

# Kenwick School

Using collaborative strategies to develop  
social competence in students with  
intellectual disabilities and complex  
behaviours.

*Mark Watson, Principal  
Lachie Frewer, Teacher  
Kenwick School*

# Kenwick School

<http://kenwickschool.wa.edu.au/>

- Level 5 (K-12) DoE Education Support School.
- Located 19.4 kms SE of Perth CBD (*City of Gosnells*).
- We teach students (aged 4-19) with wide-range of Special Educational Needs.
- Our current enrolment is 91 (*34 P & 57 S*).

# Kenwick School

## *“The grit in our Oyster”*

- *“...Kenwick has provided a high level of care at the dimensions under pressures few schools in WA would be familiar with or have to face...the cohort of students at Kenwick and the problems they face is at a level and variety of need I have not experienced in a single student cohort anywhere.”*

*Darin Cairns, Clinical Psychologist Charles Street Clinic, 2017*



# Collaborative Strategies

## Our Journey



# Kenwick School-

## *Our Journey*

- Journey from behaviour management to positive behaviour support
- Teaching positive social development within a supportive learning context
- This journey began in 2005, accelerated from 2012 and remains ongoing.

# Kenwick School-

## *Our Journey*

- Cultural shift from “benevolent bullying” and control to:
- One that facilitates social learning through:
  - Compassion
  - Curiosity
  - Credibility
- That teach students to explore flows of behaviour



