Child Protection Education
Support materials to assist teachers of students with high support needs
Child Protection Education

Support materials to assist teachers of students with high support needs
© 2002 New South Wales Department of Education and Training, Student Services and Equity Programs

Restricted waiver of copyright

The printed material in this publication is subject to a restricted waiver of copyright to allow the purchaser to make photocopies of the material contained in the publication for use within a school or college, subject to the conditions below.

1. All copies of the printed material shall be made without alteration or abridgement and must retain acknowledgment of the copyright.

2. The school or college shall not sell, hire or otherwise derive revenue from copies of the material, nor distribute copies of the material for any other purpose.

3. The restricted waiver of copyright is not transferable and may be withdrawn in the case of breach of any of these conditions.

Acknowledgments

The Department of Education and Training wishes to acknowledge the work of the following in the preparation of this document.

Materials developed by:
Lesley Bruce
Patricia Weston
Sue Campbell
Sarah Mordaunt
Wendy Alford
Staff at Cairnsfoot School

Additional support from:
Jan Eccleston
Gay Thew
Karen Parsons
Kay Smith
Katrina Middlebrook
Patti Shanks
Robyn Dundas
Garry Smith
Julie Hook
Diana Murphy
Ilona Bruveris
Cath Laws

The contributions of principals, teachers, students and other Departmental personnel are gratefully acknowledged.

Some material has been adapted with kind permission from The Scottish Office, Education and Industry Department, Scotland. (1999) Helping Hands – Guidelines for staff who provide intimate care for children and young people with disabilities.

Design and layout: BIAGDESIGN

ISBN: 0 7313 8157 2
SCIS: 1089423
Contents

Child protection education for students with high support needs

Introduction
Aim 6
Rationale 6
Challenges for staff implementing child protection education with students with high support needs 7
Important considerations in dealing with these needs 8
An across-school approach to child protection education 9
Supporting student perspectives 10
Involving parents and caregivers 11

Dealing with sensitive issues
Appropriate touch 14
Personal and health care 15
The use of toilets 16
Issues related to sexuality 17
Privacy issues 17

Child protection education in PDHPE
Scope and sequence of content 20
K-10 scope and sequence 22
Syllabus links 24
Individualised programs 28

Case studies
Case study one: Angela 29
Case study two: John 37
Case study three: Ben 45
Case study four: Vicki 53
Case study five: Sam 63

Appendices 72
Students with high support needs
Child Protection Education
Child protection education for students with high support needs

Since 1999 all government schools in New South Wales have been required to implement child protection education as part of teaching and learning in Personal Development, Health and Physical Education (PDHPE). The documents, Child Protection Education: Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education, Stages 1-5 provide a range of suggested teaching and learning activities. Teachers select the activities most suitable for their students and adapt or modify these according to the needs of individual students.

This document has been prepared to assist teachers of students with high support needs where more extensive modification of suggested teaching and learning activities is required. It should be used in conjunction with:

- Personal Development, Health and Physical Education K-6 Syllabus (Board of Studies, NSW)
- Personal Development, Health and Physical Education Syllabus Years 7-10 (Board of Studies, NSW)
- Personal Development, Health and Physical Education K-6: Support Document for Students with Special Education Needs (Board of Studies, NSW)
- School Certificate Credentialling for Students with Special Education Needs in Stage 5 Syllabus (Board of Studies, NSW)
- Special Education Handbook For Schools 98/026 (S.020).

Aim

The aim of child protection education is to assist students to develop skills in:

- recognising and responding to unsafe situations
- seeking assistance effectively
- establishing and maintaining non-coercive relationships and strengthening attitudes and values related to equality, respect and responsibility.

Rationale

These support materials are provided to assist the teachers of students who have complex disabilities and high learning support needs. Their needs raise important considerations in providing child protection education. These students are more likely to be:

- reliant on care from others, thus dependant on caregivers adopting responsible approaches to this care
- desensitised to inappropriate touching as a result of physical contact or physical management by numerous caregivers
- vulnerable to abuse because of their limited communication and conceptual skills and, perhaps, an impaired capacity to respond physically to threats (e.g. by moving away)
- limited in their capacity or in the opportunities they may have, to develop understandings and skills to negotiate non-abusive relationships for themselves.

Child protection education will be effective for individual students with high support needs, to the extent that:
- it is planned, implemented and reviewed as an across-school activity, where specific teaching and learning goals are understood by all involved in the teaching, care and support of the student
- student management practices related to personal care, travel, health, supervision and communication with parents or caregivers are integrated with the teaching and learning program.

Students with high support needs will need more explicit and systematic teaching of skills and associated understandings which include:
- skills for appropriate behaviour (prosocial and interacting skills)
- decision-making skills (skills about making choices)
- understandings about the right to safety, privacy and dignity in all relationships
- skills in discriminating between appropriate times for compliance and times for asserting personal choices
- skills for recognising abusive situations
- communication skills to facilitate rejecting (saying NO), protesting and reporting abuse.

A small group of students have more complex disabilities and very high support needs. Their child protection needs will be met primarily through the practices of school staff. Developing the skills of these students to reject and communicate about abusive behaviour will form an ongoing and long-term program.

**Challenges for staff in implementing child protection education with students with high support needs**

School staff need to identify factors that contribute to the increased vulnerability of students with high support needs. This will help in the development of appropriate practices and teaching strategies to minimise the risk of harm occurring.

Students with high support needs may present with the following:
- poor body awareness, lack of knowledge of body parts and limited concept of personal space, which may make them vulnerable to abuse and desensitise them to the vulnerability of others
- limited concepts about what is acceptable, safe and unsafe
- difficulty in developing the capacity to discriminate between appropriate times for compliance and times for asserting personal rights
- a learned compliance with adult demands and little experience of exerting choice or rejection
• an inability to discriminate appropriate and inappropriate behaviours for expressing affection (some students may be permitted, or even encouraged, to be affectionate in indiscriminate ways)
• limited skills in seeking help and in communicating their fears and confusion
• challenging behaviours which may lead to an increased risk of physical and emotional abuse or neglect because of increased demands placed on caregivers both at home and at school
• changes in appearance or behaviour which may relate to their disability or which may relate to abuse or neglect
• reduced opportunities for independence, assertiveness and for the development of self-confidence, wellbeing and self direction
• desensitisation to the norms and expected standards of adult behaviour because of a range of daily routines in different settings
• a range of adult caregivers who may permit different standards of behaviour.

Important considerations in dealing with these needs

It is important that school staff:

• Focus on promoting the communication skills of students, as this is a key ingredient in developing protective strategies.
  Enhance the communication capacity of students by encouraging verbalisations and language development. Use alternative communication systems or resources where it will assist communication e.g. speech cues, objects, photographs, accompanied by the spoken word.

• Communicate frequently with students, using communication systems or resources appropriate to the students.
  Keep communication simple. Communicate directly with each student, even though the level of understanding of individual students may be difficult to determine. Use students’ names frequently, particularly before asking them to do something.

• Explain daily routines, with visual materials if appropriate, before they take place.

• Support daily procedures with explanations while they are carried out.
  Ask permission or check that a process or procedure is OK with the student, and apologise or give an explanation if it is not. This is an opportunity to extend learning about self-care or communication.
  Develop guidelines for appropriate touching and display them in class rules. These can be reinforced on a daily basis with students and staff.

• Adhere to consistent physical management practices when moving or positioning students.

• Encourage independence.
  Establish expectations that students will do as much as possible for themselves, including eating and particularly dressing and undressing.

• Respect privacy and expect other staff to do so.
  Talk about students’ right to privacy and maximise privacy whenever students need personal assistance or care. Draw up a school privacy code.
• Ensure, in personal care and in teaching hygiene skills that respect for the student’s body is demonstrated.
  
  *Avoid rough touching or handling. Encourage body awareness and the concept of the student owning his or her body parts.*

• Model expected behaviour.
  
  *Students will learn from school staff and copy their behaviour, responses and attitudes.*

• Discourage the forming of affectionate attachments that are not age-appropriate or where the demonstration of such affection would not usually be expected.

• Expect appropriate behaviour and do not laugh or respond in a way that might reinforce inappropriate behaviour, particularly with older students.

• Be familiar with Departmental policy and procedures in such areas as student welfare, child protection, the care and supervision of students, discipline and anti-discrimination.

**An across-school approach to child protection education**

Good practice in child protection requires the development of an approach across the whole school community of shared responsibility for all students. This approach has particular benefits for students with high support needs in mainstream settings.

A guide to assist *across school* planning for child protection education for students with high support needs can be found at Appendix 1.

Where there are students with high support needs in the school, professional support should emphasise:

• raising awareness of all members of the school community of the additional vulnerability of students with high support needs

• knowledge of aspects of child protection policy and procedures which safeguard students and adults in the school environment

• the importance of, and strategies for integrating, teaching content with student management practices

• strategies for communicating among the larger number of staff involved with each student, and for co-ordinating their roles in order to maximise their contribution

• skills development for all staff in interpreting the intent of an individual student’s communication

• sharing of good practice between schools where students with high support needs are enrolled

• ways of working collaboratively with specialist personnel e.g. the special education consultant, district support teachers or a speech therapist, particularly where the student is integrated into a mainstream setting.

Volunteers, casual staff and student teachers should be included in relevant training, wherever possible. Taxi drivers and escorts need to be updated annually or where there is a change in arrangements which could affect the travel of students.
Supporting student perspectives

Teaching and learning experiences, as well as all daily routines and practices, need to incorporate the perspectives of the student. Consider the following statements which have been compiled on behalf of students with high support needs.

I would like you to:

• protect and promote my privacy, dignity, safety and wellbeing
• involve me in conversation about myself and seek my opinion wherever possible
• help me to develop my communication skills to the best of my ability, and be able to access my communication system
• provide opportunities for me to make choices so I can understand more about my preferences and rights
• provide me with an environment which is stimulating, taking care that it is appropriate for my needs and my age
• allow me freedom to make mistakes and meet challenges, and support me to take risks while being aware of my vulnerability
• provide me with opportunities to practise the things you are teaching me
• keep me informed about what is happening to me
• accept that my family and caregivers have responsibility for me and keep them informed of my progress and involved in any planning for me
• help me to be in control of my own behaviour as much as I can
• teach me acceptable ways to behave, with you as the teacher, and with other students
• celebrate and help me to value my positive achievements
• be aware that you have the privilege of personal knowledge of me and my life and that my privacy is important to me
• discuss personal things about me only with people who need to know
• avoid discussing personal issues in front of me as if I am not there
• help me to experience the breadth of the total curriculum and provide me with the necessary support to safely undertake meaningful integration
• respect me for who I am, valuing my religion, culture and gender.
Involving parents and caregivers

Partnership with families and other caregivers is particularly necessary in child protection education for students with high support needs. Regular consultation and sharing of information between school staff and parents or caregivers are important.

Involve parents and caregivers in the preparation of learning support plans, individual education programs and transition plans. Include child protection and personal care arrangements in these plans.

Specific understandings about privacy and self-care need to be developed and applied consistently across settings. It is important that parents and caregivers, including respite carers, understand why particular practices help to promote a student's personal safety and have opportunities to discuss how they can support these practices and principles.

Where the program is reinforced in all settings, students develop clearer understandings of appropriate interactions and come to expect appropriate interactions as a result. They are then more likely to recognise inappropriate behaviours, find them unacceptable and communicate dissatisfaction.

It is important that parents and caregivers, as well as school staff, understand the particular modes of communication used by individual students. These can then provide cues and opportunities for communication of feelings or unwelcome or unhappy experiences, which could include disclosures of abuse.
Dealing with sensitive issues
Dealing with sensitive issues

Appropriate touch

School provides an opportunity for students to learn about appropriate behaviour in more formal relationships than occur within their families. The relationships formed and developed at school are necessarily more formal than those occurring within the family.

This learning is valuable in developing skills in child protection, as it highlights to students the notion that there are acceptable ways to communicate with non-family members. Relationships at school will ideally be characterised by caring and warmth. They will also maintain a professional distance and will be strongly reinforcing of appropriate touch. They will be less open and spontaneous in their expression of feelings and affection than family relationships.

The school curriculum can provide systematic and explicit teaching about acceptable and unacceptable physical and sexual contact and concepts about respecting and valuing personal space.

Many students with high support needs will need structured teaching about appropriate touch. It can also be emphasised and modelled in the school environment by positive interactions between adults and between staff and students.

Students with high support needs will need structured practice of appropriate interactions between staff and students. This is valuable as it can teach students, in a structured and more formal environment, how to respond to and differentiate between positive and negative aspects of touching.

Students can also be provided with structures and incidental opportunities for learning about and practising appropriate physical contact. This can occur in a variety of contexts, for example:

- when positioning and transferring students
- in sensory activities
- when "YES" and "NO" touches are explored in non-threatening situations
- in the use of "permission" activities (accepting or rejecting assistance, declining participation in an activity)
- in demonstrating physical contact using models, puppets or pictures
- in hand-over signing, speech cues and sighted guiding for students with a visual disability
- during teaching, when needed, about appropriate and inappropriate touching by students of their own bodies.

When intervening in situations of inappropriate touching between students or by a student with a staff member, consistent responses and practices are necessary. Responses need to involve careful consideration of the student’s individual social and emotional needs, the intent of the touching and the level of the student’s cognitive ability and communication skills. Such responses are necessary to protect students...
demonstrating inappropriate behaviour from abuse as well as from stigmatisation and ridicule.

