and are running around the community at night. How do you respond to this scenario? (Again consider short, intermediate and long-term responses.)

Housing density is extreme and is having a bad impact on normal family relations. How do you respond to this scenario? (Again consider short, intermediate and long-term responses.)

A child is being repeatedly bullied and assaulted at school. How do you respond to this scenario? (Again consider short, intermediate and long-term responses.)

A family is stuck in nearby town without the means to return. How do you respond to this scenario? (Again consider short, intermediate and long-term responses.)

A child complains of abuse both physical and sexual. How do you respond to this scenario? (Again consider short, intermediate and long-term responses.)

A child is not attending for significant periods after a death in the family. How do you respond to this scenario? (Again consider short, intermediate and long-term responses.)

A child is demonstrating fluctuating behavioural patterns and bouts of extreme anger. How do you respond to this scenario? (Again consider short, intermediate and long-term responses.)



Activity 12: The Action Plan

At the end of the Training session the trainer will present you with a framework that is used to develop an **Action Plan**

Think about the things you have learned in this module and all the ideas you have had since working as an RSAS worker. Write down or discuss some of the things that you think must be included in the **Action Plan**.

Action Item	Action Required	Who is responsible	Resources required	By when
<i>e.g. Collect list of Support Services available to community</i>	<i>Build a contact list for RSAS staff to use when giving information to community</i>	<i>SAO -</i>	<i>Phone numbers, Contact Names, Organisation Name</i>	<i>End of Month</i>



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