# Collaborative Strategies

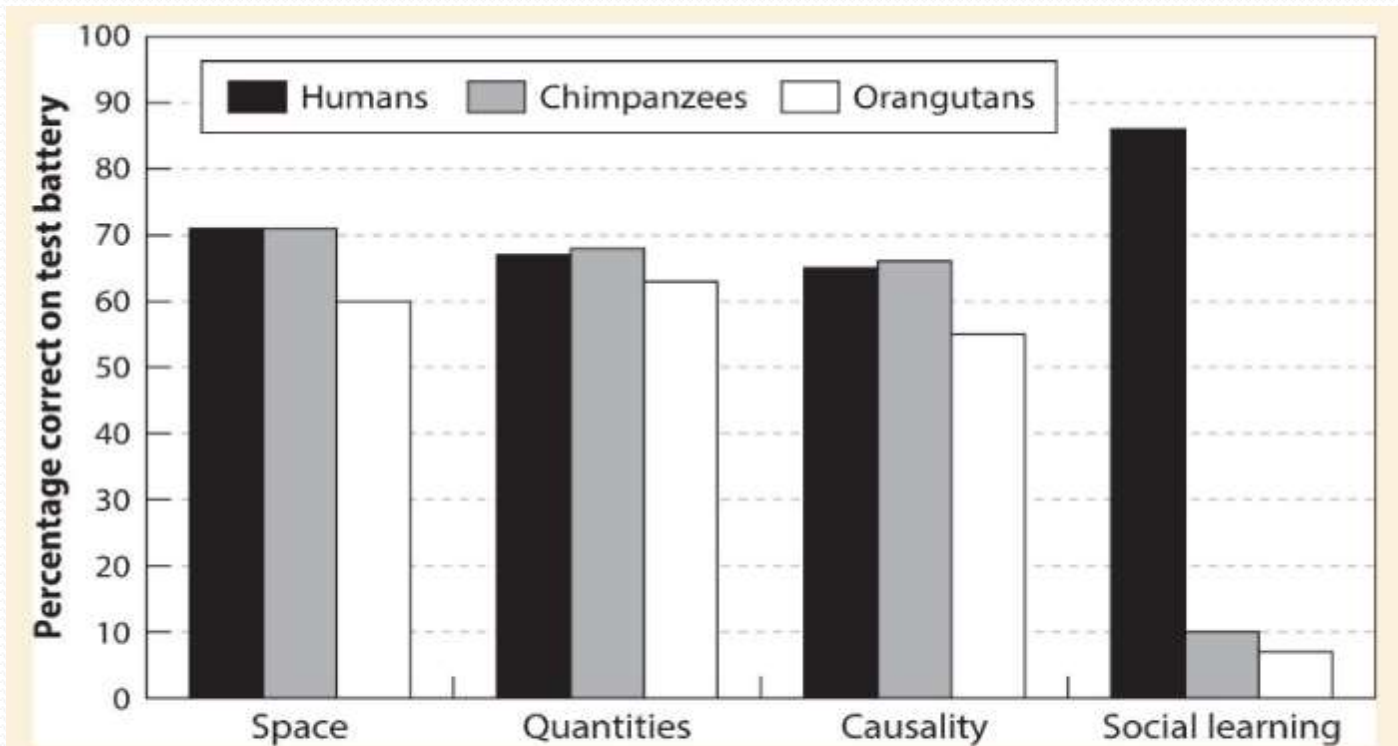
## The Challenge

# The Challenge





# Our Problem: Social/Cultural Transmission & Human Development



**Figure 2.2.** Average performance on four sets of cognitive tests with chimpanzees, orangutans, and toddlers.

# LANGUAGE THAT TEACHES MORE THAN 'COMPLIANCE'

- *Note this can be done verbally, in text or through pictures.*

## PLIANCE

WHERE THE LANGUAGE (of intervention) SPECIFIES ONLY THE ACTION AND THE FUNCTION IS TO PLEASE THE INSTRUCTOR OR FOLLOW A RULE BLINDLY. (*Darin Cairns 2018*)