Where inappropriate behaviour between students is believed to constitute sexual or physical abuse a report needs to be made to the Department of Community Services. The report should include as much relevant contextual information as possible, about the students and the situation, to ensure an effective assessment and appropriate response.

Any decision taken by staff to physically restrain a student should be exercised only in those circumstances where there is a real and immediate threat of injury to a person or serious damage to property and there is no other practical way of preventing likely injury or damage. Staff must not jeopardise their own safety in such situations. Where possible other staff should be called to assist and to observe actions taken. For more information refer to Legal Issues Bulletin No. 9, 10 March 2000: Physical restraint of school students.

The use of massage of a student’s skin at school is sometimes recommended by physiotherapists and occupational therapists. It should be approached with caution, as this practice can be misinterpreted in the school context and is best confined to the hands, lower arms, feet and lower legs to safeguard the best interests of both staff and students.

It is important to consider the appropriate balance between providing nurturing professional support to students and recognising that no matter how well intentioned, physical touch can be misinterpreted – by the student or by an observer.

**Personal and health care**

Students requiring personal and health care will vary in their age, level of support needs and ability to communicate. They may have significant physical disabilities, intellectual disabilities or sensory impairments, or a combination of these.

While personal and health care support can be confronting for school staff it is important that they become well informed about the needs of the individual student and the strategies that will be used to support the student. All students have the right to be treated with sensitivity and dignity and in such a way that all experiences and environments are safe and supportive.

Support for health needs can include the administration of medication, suctioning of fluids, catheterisation and changing colostomy bags. Where health care is required by a student, an individual health care plan is developed, and staff should have access to the necessary training (refer to the Special Education Handbook for Schools). Issues of privacy and confidentiality must be considered as part of the planning and training.

Students with disabilities may require support for eating and drinking and other aspects of personal care, such as washing and dressing. Personal care encompasses essential hygiene routines and intimate care practices (such as toileting and menstrual care) that most people carry out independently, but many students with high support needs require assistance or structured teaching and learning to develop independence.
For some students, activities related to personal care often occupy substantial periods of time during each day. Personal care can provide opportunities for staff involved to teach students about the value of their own bodies, to develop safety and independence skills, and to enhance their own self-concept. Support staff may benefit from guidance so as to maximise student outcomes.

Examples of approaches in personal care that can enhance outcomes in child protection education include the following.

- Use personal care activities as an opportunity to extend the student’s communication skills.
- Speak to students by name so they are aware that they are the focus of the activity, and explain what is happening or about to happen in a straightforward and reassuring way.
- Be aware of students’ personal modes of communication, how they are responding and respect their wishes as far as possible.
- Respect a student’s preference for a particular practice or sequence of care as much as possible.
- Enable the student to be prepared for and to anticipate events by giving strong cues e.g. showing a sponge to signal intention of washing.
- When washing, use a sponge or cloth and encourage students to carry out washing of the private parts of their bodies as much as they are able.
- Provide privacy e.g. separate changing and toileting for boys and girls.
- Have changes of clothes ready, so students are not left in an uncomfortable or unattended situation.
- Have knowledge of, and take into account, any cultural sensitivities in aspects of personal care related to the student.
- Speak to all students in a way that reflects their chronological age, using respectful language and agreed-upon terminology.
- Keep confidential records that note unusual responses to personal care. Report concerns about risk of harm as required by the Department.

**The use of toilets**

In most cases it is the role of parents to train their children in the use of the toilet, at home, as part of their daily routine. Schools reinforce these routines and may provide strategies to help students to generalise routines to different environments.

Where possible, staff should work with students of the same sex. The presence of two staff members is preferred, if this can be arranged. Staff should maintain the personal dignity of students when supervising, teaching or reinforcing toileting skills. In addition, the students’ privacy should be respected at all times in responding to soiling and wetting.

The use of public toilets should be introduced as part of child protection education, emphasising the following points.

- Find an appropriate toilet.
- Find an empty cubicle.
• Close the toilet door.
• Follow an established sequence of using the toilet e.g. closing lid, flushing.
• Be aware of hygiene issues e.g. use of toilet paper, washing hands.
• Arrange clothing before leaving the toilet.
• Be aware of privacy and personal safety issues e.g. maintaining personal space and identifying unsafe situations.

Male students who have difficulty using urinals discreetly, should be taught to use toilet cubicles.

**Issues related to sexuality**

Students with high support needs are less likely to learn from their peers about sexual development. They may also have difficulties in understanding conventions and expectations about sexual behaviour.

Specific teaching about sexual development and appropriate behaviour is best undertaken by a member of staff who has established a respectful relationship with the student, and in a way that is tailored to the student’s needs.

The methods, approaches and content of any teaching about sexuality must be discussed with and agreed upon by the parents or caregivers of the student. All staff working with the student should be aware of the content and approach that is being taken so that reinforcement of learning occurs.

**Privacy issues**

**Dealing with sensitive information**

Parents and staff should be aware that matters relating to personal care need to be dealt with sensitively and that the right to privacy and dignity of the child or young person should be protected at all times.

Schools should develop guidelines about how they can ensure the privacy of sensitive information about students. The **Privacy and Personal Information Protection Act 1998** defines sensitive information as that relating to:

• health
• sexual activities
• ethnic origin
• religion.

Decisions must be made about the recording of such information, its storage and access arrangements. Sensitive information about a student should be shared only with those who need to know, such as parents, carers or other members of staff who are specifically involved with the student. Particular care should be taken not to discuss sensitive information within the hearing of other staff, parents or students. Taxi drivers, escorts and volunteers should be told only what is necessary to keep the student safe.

Diaries or communication books offer an excellent way of exchanging information between parents or caregivers and school staff, which is essential as the personal and social development of a child is a shared
responsibility. Parents or caregivers welcome the daily communication as it gives them relevant information relating to their child's day at school, and staff appreciate the news from home.

However, matters concerning personal care procedures should not be recorded in the diary, as it is not a restricted document and could be accessed by people other than the parent, caregiver or member of staff. It is recommended that communication relating to personal care should be made through one of the following:

- personal face-to-face contact
- by telephone.

When compiling reports, staff should be circumspect in what they record regarding personal care.

However, when there are reasonable grounds to suspect that a child or young person may have experienced, or be at risk of harm from abuse or neglect, a report to the Department of Community Services must be made in accordance with Departmental requirements (refer to Protecting And Supporting Children And Young People: Revised Procedures December 2000). Such action should involve the provision and exchange of relevant information with the Department of Community Services.

Because the protection of children and young people from risk of harm is deemed to be more important in some situations than an individual's right to privacy, there are statutory provisions that override restrictions on disclosure of personal information (e.g. the privacy principles outlined in privacy legislation).

**Photographs and videos**

Photographs are useful to allow students, parents and visitors to view activities conducted with students by the school. Photographs of students are commonly used as teaching aids. Videos can be used as part of student portfolios as well as for recording excursions and enjoyable class experiences.

Parental permission must be obtained annually for students to be photographed or videotaped. Where students are able to give their consent, this should also be obtained before photographs or videos are taken. Special parental permission must be obtained if photographs and videotapes are to be used outside the school. This includes the use of student photographs on the internet and intranet.

Staff should ensure that the content of photographs and videos respects the privacy and dignity of students e.g. they should not be taken during personal care activities. If videos and photographs are used in a student's portfolio or school-based publications and are to be sent outside the school, they must also be carefully recorded or edited so as not to compromise any student. Details about obtaining and recording of permission, the content, purpose and use of photos and videos should be included when programming teaching and learning.
Child Protection Education in PDHPE
Child protection education in PDHPE

The key learning area of PDHPE provides the curriculum context for teaching and learning about child protection education. Child protection education must be included in each Stage in PDHPE programs, from Kindergarten to Year 10.

Child protection education should also be reinforced at suitable times during daily activities and routines, as well as within teaching and learning activities. This is illustrated in the case studies provided.

The principles that guide teaching and learning about child protection for students with high support needs are as follows:

- all students can learn, succeed and progress towards syllabus outcomes in PDHPE
- students, including those with high support needs, are entitled to work towards the appropriate outcomes for their chronological age.
- the individual needs of students influence the focus of their learning experiences in child protection education
- learning occurs across the full range of daily experiences, and all staff working with students with high support needs have a responsibility to maximise this learning
- student achievement and reporting about progress are enhanced when there is a focus on student learning outcomes.

Scope and sequence of content

Child protection education should be integrated within and across the strands of the PDHPE syllabuses. Balanced child protection education incorporates appropriate needs-based teaching and learning in the three broad themes from Child Protection Education: Curriculum materials to support teaching and learning in Personal Development, Health and Personal Development, Stages 1-5. These three themes are:

Recognising abuse

Students are more able to recognise situations of potential or actual abuse if they understand about what constitutes appropriate and inappropriate behaviour in particular situations, including personal care routines.

Students with high support needs may have frequent physical contact with different caregivers and professionals. This may involve touching and exposing intimate parts of their bodies. Students need to know that certain parts of their bodies are private and that they have a right to privacy and to carry out personal care for themselves, as much as possible. They also need to learn to accept appropriate support from others.
Power in relationships

When discussing power in relationships, particular attention needs to be given to building confidence in relationships that are positive and caring. Self-confidence and wellbeing are increased when students understand and utilise their right to safety, privacy and dignity, and their right to make choices for themselves.

Where there is a focus on appropriate social interactions in different relationships, understandings about trust are developed and reinforced. Students’ preferences for a particular caregiver and for a particular sequence of steps in personal care should be respected.

Protective strategies

Individualised strategies need to be developed to assist students in saying or indicating NO and communicating to trusted adults, feelings of fear, anger or discomfort. Effective ways to communicate, which may involve using different communication systems or different resources, need to be developed.

The diagram on the next page outlines a scope and sequence of content in child protection education for students with high support needs. The focus areas relate to those in Child Protection Education, Stages 1-5.

All the focus areas in the scope and sequence should be addressed in teaching and learning activities for students with high support needs, across the K-10 continuum of learning. The focus areas should also be addressed in school organisation and in the practices of school staff. Child protection education for students with high support needs should be viewed as ongoing learning. Rather than being simply a discrete set of learning experiences, child protection education needs to consist of explicit teaching as well as integration into daily routines and management processes within the school.

Patterns of disability and associated learning needs will vary between students. Teachers, who plan individualised programs for students will best understand the needs of their students. Child Protection Education, Stages 1-5, should be adapted for students in ways that are meaningful, relevant and appropriate to their individual needs. Case studies starting on page 29 provide examples of individualised programs.
### Child protection education K-10 scope and sequence

<table>
<thead>
<tr>
<th>THEME</th>
<th>FOCUS AREAS</th>
</tr>
</thead>
</table>
| **1. RECOGNISING ABUSE** | Protection  
Right to be safe  
Expectations of consistent good practice  
Responsibilities of school staff  
Body parts  
Self care  
Body awareness  
Public/private body parts  
Feelings  
Recognising and communicating feelings  
YES, good comfortable feelings  
NO, uncomfortable feelings  
Feelings and warning signals |
| **2. POWER IN RELATIONSHIPS** | Relationships  
People in my world  
Appropriate interactions  
Roles of people I interact with  
Trust  
People I trust  
Expecting appropriate behaviour  
Rights of students  
Right to be safe  
Right to choice  
Right to privacy and dignity  
Asserting my rights |
| **3. PROTECTIVE STRATEGIES** | Safety rules  
Consistent routines:  
- at school  
- at home  
- in other places  
- travelling  
Networks  
Having a network of trusted adults  
School support  
Community support  
Acknowledging the right for preference in personal caregivers  
Saying NO  
Having ways to communicate dissatisfaction/distress  
Rejecting/protesting |
<table>
<thead>
<tr>
<th>Warning signals</th>
<th>Safe and unsafe situations</th>
<th>Kinds of touch</th>
<th>Identifying unsafe situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress indicators</td>
<td>Consistency with routines</td>
<td>Safe/helpful touch</td>
<td>Privacy</td>
</tr>
<tr>
<td>Private circle</td>
<td>Planning ahead to maximise safety</td>
<td>Unsafe/hurtful/unwanted touch</td>
<td>OK behaviour</td>
</tr>
<tr>
<td>Communicating/signals</td>
<td></td>
<td>Public/private touching</td>
<td>Not OK behaviour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Right to say NO to unwanted or unexpected touch</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsibilities of students</th>
<th>Privacy</th>
<th>Wanted and unwanted touching</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Respecting the rights of others</td>
<td>Private places</td>
<td>Appropriate social behaviours</td>
<td></td>
</tr>
<tr>
<td>Caring for others</td>
<td>Personal/private behaviours</td>
<td>Wanted and unwanted touch</td>
<td></td>
</tr>
<tr>
<td>Constructing equal and respectful relationships</td>
<td>My private circle</td>
<td>Bribes and threats</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modesty</td>
<td>Bullying/harassment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOing and skills for TELLing</th>
<th>Planning for safety</th>
<th>My strategies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GO</td>
<td>Education of all parents, caregivers and service providers</td>
<td>Individualised means of communicating</td>
<td></td>
</tr>
<tr>
<td>Expressing unsafe feelings</td>
<td>Working with parents, carers to put personal safety plans in place</td>
<td>Staff, parents’ and carers’ awareness of these</td>
<td></td>
</tr>
<tr>
<td>Seeking help</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different ways to TELL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Syllabus links

Syllabus outcomes

Child protection education for primary school aged students assists students to work towards the achievement of the following outcomes in the PDHPE K-6 Syllabus.