### PLIANCE

GOOD STUDENTS DON'T YELL OUT  
IT MAKES EVERYONE FRUSTRATED WHEN YOU  
YELL

DON'T GET ANGRY  
DON'T HIT  
IT MAKES ME ANGRY WHEN YOU DON'T  
LISTEN

IT MAKES ME HAPPY WHEN YOU TRY  
YOU LET YOURSELF AND ME DOWN WHEN  
YOU GIVE UP

# How Pliance Can Lead To Maladaptive Avoidance Based Coping

## VIEW OF SELF

GUILT

SHAME

SELF  
ATTACK

LIMITED  
SELF  
INSIGHT

AVOID  
NEGATIVE  
FEELINGS

***POOR RELATIONS  
WITH FEELINGS***

**POOR COPING  
SKILLS**



**BEING 'GOOD' IS MUCH MORE  
THAN JUST NOT BEING BAD....**

## VIEW OF OTHERS

THREATS

BARRIERS

NOT  
INFORMATIVE

NOT FOR ME  
TO FIT IN WITH

NOT  
INFORMATIVE

***DON'T RECOGNISE  
HEALTHY  
RELATIONSHIPS***

**POOR SOCIAL  
SKILLS**



# Collaborative Strategies

The Solution

# The Solution



# How does Kenwick School encourage pro-social development?

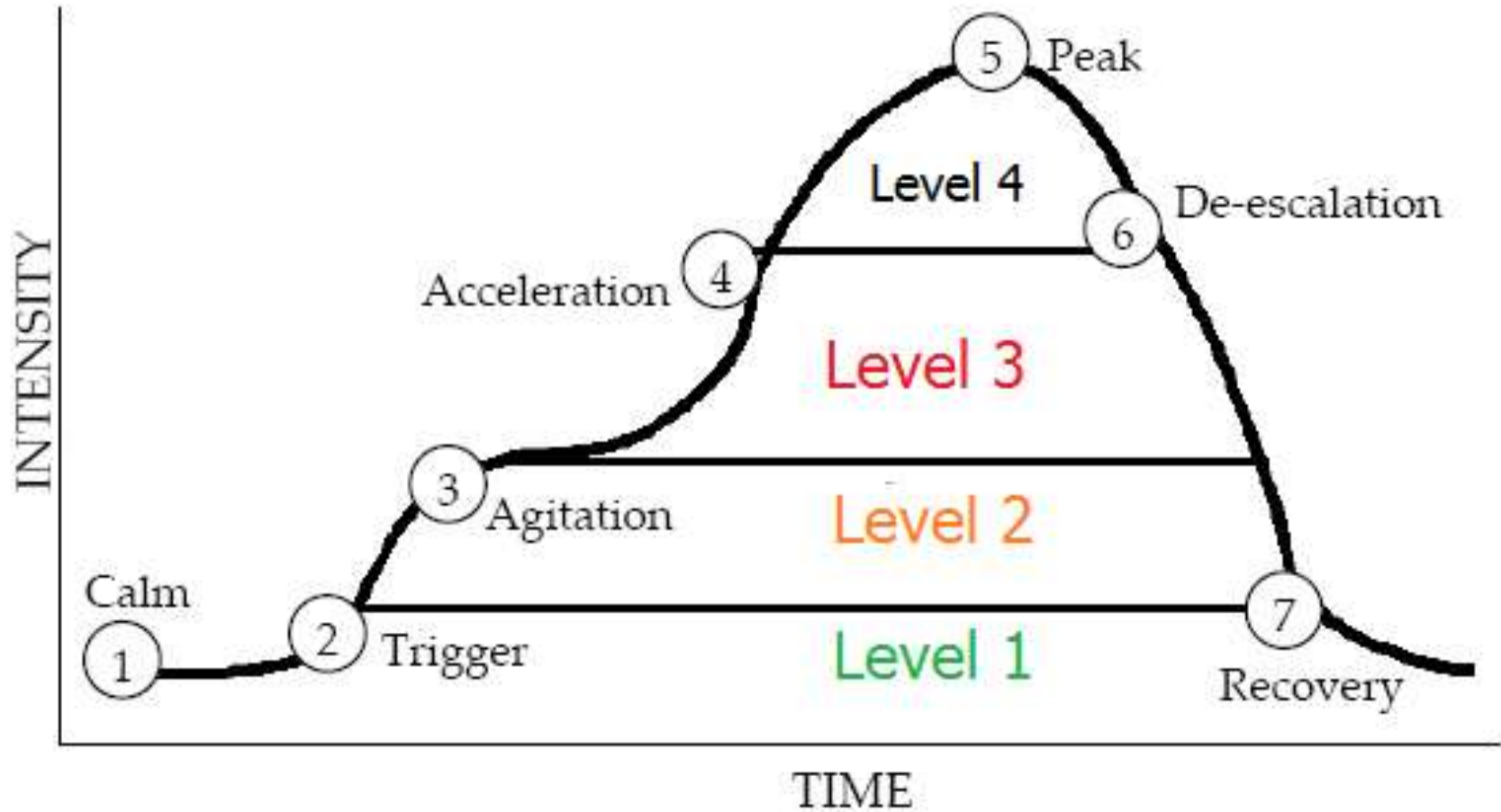
- Coping - Self regulation
- Flow of behaviour - Trust and Tracking
- Shaping

# Coping and Self Regulation

- Feeling comfortable despite an uncomfortable stimuli, such as feelings of anger or disappointment.
- Maintaining control of cognitive thought
- Using strategies to regulate arousal before extreme behaviours.



# Levels of Escalation

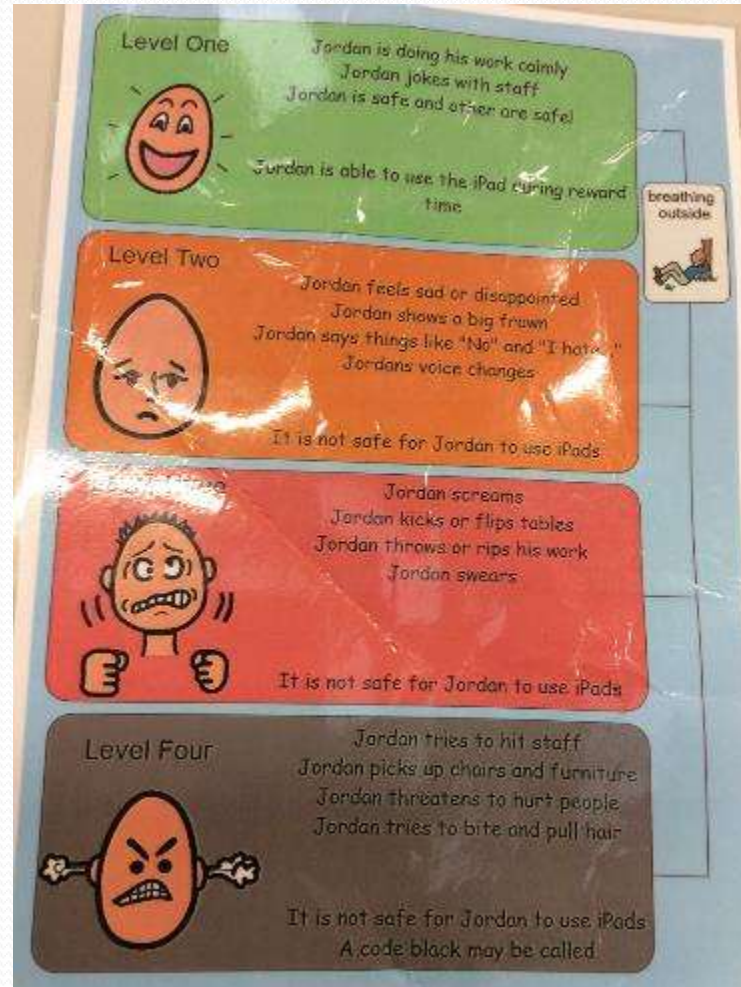




# Escalation Levels chart

- Explore your student's behaviour, allow them to work with staff to create this
- This is ongoing - continue to 'grow' the chart as new behaviours surface
- Triggers, self regulation strategies and indicators which the student is at a given level