Syllabus outcomes

<table>
<thead>
<tr>
<th>Communication</th>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>COES1.1</td>
<td>Expresses feelings, needs and wants in appropriate ways.</td>
<td>COS1.1 Communicates appropriately in a variety of ways.</td>
<td>COS2.1 Uses a variety of ways to communicate with and within groups.</td>
<td>COS3.1 Communicates confidently in a variety of situations.</td>
</tr>
</tbody>
</table>

| Decision making | DMES1.2 Identifies some options available when making simple decisions. | DMS1.2 Recalls past experiences when making simple decisions. | DMS2.2 Makes decisions as an individual and as a group member. | DMS3.2 Makes informed decisions and accepts responsibility for consequences. |

| Interacting     | INES1.3 Relates well to others in work and play situations. | INS1.3 Develops positive relationships with peers and other people. | INS2.3 Makes positive contributions in group activities. | INS3.3 Acts in ways that enhance the contribution of self and others in a range of co-operative situations. |
### Knowledge and understanding outcomes

<table>
<thead>
<tr>
<th></th>
<th>Early Stage 1</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth and development</strong></td>
<td>GDES1.9 Identifies how people grow and change.</td>
<td>GDS1.9 Describes the characteristics that make them both similar to others and unique.</td>
<td>GDS2.9 Describes life changes and associated feelings.</td>
<td>GDS3.9 Explains and demonstrates strategies for dealing with life changes.</td>
</tr>
<tr>
<td><strong>Interpersonal relationships</strong></td>
<td>IRES1.11 Identifies how individuals care for each other.</td>
<td>IRS1.11 Identifies the ways in which they communicate, co-operate and care for others.</td>
<td>IRS2.11 Describes how relationships with a range of people enhance wellbeing.</td>
<td>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships.</td>
</tr>
<tr>
<td><strong>Personal health choices</strong></td>
<td>PHES1.12 Displays basic positive health practices.</td>
<td>PHS1.12 Recognises that positive health choices can promote wellbeing.</td>
<td>PHS2.12 Discusses the factors influencing personal health choices.</td>
<td>PHS3.12 Explains the consequences of personal lifestyle choices.</td>
</tr>
<tr>
<td><strong>Safe living</strong></td>
<td>SLES1.13 Demonstrates an emerging awareness of the concepts of safe and unsafe living.</td>
<td>SLS1.13 Recognises that their safety depends on the environment and the behaviour of themselves and others.</td>
<td>SLS2.13 Discusses how safe practices promote personal wellbeing.</td>
<td>SLS3.13 Describes safe practices that are appropriate to a range of situations and environments.</td>
</tr>
</tbody>
</table>
Child protection education for secondary school aged students assists students to work towards the achievement of the following outcomes in the PDHPE 7-10 Syllabus.

### Values and attitudes

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes (Stages 4 and 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop:</td>
<td>Students will achieve this objective when they:</td>
</tr>
<tr>
<td><em>respect for the values and attitudes of others</em></td>
<td>• respect the rights, feelings and efforts of others</td>
</tr>
<tr>
<td></td>
<td>• show concern for the rights of others</td>
</tr>
<tr>
<td><em>a sense of belonging</em></td>
<td>• display a commitment to developing and maintaining positive relationships</td>
</tr>
<tr>
<td></td>
<td>• value positive relationships</td>
</tr>
</tbody>
</table>

### Skills

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes (Stages 4 and 5)</th>
<th>Outcomes (Stage 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop skills in:</td>
<td>Students will achieve this objective when they:</td>
<td>Students will achieve this objective when they:</td>
</tr>
<tr>
<td><em>communicating effectively with others</em></td>
<td>• select appropriate ways to express feelings, values and beliefs in different contexts</td>
<td>• use a variety of communication skills, including assertiveness and conflict resolution, where appropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• relate to others in a non-violent way</td>
</tr>
<tr>
<td><em>interacting effectively with others and the environment</em></td>
<td>• make positive contributions to group activity within both competitive and co-operative situations</td>
<td>• select appropriate roles in different group situations</td>
</tr>
<tr>
<td><em>individual and shared problem solving</em></td>
<td>• generate alternatives to particular problem situations</td>
<td>• solve problems using a variety of people as resources</td>
</tr>
<tr>
<td></td>
<td>• select from a variety of alternatives after considering the consequences</td>
<td>• use problem-solving strategies in response to unfamiliar situations</td>
</tr>
</tbody>
</table>
**Knowledge and understandings**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes (Stages 4)</th>
<th>Outcomes (Stage 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop knowledge and understandings about:</td>
<td>Students will achieve this objective when they:</td>
<td>Students will achieve this objective when they:</td>
</tr>
</tbody>
</table>
| **principles underlying the development and maintenance of positive relationships** | • identify the groups to which they belong and the influences of those groups on them  
• explain the importance of communication for positive relationships  
• describe the types of responsibilities involved in different relationships | • describe how different relationships are important in meeting individual needs  
• describe the role of power in relationships |

**Related content strands and key ideas**

Child protection education for secondary school aged students can support learning in the following content strands:

- **Interpersonal relationships**
  - developing and maintaining relationships  
  - rights and responsibilities  
  - types of relationships  
  - quality of relationships

- **Personal awareness**
  - self esteem  
  - effective communication

- **Personal choice**
  - responsibility for decisions

- **Safe living**
  - causal factors  
  - protective behaviours and counter measures

- **Promoting health**
Individualised programs

The next section provides examples of individualised learning programs for five fictitious students with a range of high support needs. The learning experiences planned for each student are based on an assessment of his or her particular needs in child protection and the support needed to learn effectively.

In developing individualised programs for students with high support needs, teachers should select the Stage outcomes that the student will be trying to achieve, appropriate to their chronological age. Learning experiences should be developed to meet the needs and capacities of each student.

Examples of indicators have been provided with each case study to illustrate the observable behaviours that a student might display as he or she works towards the achievement of syllabus outcomes. The indicators assist teachers to monitor the student’s progress within a Stage and to make judgements about whether the student has achieved the outcomes at the end of the Stage. Teachers are encouraged to develop their own indicators or modify syllabus indicators to suit the varying capacities of their students.

The case studies:
- illustrate the relevance of the K-6 and 7-10 syllabuses in PDHPE to a wide range of students with high support needs
- incorporate relevant focus areas from the scope and sequence (pages 22-23) and content from Child Protection Education, Stages 1-5
- aim to develop in students the essential knowledge, skills and understandings and values and attitudes that are included in these materials
- illustrate the range of educational experiences and activities that can be provided in response to the needs of individual students
- provide individualised learning experiences that can be implemented formally in the classroom, and on an ongoing basis during daily school routines.
Case study one: Angela
Case study one

1. Collect information

Angela is a five-year-old girl from an NESB background, with severe physical and intellectual disabilities. She suffers from epilepsy, has a colostomy bag and uses a wheelchair at school. Angela cannot stand or bear her body weight unaided during personal care. She is taller and heavier than average for her age.

She communicates at pre-intentional level where staff and caregivers interpret her responses and anticipate her needs. She is dependent on carers to meet her personal care needs. She has an individual health care plan written in consultation with her family, the principal, medical practitioners and her class teacher.

2. Determine student priorities

A program has been developed to support the implementation of child protection education as part of PDHPE. The program addresses the following child protection themes and focus areas:

Theme 1, Recognising Abuse:

This program has a strong focus on Protection and Expectations of consistent good practice in order to provide Angela with the best of care while maintaining her safety and the safety of all involved in her personal care. Activities from Body parts and Feelings require Angela to respond to tactile sensations and feelings she experiences, and to increase her skills in communicating feelings.

Theme 2, Power in Relationships:

This theme includes activities about the people in Angela’s world and Rights of students. She is encouraged to develop skills in making choices and indicating her preferences.

Theme 3, Protective Strategies:

Staff demonstrate consistency in her day to day routine as they provide support and respond to her efforts to communicate. There is an emphasis in Angela’s program on developing her ability to communicate as a key component of protective strategies.

3. Develop and implement the program

Angela’s program depends on a co-ordinated and consistent approach by staff. All staff need to be familiar with Angela’s program and be trained in appropriate handling routines, language use and practices being adopted to respect her privacy and dignity.
<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>INDICATORS FOR ANGELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHES1.12</td>
<td>• identifies people who can help her</td>
</tr>
<tr>
<td>Displays basic positive health practices.</td>
<td>• recognises a range of familiar foodstuffs, utensils and equipment</td>
</tr>
<tr>
<td></td>
<td>• indicates preferred practices in her daily routines</td>
</tr>
<tr>
<td>DMES1.2</td>
<td>• makes choices which indicate her preferences</td>
</tr>
<tr>
<td>Identifies some options available when making simple decisions.</td>
<td>• indicates likes and dislikes</td>
</tr>
<tr>
<td></td>
<td>• chooses people who can help her</td>
</tr>
<tr>
<td>IRES 1.11</td>
<td>• distinguishes between qualities of tactile experiences e.g. comfortable and</td>
</tr>
<tr>
<td>Identifies how individuals care for each other.</td>
<td>uncomfortable touches</td>
</tr>
<tr>
<td></td>
<td>• expresses feelings in response to tactile and other experiences</td>
</tr>
<tr>
<td></td>
<td>• recognises people and toys that are special to her</td>
</tr>
<tr>
<td>COES1.1</td>
<td>• responds to cues about routine activities e.g.</td>
</tr>
<tr>
<td>Expresses feelings, needs and wants in appropriate ways.</td>
<td>she holds up her foot for a shoe, she laughs</td>
</tr>
<tr>
<td></td>
<td>• makes a request by pressing a switch</td>
</tr>
<tr>
<td></td>
<td>• communicates to others through gestures and vocalisations</td>
</tr>
</tbody>
</table>

**RELATED CONTENT FROM EARLY STAGE ONE**

<table>
<thead>
<tr>
<th>Personal Health Choices</th>
<th>Interpersonal Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Making decisions</strong></td>
<td><strong>Relationships</strong></td>
</tr>
<tr>
<td>• awareness of choices</td>
<td>• expression of feelings</td>
</tr>
<tr>
<td>• making choices</td>
<td>• caring for others</td>
</tr>
<tr>
<td><strong>Safe Living</strong></td>
<td>• choices</td>
</tr>
<tr>
<td><strong>Personal safety</strong></td>
<td>• special people/things</td>
</tr>
<tr>
<td>• protection</td>
<td>• people to go to for help</td>
</tr>
<tr>
<td>• touching</td>
<td></td>
</tr>
<tr>
<td>• people who can help</td>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td></td>
<td>• expressing needs, wants and feelings</td>
</tr>
<tr>
<td></td>
<td>• verbal and nonverbal</td>
</tr>
<tr>
<td></td>
<td>• giving and receiving messages</td>
</tr>
</tbody>
</table>
### Focus area/key concept

#### Safety rules
- Consistent routines:
  - at school
  - at home

### Learning experiences

#### Expectations of care and safety

Use clear, appropriate language when giving Angela her food and drink. Ensure that age-appropriate language is used. Avoid baby talk.

Insist that the same terms are used consistently by all staff at school, and encourage the use of these terms, as well as her first language, at home.

Maintain these consistent and repetitive cues to assist Angela to recognise, and learn about, the utensils and equipment being used in her care and the types of food being offered to her.

Create and establish good practice routines, and bring these to the attention of staff, so they are used at all times. For example, Angela is lifted with handling only under her arms, her back and the backs of her knees.

#### Choice

Encourage Angela to choose from a number of items on offer. Offer her different foods, different eating utensils, toys and items used for her care, such as pillows, brush and comb.

Encourage her to indicate her choice by looking directly at her preference.

Provide cues while using good practice routines to focus Angela on these components in her routine. Prompt Angela to indicate that she wants these routines e.g. the curtain drawn when she is being changed.

Provide opportunities during the day for Angela to choose between two people to take her to a new activity or to conduct routine care.

### Teacher’s notes

Angela’s parents need to be informed about these language development activities, as English is not the predominant language used in the home. Ways of supporting Angela’s communication in English can be explored with her parents.

Consistency in the use of language assists Angela to learn. Consistency in good practice in care for Angela will assist her, over time, to differentiate between good care and unfamiliar care.

It is beneficial for Angela to become accustomed to having only a small number of trusted adults touch her private parts and for personal care reasons only.

Although this can be a time-intensive activity, it provides valuable learning for Angela and requires minimal resources or preparation.

In later Stages, this learning will be extended to Angela indicating YES or NO, and developing skills in assertive protesting and rejecting.

This does not include choice of those who carry out aspects of her intimate care, as this role is restricted to two or three specific staff members.
**Focus area/key concept**

**Body parts**
- Self care
- Body awareness

**Protection**
- Right to be safe
- Expectations of consistent good practice

**Relationships**
- People in my world

**Kinds of touch**
- Safe/helpful touch
- Unsafe/hurtful/unwanted touch

---

**Learning experiences**

**Me and my world**

When Angela receives personal care, talk to her and explain what is happening to her or what is about to happen, in a reassuring manner.

Make a schedule board using remnants of objects e.g. a towel = time for washing, colostomy bag = time for changing, toothbrush = time for cleaning teeth, a cassette tape = music time.

Provide Angela with cues and encourage her to respond to them e.g. she is shown her shoe and she is encouraged to move her leg to facilitate its placement.

Ensure that Angela receives consistent good practice in hygiene care. She is encouraged to communicate if she does not like aspects of her routine if they are different e.g. cold water instead of warm.

Encourage Angela, when finishing food or an activity, to press a switch to request more food or to continue an activity.

Guide Angela to turn her cassette player on by herself when she wants more music. Remind her that she can do this. Reinforcement will follow on its own when she hears the results of her actions.

Provide Angela with opportunities to recognise familiar people in the environment e.g. her teacher, her aide and classroom volunteers. Encourage her to respond through gestures and eye contact when the person speaks her name.

Provide experiences for exploration of tactile sensory stimuli e.g. sandpaper, pine cones, a sponge, metal and silk. Encourage Angela to respond expressively to these sensations and to indicate what she likes and doesn’t like. Use language such as “Nice”, “Lovely”, “Rough!” and “Cold!”

---

**Teacher’s notes**

Angela is entitled to know what is happening to her and to be involved in processes. In some cases hand-over-hand signing helps her to understand routine.

When Angela responds appropriately to a cue, this is reinforced with praise or rewards.

It is important that Angela receives consistent good practice in appropriate care so she can recognise if care is given that is outside the parameters of appropriate care.

Within her own limitations, Angela is increasingly becoming a more active agent in her world, manipulating objects according to her needs and wants.

Her skills will be extended to strategies for actively seeking help.

Angela is beginning to learn skills in reciprocal interaction with familiar people at school. She will also begin to develop trust by being aware of people in her world who are reliable and provide support to her.

Angela has, to some degree, become desensitised to discomfort, and this has carried over to desensitisation to the nature of physical contact with others.
<table>
<thead>
<tr>
<th>Focus area/key concept</th>
<th>Learning experiences</th>
<th>Teacher's notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feelings</strong></td>
<td>Encourage Angela to recognise and choose her favourite toys. Teachers use puppets to model stroking a cat, rocking a baby doll and encourage Angela to copy the movement.</td>
<td>It is important that Angela learns to recognise caring and nurturing touch and to develop kinaesthetic skills in touching which will increase her interactive abilities.</td>
</tr>
<tr>
<td>Recognising and communicating feelings</td>
<td><strong>Communication</strong> Work with Angela using these materials and other spontaneous opportunities to provide appropriate models of physical and vocal expression. Encourage her to imitate expressions of pleasure, relaxation, discomfort or dislike.</td>
<td>It is important that Angela increases her ability to recognise emotional responses to stimuli and to learn how to cue others about how she is feeling. This will be extended in later Stages to Angela communicating if she is upset and being able to indicate the reason.</td>
</tr>
<tr>
<td><strong>Skills for TELLING</strong></td>
<td>Prompt Angela to use gestures and vocalisations to get her meaning across. Develop a personal dictionary to be stuck to her wheelchair tabletop so that all staff can correctly interpret her gestures and vocalisations as communications and respond accordingly (see the example at Appendix 2).</td>
<td>When Angela signals for attention from particular trusted carers, this is reinforced. All staff should endeavour to respond in some way whenever they are the subject of Angela’s communication. If they can correctly interpret the meaning and respond appropriately this will increase Angela’s confidence in her capacity to communicate.</td>
</tr>
</tbody>
</table>
Staff will consider the following issues:

- Angela, as a student with demands for time-intensive support and personal care, has the right to be treated with confidentiality, sensitivity, gentleness and respect.
- Staff may need to give Angela time to respond to requests and activities (up to two minutes for a delayed response).
- Staff need to become familiar with Angela in a range of contexts to gain an appreciation of her moods and communicative gestures e.g. is she tired or uncomfortable or bored?
- Individualised means of communicating are promoted through the use of a personal dictionary, remnant objects and other materials. Development of communication skills is essential for reducing Angela’s vulnerability to abuse.
- Angela’s mother is very supportive of this program. She is becoming increasingly aware of the importance of providing opportunities for Angela to choose and reject. She is doing this at home and encouraging her husband and other family members to do so as well.
- School staff will need to decide carefully who will carry out Angela’s personal care needs, considering the implications for Angela. These include consideration of her vulnerability to abuse during care. Her preferred routines are passed on to parents and all respite carers, who are asked to adhere to them.
- Angela’s personal care needs take up a substantial period of her day and should be positive experiences which offer opportunities for learning about body awareness, privacy and making choices.
- Wherever possible, Angela should be encouraged to carry out aspects of her care herself, or be given choice and opportunities to reject optional components of her care.
- An adequate change table and an area with a hoist will be necessary. Items of protective clothing, e.g. disposable gloves and aprons and cleaning materials, must be readily accessible for staff.
- Angela’s parents have strong views about males not being involved in aspects of her personal care. Where possible, this is taken into account in timetabling.
- Staff are aware that Angela’s cultural background and her parents’ wishes need to be considered in designing and implementing her personal and health care procedures, including when any changes need to be made.
Case Study Two: John
Case study two

1. Collect information

John is a seven-year-old boy with a severe intellectual disability. He is communicating at an intentional level through key words and photos. In order to meet his needs, his family and staff have developed an understanding of his idiosyncratic gestures and body language. He is toilet timed (taken to the toilet hourly, occasionally soiling) but as yet makes no attempt to request the toilet. He is a mobile, active boy who enjoys socialising with his peers and would benefit from further development of social skills. John also enjoys music.

2. Determine student priorities

A program has been developed to support the implementation of child protection education as part of PDHPE. The program addresses the following child protection themes and focus areas:

Theme 1, Recognising Abuse:

This theme provides a focus for developing John’s vocabulary of feelings and for working towards distinguishing between good, comfortable feelings and uncomfortable feelings such as sadness or anxiety. An important priority is to increase John’s independence by assisting him to recognise his own feelings and to communicate them to his teachers and caregivers.

John needs to be given frequent opportunities and the means to express his feelings, because in new situations he often feels uncertain or fearful, and can be the subject of teasing by older students. Staff also need to be aware of signs that indicate that John is anxious or under stress.

Theme 2, Power in relationships:

Skills in interaction and assertiveness are developed to enhance John’s capacity for positive, interpersonal relationships and to increase his confidence.

Theme 3, Protective strategies:

Communication skills are emphasised to increase John’s ability to seek help. When he has a problem or needs help he is encouraged to use rejecting actions (saying NO), to GO and to communicate to his teachers or caregivers that he is feeling anxious or threatened. Help seeking is extended to toilet training as an important component of child protection education for John.
### 3. Develop and implement the program

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>INDICATORS FOR JOHN</th>
</tr>
</thead>
<tbody>
<tr>
<td>INS1.3</td>
<td>Initiates interaction in the group e.g. says &quot;Hi!&quot;</td>
</tr>
<tr>
<td></td>
<td>Recognises and names himself, some students and staff and his family members</td>
</tr>
<tr>
<td></td>
<td>Displays co-operation in group activities, eg taking turns</td>
</tr>
<tr>
<td>COS 1.1</td>
<td>Recognises and expresses feelings e.g. sad, happy or frightened</td>
</tr>
<tr>
<td></td>
<td>Indicates preference</td>
</tr>
<tr>
<td></td>
<td>Expresses dislikes and likes of activities and experiences</td>
</tr>
<tr>
<td>IRS1.11</td>
<td>Demonstrates appropriate ways of communicating with others</td>
</tr>
<tr>
<td></td>
<td>Demonstrates actions he can take when he feels frightened, upset or bullied</td>
</tr>
<tr>
<td></td>
<td>Identifies people who can help him at school</td>
</tr>
</tbody>
</table>

### RELATED CONTENT FROM STAGE 1

<table>
<thead>
<tr>
<th>Personal Health Choices</th>
<th>Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Making decisions</strong></td>
<td></td>
</tr>
<tr>
<td>• Identifying choices</td>
<td>• Sharing</td>
</tr>
<tr>
<td>• Making choices</td>
<td>• Co-operating</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal Relationships</th>
<th>Safe Living</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td>• Expressing needs, wants and feelings</td>
<td>• Safe/unsafe situations</td>
</tr>
<tr>
<td>• Assertiveness</td>
<td>• People who can help</td>
</tr>
<tr>
<td>• Giving and receiving messages</td>
<td>• Assertiveness</td>
</tr>
<tr>
<td>• Expressing concerns</td>
<td>• Telling</td>
</tr>
<tr>
<td>• Seeking help</td>
<td></td>
</tr>
</tbody>
</table>
### Focus area/key concept

**Relationships**  
People in my world  
Appropriate interactions

### Learning experiences

**Relationships**

During "morning circle", provide opportunities for John to greet students and to name some. Encourage John to match photos to students. Use a large velcro display board with photos of present and absent students.

Assist John to use his home/school diary, photographs or line drawings to communicate various weekend activities. Use an individual photo board of immediate family members and caregivers to assist communication.

Make a personalised book of John’s family and friends, at home and at school, including photographs, to assist John to develop concepts about them.

Set up a monitored interactive activity for John with a younger child who will need some assistance e.g. pairing, matching or packing pieces of a game away in a sectioned box.

Provide simple games that promote waiting, sharing and turn taking, such as *early number games* in Stage 1 mathematics e.g. pairs or dominoes. Team John with students who demonstrate positive social behaviours.

Participate with other staff in informal role plays to model appropriate behaviours in the school context. Encourage John to imitate and practise behaviours e.g. interrupting by saying "excuse me", offering to help or joining in a game.

Offer opportunities across the day and in daily routines which develop his turn-taking, requesting, refusal, sharing and waiting skills and behaviours.

### Expression of feelings

Provide opportunities during morning circle for John to communicate his feelings in response to the absence or presence of various classmates.

Screen quality education TV programs which are age appropriate. John still enjoys watching *Play School*. This program provides good examples of demonstration of feelings.

Play tapes of movement and action songs for John and other students to sing and respond to e.g. *If You're Happy and You Know It Clap Your Hands*.

### Teacher's notes

John’s parents are encouraged to supply photos of the immediate family members and caregivers. They are assisted to set up a similar personalised book to use at home and at respite.

These activities assist John to recognise the people around him who provide support. They will be extended in later Stages to John developing concepts about their particular roles in relation to him.

John needs to be aware that he has developed skills and capacities, can demonstrate these in a helpful way and can contribute to relationships.

Role plays are provided for John where staff act out and emphasise appropriate behaviours in front of John.

Staff model appropriate interactions in John’s presence. They are aware that John will learn from what he observes.

It is important that John recognises when he is feeling anxious or unhappy in a situation and for him to understand that he can communicate this to adults and receive support.

Recognition of feelings is an important concept in child protection, as feelings can give strong indicators that something is not right or is posing a risk to safety.
Focus area/ key concept

Learning experiences

Use simple jigsaws with facial expressions of feelings to reinforce concepts. Assist John to imitate faces from jigsaws and pictures and use a mirror to check and compare.

Provide identical or similar pairs of photos of children looking happy, sad, sick, and angry for John to match.

During music sessions, plan activities where John can use instruments to make noises relating to each feeling e.g. anger = noisy drums, happiness = tambourine, excitement = triangle.

Display photos of expressions for John to use to communicate his own feelings to staff. Assist him to differentiate between YES and NO feelings by asking him “Do you like this feeling?”

Encourage John to express his feelings in class, using a six-choice electronic augmentative communication device e.g. Macaw or Go Talk.

Teacher’s notes

John’s understandings of NO feelings will be extended to recognising warning signals in later Stages.

John’s parents and caregivers need to be reminded of the importance of responding appropriately to John’s expression of feelings. If John believes he can successfully communicate his feelings, his confidence to do so will be increased.

All adults, at school and at home, need to develop awareness of the signs that indicate that John is anxious or under stress so they can respond appropriately and identify what is wrong.

Making choices

Plan music sessions to include activities where John varies the use of loudness and tempo with percussion instruments and ask him to indicate his preference. When listening to recorded music encourage him to express his preferences.

During cooking sessions offer John a wide variety of food tastes and textures, giving him the opportunity to express preferences and accept or reject some choices e.g. When choosing fillings for sandwich making encourage him to say “yes” or “no”; or “I like it” or “I don’t like it”.

Provide John with structured activities, such as cooking, leisure, music or video with known likes and dislikes to reinforce a yes/no, like/dislike response.

Construct an activities board with an array of activities so that John can select a preferred activity and communicate his choice to staff.

Encourage John to use his activities board to indicate when he is finished or to indicate which activities across the day he enjoyed or didn’t like.
### Focus area/key concept

#### My strategies
- Individualised means of communicating
- Staff, parents and carers awareness of these

#### GOing and skills for TELLING
- Expressing unsafe feelings
- Different ways to TELL
- GOing
- Seeking help

#### Rights of students
- Right to be safe
- Asserting my rights

### Learning experiences

#### Communicating
Develop a communication passport for John so all staff have consistent understanding about his gestures, vocalisations and key words relating to his feelings and needs (see example at Appendix 3).

Encourage John’s parents to use his communication passport at home when extended family members are present and when he is at respite care.

#### Seeking help
Set up activities where not all equipment is provided so John will have to ask for help.

With the assistance of older students, set up simple role plays of characters in known stories such as *Three Little Pigs* or *Three Billy Goats Gruff* to demonstrate assertive responses. John plays the assertive third pig or goat. At no time does John take on the role of the aggressor e.g. the wolf or the troll.

Use these role plays and stories to demonstrate also the GO response when in a threatening situation. Encourage John to use his mobility in response to threatening situations.

Set up and utilise opportunities in class and the playground, as they occur, to model appropriate reporting skills and to get John to imitate them e.g. if someone takes John’s ball, TELL the teacher and indicate the person who took the ball. Approximations are reinforced to help develop skills.

In the playground encourage John to GO and ask or signal for help if he is threatened by other students. Approximations are reinforced as the skills are being developed.

### Teacher’s notes
Awareness of John’s idiosyncratic communication methods needs to be developed across environments and by all staff that work with him, and communicated to all his caregivers e.g. by his diary or communication passport.

Time and observation are needed to gain an accurate understanding of the gestures, vocalisations and key words which John is currently developing to express feelings and needs. His communication passport will need to be updated accordingly.

In social situations John needs to be encouraged to communicate when he doesn’t like something, as during these times he can become passively despondent. This has led to him being targeted by some other students when they see they can easily get this reaction from him.

John is encouraged to recognise unsafe situations and feelings of being unsafe, e.g. feeling scared, and to GO or seek help in response to this feeling.

John’s responses and feelings need to be validated when they are expressed appropriately to increase his confidence in his ability to communicate effectively.
Focus area/key concept

Protection
- Expectations of consistent good practice
- Responsibilities of school staff

Learning experiences

Encourage John to communicate his feelings if he needs to use the toilet or if he is wet or soiled.
Systematically plan opportunities for John to request the toilet by encouraging him to express discomfort and to verbalise a request e.g. "toilet please".
Each time John is taken to the toilet model appropriate requesting of toileting e.g. "toilet please", supplemented with the Makaton image or another symbol for toilet. Generalise this routine across environments e.g. on excursions.
Prompt him with a choice of feelings with picture cards illustrating the expression of uncomfortable feelings. After he has used the toilet or is cleaned, prompt him to recognise positive feelings and to express these.

Teacher's notes

The development of independence in toileting is a priority for John, to maximise his safety.
Consistency in toileting processes is used. John will also need to be taught routines for toileting, including use of public toilets, as he becomes independent.
When taking John to different toilets, staff need to remember to teach about recognition of the range of symbols for male and female toilets in written and picture forms.

Staff will consider the following issues:

- Available speech therapy advice will be valuable in ascertaining John's progress in communicating, e.g. when he needs the real object, a photo, a symbol or the written word to support his communication.
- Staff should note any responses or changes in John's behaviour that may indicate that he is feeling unsafe or unhappy and encourage him to identify his feelings using visual aids, and express or communicate them as appropriate.
- It is important that staff attend to John when he indicates he doesn't like something or protests appropriately, in order to consolidate his help-seeking skills.
- It will help John to learn if staff express their own feelings and demonstrate appropriate responses and reactions, using John's key words and photo board in their interactions with him.
- There is a need to remain vigilant in monitoring the playground, including behaviours, groupings and interactions between students. Positive relationships need to be encouraged at all times. John's photo board should be used to identify students and situations causing him difficulty, so appropriate behaviour interventions can be put in place for other students as well.
Case study three: Ben
Case study three

1. Collect information

Ben is a nine-year-old boy with a moderate intellectual disability, who displays challenging behaviours. He attends an IO support unit within a mainstream primary school.

He communicates his needs and wants using single-word utterances, but he often repeats what is said to him (he is often echolalic). Often, when he cannot get his message understood, he becomes frustrated and may display challenging behaviours, such as hitting out at other students. He often uses inappropriate sexual touch to show affection. Ben has begun to masturbate when he is tired or bored.

Ben’s parents have attended a planning meeting to help identify and develop some specific goals for him.

2. Determine student priorities

A program has been developed to support the implementation of child protection education as part of PDHPE. The program addresses the following child protection themes and focus areas:

Theme 1, Recognising Abuse:

Ben’s program has a focus on Body parts with concepts about public and private body parts and public and private touching being developed.

Theme 2, Power in Relationships:

The main areas of need in child protection education are to develop greater awareness of appropriate physical interactions with others. Ben requires learning experiences about positive interactions, appropriate social behaviours, respecting the rights of others and Wanted and unwanted touching. Concepts about Privacy are developed further.

Theme 3, Protective Strategies:

Ben’s program includes appropriate ways of communicating assertiveness and Saying NO, as well as strategies for dealing with difficult social situations.
3. Develop and implement the program

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>INDICATORS FOR BEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>INS 2.3</td>
<td>• recognises appropriate social interactions</td>
</tr>
<tr>
<td></td>
<td>• demonstrates understandings about appropriate touching</td>
</tr>
<tr>
<td></td>
<td>• practises appropriate social interactions using scripted steps</td>
</tr>
<tr>
<td></td>
<td>• uses personal strategies to deal with difficult situations</td>
</tr>
<tr>
<td>IRS 2.11</td>
<td>• demonstrates understandings about the concept of friendship</td>
</tr>
<tr>
<td></td>
<td>• demonstrates communication skills that enhance relationships, eg listening, showing care, negotiating, refusing</td>
</tr>
<tr>
<td></td>
<td>• participates in group situations, showing consideration for the needs, rights and feelings of others</td>
</tr>
<tr>
<td></td>
<td>• demonstrates understandings about privacy</td>
</tr>
<tr>
<td>SLS 2.13</td>
<td>• recognises safe and positive behaviours in group situations</td>
</tr>
<tr>
<td></td>
<td>• recognises behaviours that may be threatening</td>
</tr>
<tr>
<td></td>
<td>• demonstrates safe practices to deal with difficult situations and uses appropriate assertive responses</td>
</tr>
<tr>
<td></td>
<td>• identifies people from whom he can seek support</td>
</tr>
</tbody>
</table>

 RELATED CONTENT FROM STAGE 2

**Growth and development**

**Personal identity**
- recognising strengths
- positive self-talk

**The body**
- appropriate/inappropriate touch

**Interpersonal relationships**

**Relationships**
- positive relationships
- different kinds of relationships
- support networks

**Communication**
- appropriate expression of feelings
- communicating feelings and needs

**• communication in group situations**
**• assertiveness**
**• managing conflict situations**
**• expressing a complaint or problem**

**Peers**
- making and maintaining friendships

**Groups**
- cooperation and sharing

**Safe living**

**Personal safety**
- assertiveness (NO/GO/TELL)
- identifying and responding to unsafe situations
**Focus area/key concept**

**Responsibilities of students**
- Respecting the rights of others
- Caring for others
- Constructing equal and respectful relationships

---

**Learning experiences**

**Friendship and communication skills**

Provide classroom activities that focus on a *Friends* theme:
- Who are they? (photos, drawings)
- What games/activities do we play or do together? (photos)
- How do we act with friends? (pictures, drawings)

Make a class chart and individual books.

Facilitate listening games which include Ben. In group situations across the day, encourage Ben to identify when it is time to listen and when it is time to talk.

Set up games to practise social skills. Incorporate skills as smaller steps using self-talk e.g.

Joining in:
- 1) walk to the game
- 2) watch for a break in the game, or for the children to look at you
- 3) say "Can I play?"

Social skills relevant to Ben include greeting others, taking turns, wanting to be first, sharing, joining in and dealing with feeling angry.

Write the steps as social stories, scripting positive actions by Ben and match with photos or line drawings illustrating the behaviour. Include scripts that Ben is required to demonstrate e.g. "Ben stands back from his friends. He doesn’t touch his friends." "Ben greets his friends. He says hi."

Read the social stories with Ben several times a day to encourage Ben to practise them in social settings. It is important to read them before he goes into the playground. Ensure that staff have copies of the social stories that Ben is currently learning so they can reinforce them as well.

**Interacting**

Set up role plays where Ben uses scripts from the social stories to deal with a range of interactions in the playground. Focus on developing strategies to deal with typical situations that Ben has had difficulties with. Develop additional social stories, if necessary.

---

**Teacher’s notes**

Ben needs to increase his communication skills as a tool for accessing the curriculum. He also needs to increase his social skills so he can participate as a member of the community without being stigmatised or victimised.

Structured learning activities involving social skills, using age-appropriate and relevant situations, need to be provided for Ben.

*Refer to Goldstein’s books, which include steps and self-talk, in the reference section of this document.

Social stories are simple cards, or a small book, with scripts about positive actions each accompanied by a photo or a line drawing of the student demonstrating the action e.g. ‘Ben says thank you when he gets his lunch’. They are used to reinforce behaviours and to help transfer the behaviours to new situations.

Ben’s learning experiences in child protection will be extended in later Stages to include appropriate social skills for interactions with the full range of people he comes in contact with. The "Circles" concept may be used.

**Some training of the peer support students - a small group of students from mainstream classes - will be required. They will need to know about Ben’s program and how they can help.**
**Focus area/key concept**

**Learning experiences**

Involve peer support students to participate.** Practise role plays in pairs and gradually extend them to small groups. Include the scripts that Ben is required to demonstrate. Have students practise seeking help from a staff member.

During integrated activities, set up peer tutoring activities for Ben to share equipment and work space with other students. Encourage peer support students to model personal space concepts, by keeping appropriate distance from Ben, and social skills such as dealing with losing.

Emphasise further development of these skills in an integrated physical education lesson e.g. waiting in line for a turn, playing a group game such as 'duck, duck, goose'.

Cue the peer support students to provide verbal reinforcement e.g. "That's too close, Ben." "Hands down, Ben." "That's good standing/waiting, Ben." Observe and intervene when necessary to ensure practice and reinforcement of co-operation and interaction skills.

Provide a situation where Ben facilitates a game for three younger students e.g. quoits. He will need to show them how to wait and take turns. Reinforce all appropriate interactions demonstrated by Ben.

**Playground support**

Prepare *pocket phrases* (laminated wallet-size symbols put on a key ring) for Ben. Use the scripts from the social stories with copies of the photographs e.g. "Ben keeps his hands down." "Ben asks for a turn and waits." "When Ben feels angry, he asks for help from a teacher."

Have Ben take his pocket phrases into the playground. When situations arise remind Ben of the appropriate behaviour by referring him to the pocket phrase script and supporting him to use it.

Assist Ben to use his scripts spontaneously in a range of situations as they arise. This will help with his generalisation of concepts across environments.

**Teacher’s notes**

This strategy provides powerful role models for Ben's social skills development. It also gives peers an understanding of his situation and what he needs to learn.

Avoid having any student role play abusive behaviour. It is more appropriate if the teacher or an aide plays these roles (including the role of Ben demonstrating unacceptable behaviour).

Where unacceptable behaviour is demonstrated, this should be clearly indicated and consequences shown. Model the appropriate behaviour as soon as possible afterwards.

Ben's program can be extended later to include social stories and strategies for dealing with interactions in the broader community which will include basic safety rules.

It is important that staff are prepared to help Ben develop new, more appropriate behaviours.

If staff respond consistently when Ben seeks assistance in the playground, he will learn that this is an effective strategy. All staff will need to know the behaviours that Ben is learning to help deal with difficult situations.

Staff should also be familiar with behaviour management strategies that work well with Ben e.g. when he is angry, trying to identify the real source of his anger and what 'need' he is trying to have met.
<table>
<thead>
<tr>
<th>Focus area/key concept</th>
<th>Learning experiences</th>
<th>Teacher’s notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Body parts</strong></td>
<td>When Ben is displaying challenging behaviour, try to assess the purpose of his behaviour e.g. he is bored and is seeking attention, he is frustrated because he is having problems communicating. Teach him alternative, positive ways to have his needs met. This may involve the use of the social stories scripts.</td>
<td>As Ben’s social skills increase, his program can be extended to incorporate some conflict resolution strategies, so he will be able to use alternative strategies in difficult situations.</td>
</tr>
<tr>
<td>Body awareness</td>
<td>Encourage Ben to join in singing and action songs about body parts e.g. <em>Heads, shoulders, knees and toes</em> and <em>Dr Knickerbocker</em>. Organise games, such as <em>Simon Says</em>. Provide Ben with materials, e.g. jigsaws depicting people at various stages of development, to further his understanding of the physical differences between people of different ages. Provide opportunities for Ben to recognise himself in digital photos in a variety of environments and activities e.g. asleep at home, undertaking a variety of actions e.g. sitting, climbing, doing a forward roll. Encourage him to identify particular parts of his body in each situation.</td>
<td>Ben has limited concepts and awareness about his body. His earlier program focussed on developing independence in washing, dressing and toileting, as his caregivers previously did this for him. Understandings about ownership of his body and taking responsibility for his physical interactions with others need to be developed.</td>
</tr>
<tr>
<td>Privacy</td>
<td><strong>Private places and behaviours</strong> Develop two sets of <em>public and private</em> books for Ben. 1) Develop a book about <em>Public and private body parts</em> to help Ben identify people’s body parts that are OK and not OK to touch. Use illustrations that depict clothed body parts for Ben to develop his understanding of the location of private body parts. Incorporate line drawings depicting private body parts (refer to Appendices 4 to 11). Use developmentally appropriate examples of a boy and a girl. 2) Develop a book about <em>Public and private places</em> which includes pictures of public and private places at home and at school. Define these places e.g. <em>We share public places with others.</em> <em>We respect others in these places.</em> <em>We don’t touch others in public places.</em> <em>We don’t touch our private parts in public places.</em> <em>When we close the door, private spaces are our own spaces.</em> <em>We can do private things in private places.</em></td>
<td>The concept of touching, in relation to private body parts, needs to be kept distinct from social skill development about appropriate touching of friends. Ben’s parents have provided photos of the rooms in their home for the ‘Public and private places’ book. They have copies of these books and use them at home with Ben e.g. they refer to these books if Ben begins to masturbate in the lounge room.</td>
</tr>
</tbody>
</table>
We respect other people's private places. I don't go into the bathroom when my sister is there.

Work together with Ben's parents to assist Ben to develop an understanding that masturbation is appropriate only in private situations.

Staff will consider the following issues:

- When planning Ben's learning experiences in child protection, teachers should seek opportunities for generalising each skill he is being taught across other environments e.g. classroom activities → peer support activities → playground support → home support.
- Articulate whole-school strategies to address Ben's challenging behaviours as part of his teaching and learning program. Encourage all staff to focus on reinforcing Ben's appropriate behaviours, rather than imposing punitive consequences for inappropriate behaviour.
- Ben needs to learn new positive strategies for showing frustration or boredom and for getting the attention of adults.
- It is important to address directly the issue of Ben's occasional sexual behaviour because other people may misinterpret it or he may be encouraged to continue it.
- Appropriate interventions or alternative activities need to be considered when Ben begins to masturbate. Identify times when this is likely to happen, e.g. if he gets bored during activities which follow a physical activity. Plan activities to redirect him.
- Approaches to manage Ben's masturbation need to be agreed upon with Ben's parents so they can be implemented consistently across settings.
- If Ben's personal and affectionate interactions with staff are unacceptable e.g. inappropriate touching, this should be firmly discouraged but in a way that communicates that the interaction, rather than Ben, is unacceptable.
Case study four

1. Collect information

Vicki is a twelve-year-old girl with a moderate intellectual disability and mild vision and hearing loss. Vicki has expressive language that is limited to one-to-two word utterances to label objects and significant people in her environment. Vicki communicates her needs and wants with gestures and Makaton signs. She has attended a special school until recently.

Her family has recently moved and she is now attending a support unit in the local school. Vicki’s parents worked closely with school staff in developing a program to assist Vicki as much as possible in her transition to a different school. Some transition activities, such as visiting her new school and taking photos to help familiarise her with her new surroundings were carried out. School staff made arrangements at her new school to establish a number of “buddies” to support Vicki in the playground and in class sessions where she is integrated.

Vicki has developed patterns of inappropriate expressions of affection with her peers and caregivers, e.g. hugging and kissing, which need to be discouraged.

Vicki is independent in toileting, requesting to go to the toilet by sign. Vicki needs to develop additional skills to help her to cope independently with her newly-established menstrual cycle.

2. Determine student priorities

A program has been developed to support the implementation of child protection education as part of PDHPE. The program addresses the following child protection themes and focus areas:

Theme 1, Recognising Abuse:

Activities in this theme have a strong focus on assisting Vicki to recognise her feelings and to deal with them, or communicate them when assistance is needed. They include a strong component to support Vicki in developing a higher level of independence in self-care particularly during menstruation.

Theme 2, Power in Relationships:

Vicki’s program also focuses on developing skills for appropriate interactions and social behaviours, with understandings about personal and private behaviours being a priority.

Theme 3, Protective Strategies:

This theme is important so Vicki can re-establish and extend her network to include people from whom she can seek help for personal or private matters. It is also important to set up an individualised means of communicating which is accessible to staff and students in the integrated school setting.
### 3. Develop and implement program

<table>
<thead>
<tr>
<th>OUTCOMES</th>
<th>INDICATORS FOR VICKY</th>
</tr>
</thead>
<tbody>
<tr>
<td>COS3.1</td>
<td>recognises and communicates feelings e.g. about transition to a new school</td>
</tr>
<tr>
<td></td>
<td>communicates her needs, wants and feelings effectively</td>
</tr>
<tr>
<td></td>
<td>demonstrates an understanding of personal space in her dealings with others</td>
</tr>
<tr>
<td>INS3.3</td>
<td>practises appropriate social behaviours</td>
</tr>
<tr>
<td></td>
<td>displays an understanding of the conventions of the school</td>
</tr>
<tr>
<td></td>
<td>demonstrates appropriate interactions with a range of people</td>
</tr>
<tr>
<td>SLS3.13</td>
<td>practises strategies for dealing independently with some uncomfortable situations</td>
</tr>
<tr>
<td></td>
<td>demonstrates ways of seeking assistance for everyday and private matters</td>
</tr>
<tr>
<td></td>
<td>identifies appropriate network people to approach for help and support</td>
</tr>
<tr>
<td>GDS3.9</td>
<td>demonstrates understandings of social, emotional and physical growth</td>
</tr>
<tr>
<td></td>
<td>devises strategies to cope with life changes e.g. puberty, changing schools</td>
</tr>
<tr>
<td></td>
<td>demonstrates skills and knowledge in self-care</td>
</tr>
</tbody>
</table>

### Related content from Stage 3

#### Growth and development

**The body**
- appropriate/inappropriate touching

**Human sexuality**
- changes of puberty
  - menstruation

**Changes**
- identify changes
  - physical, social and emotional
- methods of coping with change
  - activity, relaxation

#### Interpersonal relationships

**Relationships**
- relating to people
- changing networks
- strengthening networks

**Communication**
- appropriate expression of feelings
- recognising and articulating feelings

**Groups**
- peer support

**Safe living**

**Personal safety**
- protection
- maintaining/extendin networks
- safety plans
Focus area/key concept

My strategies
Individualised means of communicating
Staff, parents’ and carers’ awareness of these

Learning experiences

Transition and integration activity
Develop an “All About Vicki” passport in collaboration with Vicki, her parents and teachers (refer to Appendix 3).

Highlight:
- Vision: What I can see; close up, from a distance. You can help me by ...
- Hearing: I can hear you when you look at me, speak slowly ...
- This is how I communicate ... (Include a copy of frequently used words, signs and photographs. Also include a card for requesting assistance, for Vicki to use when she is distressed e.g. sad or worried face with the sign - I need help.) (Refer to Appendix 13.)
- Things I can do for myself ...
- Things I like to do ...
- Things I don’t like ...
- Ways to help me that work well ...
- Things I like to talk about ...

Networks
Identify with Vicki at least five trusted adults to whom she could go if she needed help, or if she was worried. Include adults from home and from school. Develop a hand diagram and write the names of the trusted adults on the fingers. Add the names of peers from whom Vicki could seek help on the palm of the hand. Include the diagram in Vicki’s passport and refer to it on a regular basis to reinforce these sources of support.

Alternatively, make a paper chain with a link for each person and write the person’s name on the link. Select (or ask that person to give Vicki) different textured paper for each link. This will assist Vicki to be able to identify her network people independently.

The private circle game
Use movement to music and drama activities to include Vicki in a structured social skills activity with the class group.
- Play the tambourine. Ask students to move to the beat: fast beat, slow beat, loud tone, soft tone.

Teacher’s notes

These activities will support Vicki’s transition and integration into her new setting.

Use a digital camera and the Write with symbols program to produce photographs and labels that can be easily read and understood by Vicki and her peers.

Use a computer to enlarge the digital images to accommodate Vicki’s visual impairment.

The Itinerant Support Teacher (Vision), and the Itinerant Support Teacher (Hearing) can provide valuable support for programming and the developing of individualised resources.

Encourage all staff in the school to share responsibility for providing support to Vicki in the school setting by informing them of her program and inviting them to discuss possible implications for them in their roles or in the playground. Orientation to Vicki’s particular needs may need to occur.

It is important to provide students with opportunities to develop the skill of maintaining personal distance. A student’s social acceptance in an integrated setting and later in the workplace will be dependent on this skill.
### Focus area/key concept

**Identifying unsafe situations**

**Privacy**

### Learning experiences

- Instruct students to match their body movements to the sound of the music.
- When the music stops ask students to find a space by sitting in one of the hoops on the floor. (Prepare for this activity by spreading hoops over the floor, one for each student.)

Inform students that the space they are in is their own *private circle*. Instruct students to stretch out their arms around them but to keep their hands within their hoop, or *private circle*.

Emphasise that a *private circle* means
- no one is near you
- no one is touching your body
- you are alone
- there is no one else in your private circle (as defined by the hoop).

Role play the concept of inappropriate distance* by entering the hoop (*private circle*) of one of the students and standing close e.g. touch the student’s arm and shoulders and look closely into the student’s face.

Ask the student "Did you feel comfortable?" "What was wrong?" Repeat with other students.

Explain that no one should come into your *private circle* unless you want them to. If someone comes in and you don’t want them to, there is something you can do: the *private circle action*:
- Say NO
- GO
- TELL a trusted person. Remind students that this is someone that you feel OK to be with. This might be a trusted adult on your network.

Repeat the role play but ask the selected student to use the *private circle action*.

Change the role play to demonstrate appropriate distance and conversation with a student, respecting their *private circle* (staying outside the hoop).

Inform students that this behaviour demonstrated the *private circle rule*:
- Stay outside the other person’s private circle.
- No touching – keep your hands down.
- Look at the person.
- Talk with a soft voice.

### Teacher’s notes

The circle concept may be useful in providing a conceptual basis for skill development. This concept can also be used to teach students skills in recognising abuse. Unwanted intrusion into the private circle and touching the private parts of the body can be encompassed in the private circle concept.

This classroom activity also provides some language concepts for framing a disclosure or telling about abusive behaviour: "in my private circle" or "private parts of my body".

* This role play should be carried out only by the teacher. No student should role play inappropriate behaviours.

This activity can be repeated on different occasions to ensure concept and skill development for all students.

The private circle concept needs to be reinforced across the day in activities such as lining up, waiting for a turn, in the playground and during leisure skills activities.

Parents should be informed about the concept of a private circle, so it can also be transferred into home and community settings.
### Focus area/key concept

**Relationships**  
People in my world  
Appropriate interactions  
Roles of people I interact with

**Trust**  
People I trust  
Expecting appropriate behaviour

### Learning experiences

- Use a smile.
- Wait for the other person to answer or to communicate with a gesture or a sign.

Play the music again: fast beat, slow beat, loud tone, soft tone. Ask students to move around the room until the music stops and move to, and sit inside a *private circle*.

Choose students, one at a time, to role play positive communication with another student, using the *private circle rule*.

End the session with a positive behaviour activity:  
- Move to the music.
- When the music stops greet a friend using *private circle rule* behaviour e.g. waving, smiling, looking at the person.
- Form groups of two, keeping private circle space.
- Make a statue together using *private circle rule* behaviour, e.g. not too close, no touching.

### Interacting with others

Develop a *People in my world* booklet with Vicki, using photographs of significant people in Vicki’s world. These could include parents, siblings, aunts, uncles, cousins, neighbours, friends, and school contacts. Include some photographs of people who are not known by Vicki.

Use the *write with symbols* program or line drawings to identify appropriate greetings for each person:
- I say hello with a hug and kiss (e.g. Mum and Dad)
- I say hello with a wave and a smile (e.g. my school friends)
- I don’t know this person. I do not say hello (e.g. interaction with a shop assistant).

Organise the photographs into discrete groups. Identify appropriate greetings for each set of people:

Repeat and extend this activity for reinforcement.  
Photocopy a picture of some of the people in Vicki’s environment, each on a separate sheet of paper, with the three symbols under the picture:

1. a hug, a kiss (I can touch)
2. a wave, a smile (I do not touch)
3. I do not say hello (I do not touch).

### Teacher’s notes

In the final activity provide students with feedback about their *private circle rule* behaviours.

Seek the support of Vicki’s parents to collect photographs for the booklet. It is essential at this point that teachers and parents come to an agreement about the way Vicki will relate to the various people in her world so that a consistent message and management can be implemented and reinforced across settings.

Photographs may need to be scanned and enlarged for Vicki.

The YES ✓ / NO ✗ symbols can be photographed onto overhead projection transparencies so they can be overlaid and re-used daily for reinforcement activities.

A photocopy of the booklet for parents to use at home will assist with the generalisation of skills.
Focus area/key concept

- Networks
  - School support
- Wanted and unwanted touching
  - Appropriate social behaviours
  - Wanted and unwanted touch

Body Parts

- Self-care
- Body awareness
- Public/private body parts

Learning experiences

Provide Vicki with symbols for YES ✓ and NO ✗. Ask Vicki to use the symbols to indicate which behaviours are appropriate and inappropriate for each person.

**Circle of friends activity**

Develop and train a group of trusted peer support students to support Vicki’s integration into the playground.

Students support Vicki with:
- her mobility: required behaviours for in bounds areas, lining up in assembly spaces, use of toilets
- mediating Vicki’s behaviour in interacting with other students (no hugging or kissing peers/keeping the private circle/using a wave and a smile to greet/using her passport to facilitate conversation/seeking assistance when needed)

**Self-care activity**

Compare photographs of Vicki at significant stages in her life: as an infant, at seven years, at eleven years.

Show Vicki some baby shoes, jackets and small children’s clothing to compare with Vicki’s current clothing. Highlight the differences in size, length and shape.

Compare the activities that Vicki could not do as a baby and those that she can do now. Emphasise how many things Vicki can do for herself and the importance of doing things for herself.

List the activities that Vicki can now do for herself e.g. bathing and dressing. Explain that these are now private behaviours, things that Vicki does for herself, on her own.

Revisit the changes which have occurred that assist Vicki to do things for herself e.g. she is taller, stronger and able to use objects to do things.

Show Vicki a mannequin or an anatomically correct adult doll to highlight changes that occur to girls when they grow older e.g. breast development. Revise with Vicki concepts about public and private body parts.

Teacher’s notes

These skills and understandings can also be generalised into the playground setting, using the circle of friends activity with peer support tutors.

Providing initial training for peer support tutors is essential. Include Vicki’s peer support tutors in some of the explicit teaching segments of Vicki’s program. This strategy provides powerful role models for Vicki’s language and social skills development. It also gives peers an understanding of Vicki’s situation and what she needs to learn.

It is important that teachers and Vicki’s parents have discussed and agree upon this program for Vicki. Provide her parents with a copy of her program so that knowledge, understanding and skills can be generalised into the home setting.

The feelings/strategy board has pictures of faces depicting feelings and personalised strategies to help Vicki deal with these feelings alongside them. It can be copied for inclusion in Vicki’s passport but should remain in the classroom.
### Focus area/ key concept

**Feelings**
- Recognising and communicating feelings

**Networks**
- Having a network of trusted adults
- Acknowledging the right for preference in personal caregivers

### Learning experiences

**Managing body changes and associated feelings**

Indicate the abdomen area on a mannequin and explain to Vicki that changes also happen inside the body that you cannot see.

Communicate the concept of menstruation to Vicki with a pair of underpants marked with red ink. Explain to her that this is evidence that something is happening inside the abdomen and that this will happen monthly. Show Vicki items used for personal care at these times.

Using a range of pictures of facial expressions, talk about some of the feelings Vicki may experience when she is menstruating e.g. happy, sad, in pain, angry, worried (refer to Appendix 12 or 13).

Make a feelings → strategies board with Vicki to assist her to choose appropriate strategies for dealing with difficult feelings e.g. sad → talk to someone on your network/listen to music, in pain → ask to lie down/ask for a hot water bottle.

Revisit Vicki’s network of trusted adults and peers. Whom can we tell if we need help about personal and private matters? Identify the people on Vicki’s network at home and at school from whom she could seek help about personal matters.

Add or highlight the names of people, at home and at school, on her network diagram or chain, with whom Vicki feels comfortable, and from whom she could seek help if she was worried about something personal or private.

Explore with Vicki ways to tell e.g. choose a person who is in the setting (at home or at school); find the person; use my *I need help* card; use a feelings card; if you cannot find the person choose another network person.

Explore a range of situations in which Vicki could make use of her *I need help* card.

**Ongoing self-care**

Assist Vicki to develop skills in using personal care items for menstrual care. Aim to develop independence as far as possible for Vicki.

Gradually decrease the direct assistance provided for Vicki in menstrual care.

Use Vicki’s symbolised timetable (picture representations of routines across the day) to indicate with a brightly coloured sticker the important times for changing personal care items.

---

### Teacher’s notes

The feelings/strategy board can be used for social skills lessons and as a means of encouraging Vicki to seek help if she is worried or has feelings that are not OK. It will be useful for reinforcing who is on Vicki’s network, and whom she can approach about personal and private concerns.

Vicki’s entire network can be translated onto a photograph board or a page in Vicki’s passport. Mark with a sticker the network people that Vicki has identified as suitable people to approach about personal and private matters.

It is important that school personnel and parents invest the time and patience into developing independent self care skills in students, rather than doing these for students to save time.

Students who are provided with private space and time...
Focus area/key concept

Saying NO
Being assertive

Learning experiences

Provide opportunities for Vicki to practise the skills required in using the personal care items on the mannequin and disposing of the items correctly.

Emphasise that this is a private behaviour because we are dealing with the private parts of our body. Explore ways of making sure these activities are undertaken in privacy:

- Locate the toilet that has a disposal unit.
- Close the door of the toilet.
- Be assertive and reject others if they come into the toilet that you are in (say NO).
- Be assertive and reject others if they come into your private circle (say GO AWAY).
- If you are worried seek help from a special person on your network.

Make a Menstrual care kit by asking Vicki’s parents to send in the required items, including a tote bag.

Take a digital photograph of the tote bag to add to Vicki’s communication cards, so that she has a ready aid to communicate her need to attend to her menstrual care.

Encourage Vicki to keep her kit in her school bag so that it is always available.

Teacher’s notes

to complete self care activities on their own will develop a better sense of modesty and private space. They will develop sensitivity to situations where the parameters of privacy are overstepped. Assertiveness related to the right to privacy should also be taught, as well as help-seeking skills.

This is an effective abuse prevention strategy for students with support needs in personal care.

Vicki’s self image and self-esteem will be enhanced with increased personal competence. This will, in turn, increase her ability to act assertively and to assert her personal rights.

It should be noted by staff that the toilet setting is where Vicki may be more vulnerable to teasing or harassment, if it was to occur.

Staff will consider the following issues:

- Time and observation might be needed in Vicki’s new setting to gain a better understanding of her gestures, vocalisations and key words.
- Awareness about Vicki’s needs and her methods of communicating need to be developed by all the staff that work with her e.g. at staff meetings.
- Vicki’s program was developed by her teacher, the teacher’s aide and the school counsellor, in collaboration with the support teachers and the special education consultant. Advice was also sought from staff at Vicki’s previous school.
- A copy of Vicki’s program has been made available to other teachers so they can also reinforce aspects of her program.
- Vicki often removes her glasses, and this greatly limits her performance. Encouragement to use her glasses must occur across all school experiences.
- All staff should look out for any responses or changes in Vicki’s behaviour that may indicate that she is feeling unsafe or unhappy and encourage her to communicate reasons for this, using visual aids.
- Vicki’s network of people in the school must respond appropriately when she seeks assistance.
- School documentation related to student welfare may need to be reviewed to be inclusive of Vicki’s situation. The documents need to provide a framework for dealing with any particular bullying, harassment or anti-discrimination issues that could arise.
Case Study Five: Sam
1. Collect information

Sam is a fourteen-year-old boy who has presented with behaviour difficulties for most of his school life. A clinical psychologist has diagnosed a mental health problem (oppositional defiance disorder). Sam was in a special behaviour unit for Years 2 and 3. For Years 4, 5 and 6 he was fully integrated into the mainstream school, during which time he was suspended from school twice. He has now begun high school.

He has had a number of placements in out-of-home care because of violence towards him by his stepfather. He is now living with his mother and his younger sisters. His mother is concerned about his behaviour but has difficulties attending meetings during the day.

Academically, Sam has above average intelligence. He is performing at least three years below his age level in English and two years in mathematics. He is an extremely reluctant writer and often refuses to complete written tasks in class. His behaviour escalates when he is given a writing task. This behaviour includes negative comments to teachers, “put-downs” to other students and sometimes threats of violence to other students, both male and female. He interacts with a limited number of peers who sometimes find his behaviour entertaining, although he seems to have no continuing friendships. He sometimes provokes older students who have subsequently made threats towards him.

Sam enjoys sport in which he demonstrates a reasonable level of skill. He has strengths in some aspects of computer technology and he loves cars and skateboarding.

2. Determine student priorities

A program has been developed to support the implementation of child protection education as part of PDHPE. The program addresses the following child protection themes and focus areas:

Theme 1, Recognising Abuse:

This theme is important for Sam as there have been abuse issues in the past and he needs to know the difference between OK behaviour and not OK behaviour in relationships. Sam should not be the direct focus of these activities as he may become upset about his personal experiences. Thus, protective teaching strategies need to be used, such as positive interrupting and providing alternative activities for Sam if classroom activities are unsettling him.

Theme 2, Power in Relationships:

Sam’s program aims to increase his understanding about rights and responsibilities in relationships. It is critical that Sam develops skills in interacting with others in positive and non-violent ways and that he learns strategies to avoid being caught up in an abusive cycle where he is verbally, and even physically, violent towards others. A pattern involving victim/persecutor behaviour is beginning to emerge with some older students.
Theme 3, Protective Strategies:

It is important that Sam develops skills in expressing unsafe feelings and seeking help. The development of a support network of peers and trusted adults is also a critical component of the program so Sam is able to seek help effectively. This strategy is also important to help Sam connect with school, as he could be at risk of later disengagement.

This case study is an example of how child protection education can provide some amelioration of the effects of abuse as well as strategies to protect against abuse.

3. Develop and implement program

Sam's program models how students with high support needs in mainstream high schools can have their needs met through curriculum and broader school initiatives.

Sam participates with other Year 7 students in Stage 4 activities in PDHPE which focus on Stage 4 outcomes from the PDHPE Years 7-10 Syllabus. Sam's program includes activities from Child Protection Education: Curriculum materials to support teaching and learning in Personal Development, Health and Physical Education, Stage 4 (CPES4). Where necessary, activities would be modified or adapted to meet his particular needs.

It would be ideal if Sam had a supplementary program of small group or individual learning experiences to reinforce classroom activities. The small group would include Sam and other students who have similar needs. This could enhance their level of participation and achievement in mainstream class situations.
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>OUTCOMES</th>
<th>THINGS TO LOOK FOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Values and attitudes</strong></td>
<td>Students will develop:</td>
<td>Can Sam:</td>
</tr>
<tr>
<td>Students will achieve this</td>
<td>respect for the values and</td>
<td>• demonstrate co-operation</td>
</tr>
<tr>
<td>objective when they:</td>
<td>attitudes of others.</td>
<td>and listening skills</td>
</tr>
<tr>
<td></td>
<td>respect the rights, feelings and</td>
<td>• show that he is respectful</td>
</tr>
<tr>
<td></td>
<td>efforts of others.</td>
<td>in relationships</td>
</tr>
<tr>
<td>Skills</td>
<td>select appropriate ways to</td>
<td>• demonstrate an understanding</td>
</tr>
<tr>
<td>Students will develop</td>
<td>express feelings, values and beliefs in different contexts</td>
<td>of the rights of others</td>
</tr>
<tr>
<td>skills in:</td>
<td>make positive contributions to group activity within</td>
<td>• undertake responsibilities</td>
</tr>
<tr>
<td>communicating effectively with</td>
<td>both competitive and</td>
<td>within groups</td>
</tr>
<tr>
<td>others</td>
<td>co-operative situations</td>
<td></td>
</tr>
<tr>
<td>interacting effectively with</td>
<td>• demonstrate positive</td>
<td></td>
</tr>
<tr>
<td>others and the environment</td>
<td>relationship skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• discuss skills required for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>successful participation as a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>member of different groups and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in different situations e.g.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>playing sport.</td>
<td></td>
</tr>
<tr>
<td>Knowledge and understandings</td>
<td>• use strategies to avoid</td>
<td></td>
</tr>
<tr>
<td>Students will develop</td>
<td>unsafe situations and to</td>
<td></td>
</tr>
<tr>
<td>knowledge and understandings</td>
<td>minimise risk</td>
<td></td>
</tr>
<tr>
<td>about:</td>
<td>• seek help effectively</td>
<td></td>
</tr>
<tr>
<td>Principles underlying the</td>
<td>• describe different relationships</td>
<td></td>
</tr>
<tr>
<td>development and maintenance of</td>
<td>they have with people</td>
<td></td>
</tr>
<tr>
<td>positive relationships.</td>
<td>• describe the benefits of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>co-operation in relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• identify one or more goals and work towards each</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• explain and demonstrate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>how a personal network is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>used for support</td>
<td></td>
</tr>
</tbody>
</table>

**RELATED CONTENT FROM STAGES 4-5**

<table>
<thead>
<tr>
<th>Interpersonal relationships</th>
<th>Personal Awareness</th>
<th>Safe living</th>
</tr>
</thead>
<tbody>
<tr>
<td>• types of relationships</td>
<td>• self esteem</td>
<td>• casual factors</td>
</tr>
<tr>
<td>• peer group</td>
<td>• effective communication</td>
<td>• protective behaviours and counter</td>
</tr>
<tr>
<td>• developing and maintaining</td>
<td>• goal setting</td>
<td>measures</td>
</tr>
<tr>
<td>relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• rights and responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• quality of realationships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Learning experiences

Ensure Sam is included in class activities from *CPES4 Theme 2, Rights and responsibilities in different relationships, Unit 2, activities 1,2,3 (pages 87-90).* Consider the following adaptations to address Sam’s particular needs.

**Activity 1: Types of relationships (p.87)**

Use this activity to provide students with the opportunity to examine their relationships with others and to differentiate between close and not close relationships.

Modify the activity so that students work in pairs where appropriate. This will allow Sam to practise skills such as listening and expressing viewpoints.

Ensure that Sam engages with the last question about what makes a positive relationship. Make a chart of students’ answers to this question, as well as making a private note of Sam’s.

Provide opportunities for Sam to informally discuss issues outside the classroom, eg experiences of bullying, what he is doing to keep himself safe, and how he is progressing in making and keeping friends.

**Activity 2: Ingredients for a good relationship (p.87)**

Complete this activity with class members considering the following modifications.

Facilitate the suggested activities so students can discuss the responsibilities involved, and efforts required to get along well with others in different settings and where there might be pressures on relationships eg. in class, at home, on the sports field or in the playground.

Brainstorm the ways young people need to interact with others so they can participate successfully in particular group activities* eg being friendly, listening to the coach and team members, coping with defeat, working as a team.

### Teacher’s notes

As Sam has difficulty establishing positive relationships, this activity may be confronting for him. It is important to support Sam through this activity and help him identify positive relationships in his life.

It may be helpful in discussions with Sam to refer to the chart and discuss Sam’s responses about what makes positive relationships, particularly when he is having difficulties with peer relationships.

Brief other staff members, with whom Sam gets on well, about Sam’s need for extra support and follow-up in this area so they can also have informal discussions with him. These should be kept low key to avoid drawing attention to Sam with his peers.

This activity develops further understandings about the characteristics of positive relationships and the effect of abuse of power in relationships.

This activity is particularly important for Sam. As he has experienced past abuse, it is important that he has the opportunity to explore the concept of power balance, and the notion that unequal power can lead to abuse, which is unacceptable.

* If Sam identifies negative attributes and behaviours these need to be questioned and discussed eg. playing up in class amuses his peers.
Modify the discussion so it is done in small groups. If possible, set up a situation with one or two peer mentors for Sam, to support him within the small group and, at times, in the playground. The small group situations and this support will provide Sam with opportunities and reinforcement to develop skills in turn-taking, listening and expressing viewpoints appropriately.

Provide more opportunities for Sam and a small number of other students to develop skills in collaboration by working together on shared tasks, projects or activities e.g. packing up equipment or playing team games.

Set up an individual small-group activity which requires the use of negotiation skills e.g. five things you would take to a deserted island. Monitor and support the use of positive interaction skills by Sam and the other students.

Spend time with Sam to help him set personal goals in relation to getting on with others at school, and help him monitor his progress towards goals. Pose questions for Sam to consider:

- **What are you good at when it comes to getting along with others? How can you build on these strengths?**
- **How would you like to see yourself getting on with others? Set yourself some goals. What are some steps you can take to reach these goals? What can you do now? During this year? Next year?**

**Activity 3. Give and take (p.89)**

Ask each group to develop a cartoon with dialogue that illustrates ‘give and take’ in relationships. Provide each group with 4 large sheets of paper. Structure this activity as follows:

- The group negotiates a scenario and decides on four scenes for the cartoon.
- Each member has a turn at drawing part of the cartoon.
- The group discusses the dialogue to be used by the characters in each scene.
- Each member has a turn in writing the dialogue.

**Teacher’s notes**

Peer mentors will need to be briefed about Sam’s needs and trained in ways to support Sam and give him feedback in small-group situations. This strategy should be implemented as subtly as possible to avoid drawing attention to it e.g.

“I think Sam has something to add.” “That’s a good thought Sam.” “Sam’s been waiting patiently - it’s his turn to have a say”. This will increase the potential for Sam to change his social behaviours as peer support and feedback are usually very powerful.

Behaviour management is an important component in Sam’s child protection program. Students who communicate through aggressive behaviour not only put others at risk, but they make themselves more vulnerable in the school and broader community. Students whose behaviour is continually challenging and violent in nature can also engender stress in family members and caregivers, increasing the possibility of inappropriate reactive management strategies.

This activity examines the concept that relationships require ‘give and take’ by both people and that they require work to establish and maintain. It may be helpful for the four steps to be written on the board for students.
Focus area/key concept

Learning experiences

Ask each group to present their cartoon to the class.
Using the cartoons as stimulus, brainstorm a whole-class list of positive outcomes that result when people give and take in relationships. Write these on the board or on a chart so they can be revisited with the class.

Give Sam and other students special responsibilities within the class or the school. Acknowledge the efforts shown to carry these out, as well as the shared benefits that result.
Structure activities in the whole-class situation, so that Sam has a specific role or contribution to the group, as often as possible, to ensure his engagement e.g. each person must contribute at least one suggestion or idea.

Sam participates in class activities from CPES4 Theme 3, Keeping safe, Unit 1, activities1,2,3 (pages 118 –120)

Activity 1. Recognising and assessing potentially uncomfortable or unsafe situations (p.118)
Focus on external factors that indicate possible risk in a situation, that are locally relevant e.g. teasing, provocative comments from a group, feeling uncomfortable about receiving gifts or favours.

Brainstorm with students some of the feelings and body reactions they might experience in high-risk situations. Keep this list for future reference. If necessary address the difference between the highs experienced in choosing to participate in risky activities, such as abseiling or bungy jumping.

Work with Sam, and a small number of other students, to clarify their individual warning signals e.g. feeling hot, heart beating strongly, feeling sick, tingling hands.

Teacher’s notes

* Examples of student responses could include: “We feel good about ourselves”, “we are not afraid to try something new”, “we can make friends”, “we have a better chance of achieving our goals”, “we can improve our performance”, “other people will respect us”.

Delegating appropriate responsibilities to students and recognising their contribution when these responsibilities are met can reinforce students’ sense of their own capacity to contribute meaningfully to the group to which they belong.

This activity examines what unsafe situations are and the factors that can alert you to them.

Revisit the ground rules established for the group before commencing this activity, as it may be confronting for Sam and other students.
The activity contains examples of a range of abusive situations that may resonate with the particular experiences of a student.

Discourage students from making disclosures of personal information. Instruct students to use sentences such as:
- “I know someone who.”
- “What if someone….”

It is important to monitor students’ responses closely and respond appropriately with debriefing if there are strong responses*. This may involve referral to support staff in the school.

*Refer to CPES4, page 10.

Warning signals
Recognising threatening situations
Communicating signals
Feelings
Feelings and warning signals
**Activity 2. Avoidance (p.119)**

Modify the suggested activities, where appropriate, so that where possible they are done in small groups (with a peer mentor) as well as large groups.

Identify ways in which Sam can avoid conflict with others. Include discussion of how he can remove himself from unsafe situations, with his peers in particular, and where avoidance is the most appropriate strategy for him, for example, distancing himself from others when they are threatening him rather than provoking them further.

Assist Sam individually to recognise current situations where conflict occurs with others, e.g. in the playground, in the broader community or at home.

If possible, set up senior student mentors within the school to assist Sam. Provide opportunities for Sam to meet different support staff in the school so he can decide from whom he might seek help if he needs it.

Sam may gain best results if a staff member is identified who could become his mentor. Encourage him to approach this staff member for support and to discuss difficult situations.

Provide Sam with other opportunities to communicate to supportive adults, feelings and values, likes and dislikes, strengths and worries that he experiences in the school and outside the school setting.

**Activity 3. Reducing the risk (p.119)**

This activity provides students with the opportunity to develop action plans to help them avoid risky situations.

Include situations that are relevant to Sam. Provide Sam with support to identify useful strategies to reduce risk, for example, identifying staff members or other students from whom he might seek help.

Use small groups or conduct this activity with just one small group of students, including Sam. List the strategies suggested by students, including avoidance and reducing the risk, on a chart, so they can be referred to later.

**Teacher’s notes**

This activity examines the potential for a situation to be unsafe and strategies to avoid it.

It is important that Sam learns the advantages of avoidance strategies. He has been provocative in unsafe situations in the past, both at home and at school, which puts his safety at risk.

Where the strategy of avoidance is taught, avenues for support should also be revised. As well as other students, ensure that Sam has reliable adults within the school whom he feels comfortable in approaching.

Staff should follow up on Sam’s behalf if problems are identified e.g. bullying, particularly in situations where Sam has used avoidance rather than confrontational behaviours.

It may be useful to refer to the chart and card as "Strategies for taking control of your situation".

If inappropriate responses are volunteered by students, they will need to be discussed and alternative positive responses recorded.

*Other numbers which could be included on the card if appropriate:
Focus area/ key concept

Safety rules
- in other places
- travelling

Learning experiences
Copy a selection of the strategies onto a wallet-size 'Help card'. Duplicate it and give copies to Sam and the other students. On the flip side include emergency contact numbers and the Kids Helpline 1800 55 1800. Leave a space for students to add the contact details of some of their network people e.g. family members, other trusted adults and friends.

Teacher's notes
Emergency/Ambulance 000
Alcohol and drug information service 9361 8000 or 1800 422 599 (outside Sydney).

As Sam increases his skills in responding appropriately to situations of potential risk, his program will be extended to include the strategy of TRUST/TALK/TAKE CONTROL. This strategy involves trusting your 'reading' of a situation, talking about it to someone and taking control by using a personal plan to regain safety.

Staff will consider the following issues:

- Teaching and reinforcing agreed upon ground rules is particularly important when teachers are implementing child protection education where there are students with challenging behaviours in the group. It enables students and teachers to have a mutual understanding of what is expected, in terms of their own behaviour and the behaviour of others.
- Ensure that the rules are specific to Sam’s negative behaviours such as
  - No put-downs
  - No threats
  - Listen to others without interrupting
  - Respect others’ right to an opinion by letting them have their say, even if you disagree.
- Expect and reinforce positive behaviours from Sam. Refer Sam to the agreed classroom rules each time he breaks a rule, and apply the agreed upon consequence. Consistency is vital to behavioural change.
- Be positive. Provide prompts to assist Sam to participate successfully, e.g. "OK, it's time to move on to the next activity" rather than, "Haven't you finished YET, Sam?"
- Teachers should model expected behaviours so that Sam has the opportunity to see how to behave appropriately, for example:
  - Listen attentively.
  - Respect the rights of others.
- Teaching and learning activities for Sam need to be implemented in a range of ways, including whole-class, small-group and individual sessions. This has implications for careful planning of his timetable and his support.
- Sam requires a comprehensive plan that also addresses transition to high school, integration to high school, his learning difficulties and his behaviour difficulties.
- Sam requires a multi-strategy approach developed by the school’s learning support team. This might involve the school executive, year adviser, school counsellor, the support teacher learning difficulties, the integration adviser, support teacher behaviour, as well as other education and community personnel.
- It is important for Sam’s mother to be involved in making plans for Sam and to be aware of his program. This ensures her support and increases consistency with behaviour expectations for Sam.
### Appendix 1

**School planning for child protection education for students with high support needs**

<table>
<thead>
<tr>
<th>Useful questions to consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What are the current priorities of the school?</td>
</tr>
<tr>
<td>• How will a school-based plan be developed to include all aspects of child protection? (Refer to K-10 <em>Scope and Sequence</em> pp 22-23.)</td>
</tr>
<tr>
<td>• What are the individual needs of students and what adaptations need to be made?</td>
</tr>
<tr>
<td>• What basic protection skills will be taught?</td>
</tr>
<tr>
<td>• What are some agreements that need to be consistent with the program across the school, at home and in other settings (e.g. touch, privacy, providing choice)? How will these be communicated? How will commitment to them be established?</td>
</tr>
<tr>
<td>• What basic school organisation must be in place?</td>
</tr>
<tr>
<td>• What school guidelines will be required on:</td>
</tr>
<tr>
<td>- appropriate touch between staff and students</td>
</tr>
<tr>
<td>- confidentiality</td>
</tr>
<tr>
<td>- reinforcing or encouraging appropriate behaviour</td>
</tr>
<tr>
<td>- minimising inappropriate behaviour</td>
</tr>
<tr>
<td>- dealing with aggressive or violent behaviour of students</td>
</tr>
<tr>
<td>- the use of equipment to lift and position heavier students safely</td>
</tr>
<tr>
<td>- excursions?</td>
</tr>
<tr>
<td>• Who are the people who need to know about the school plan, and how will they be informed?</td>
</tr>
<tr>
<td>• Who will teach and reinforce the learning of students?</td>
</tr>
<tr>
<td>• Who will co-ordinate the professional support for staff?</td>
</tr>
<tr>
<td>• How will information about students' achievement in child protection education be collected and recorded?</td>
</tr>
<tr>
<td>• How will the program be monitored and evaluated at school and individual level?</td>
</tr>
<tr>
<td>• How will parents and caregivers be partners in the program? How will information about the program be conveyed to other caregivers (e.g. respite carers)?</td>
</tr>
<tr>
<td>• How will volunteers and casual staff be used and who will inform them about the school’s child protection program? What clear parameters will be established for their work (e.g. who assists in personal care when a regular staff member is away?)</td>
</tr>
<tr>
<td>• What will be the school procedures when a student needs personal assistance? For example, when a student needs personal assistance, such as toileting, even during recess, only the nominated staff members for that student should assist.</td>
</tr>
<tr>
<td>• What further matters need to be addressed over time in the school plan? Issues such as the availability of resources and ongoing professional support of staff must be taken into account.</td>
</tr>
<tr>
<td>Behaviour</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. When I reach out to you with my arm and vocalise &quot;aaah&quot;</td>
</tr>
<tr>
<td>2. When I reach out and you have food in your hand</td>
</tr>
<tr>
<td>3. When I reach out and you have a musical toy in your hand</td>
</tr>
<tr>
<td>4. When I push something away</td>
</tr>
<tr>
<td>5. When I hit the table</td>
</tr>
<tr>
<td>6. When I smile, gurgle, clap or blow &quot;raspberries&quot;</td>
</tr>
<tr>
<td>7. When I cry</td>
</tr>
</tbody>
</table>

**CURRENT LEARNING PRIORITY: CHOOSING**

Whenever you are giving me a meal, please give me a choice of my food and drink by showing me the two real objects. Please remind me to look at both before choosing. I will look at the one I want and, if you wait a couple of seconds too, I will reach for it.
Appendix 3

Suggestions for inclusion in a personal passport

Title page or cover page
Index with page numbers
Introduction to the person (ME!)
Eating and drinking
My sight
Listening and hearing
My communication system(s): you need to know
Details of my communication system
Things I like to, and can, talk about
How I express myself or influence events
My strengths (things I'm good at)
What I need to learn
Things I like (to do) and don't like (to do)
How I work best, and things you can do to help
Ways of managing me that I like (that work well)
Ways of managing me that I don't like (that don't work)
Important people in my life
Things I can do for myself
Things I can do with supervision or physical help
Things I need someone else to do for me
Things I must be discouraged from doing
Things I'm working on
Specific information e.g. things I like to buy from the shop

N.B. The type of information provided must be consistent with confidentiality requirements and not contain sensitive material.
Appendix 6