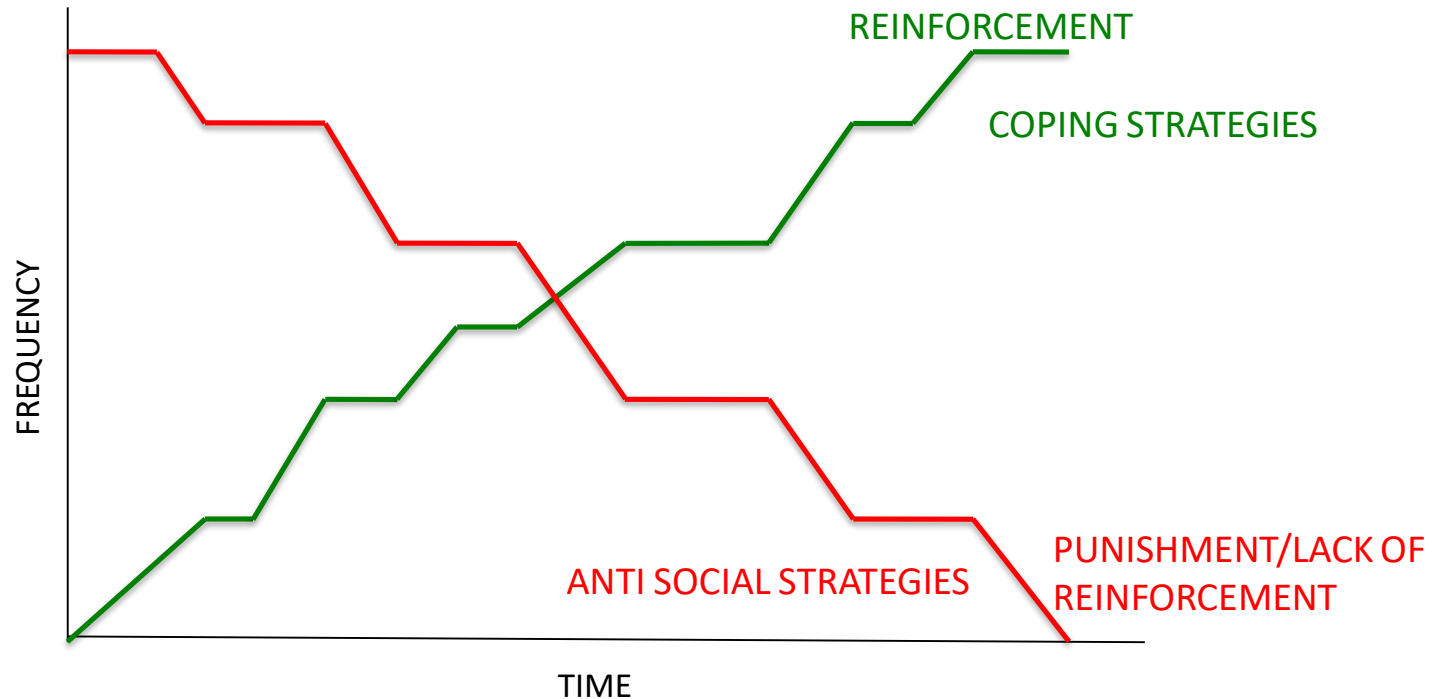
# Example of Escalation Levels Chart



# Example of Escalation Levels Chart

My Level	What do I do?	What do I feel?	Triggers	How can I cope?	What can Staff do?
1	Joke around Laugh Tell stories Listen to staff Work and follow schedule Hold head high and look at people	Happy Excited Proud		Not needed	Tell Will I think he's at level 1 and see if Kyle agrees Discuss other tasks Tell Will he is working really well Talk about choices (Rewards etc.) Kyle makes own choice
2	Quiet head down Fidget (tap fingers) Avoid contact with others Sigh Withdraw	Average Disappointed Tense Frustrated	Missing out Getting stuck or not Missing Mum Feeling tired	Breathing Whiteroom/Chillout Room Go for walk Jobs out of class	Tell Will I think he's at level 2 and see if Kyle agrees Offer white room/chillout room/garden Talk about choices (Rewards etc.)
3	Swear Shout Call people 'dumb dog' Say "I don't care" Stomp feet Push tables with feet	Sad Angry	Asked to share Getting teased Getting escorted somewhere Missing Mum Swimming	Breathing Tell a teacher why your upset Take self somewhere safe	Tell Will I think he's at level 3 and see if Kyle agrees Offer white room/chillout room/garden Choices may need to be made by other staff
4	Shout "Never" Barricade door Swirling Empty ballpit	Lost control	People telling me what to do	I have lost control I can't be sent to Mr Whithouse office and possibly suspended as kept after school	Call code black

# Collect Data on Pro and Anti Social Behaviour – *Are your Strategies working?*





# Collaborative Strategies

## The How

# The How



# Flow of Behaviour

- Tracking
- Building trust
- Being seen as a predictor



# Tracking

- Building a trusting relationship with students
- Being seen as a good predictor of outcomes
- Students will seek staff for their input on the consequences of their actions
- Teaches students about authority systems and self regulation strategies
- Eliminates the need for oppositional defiant behaviour as there is no opposition, just clear pathways



# LANGUAGE THAT TEACHES MORE THAN 'COMPLIANCE' *(Darin Cairns 2018)*

## TRACKING

WHERE THE LANGUAGE (of intervention) SPECIFIES THE RELATIONSHIP BETWEEN THE CONTEXT (Situation), THE ACTION AND THE OUTCOME THAT ACTION is likely to ACHIEVE.

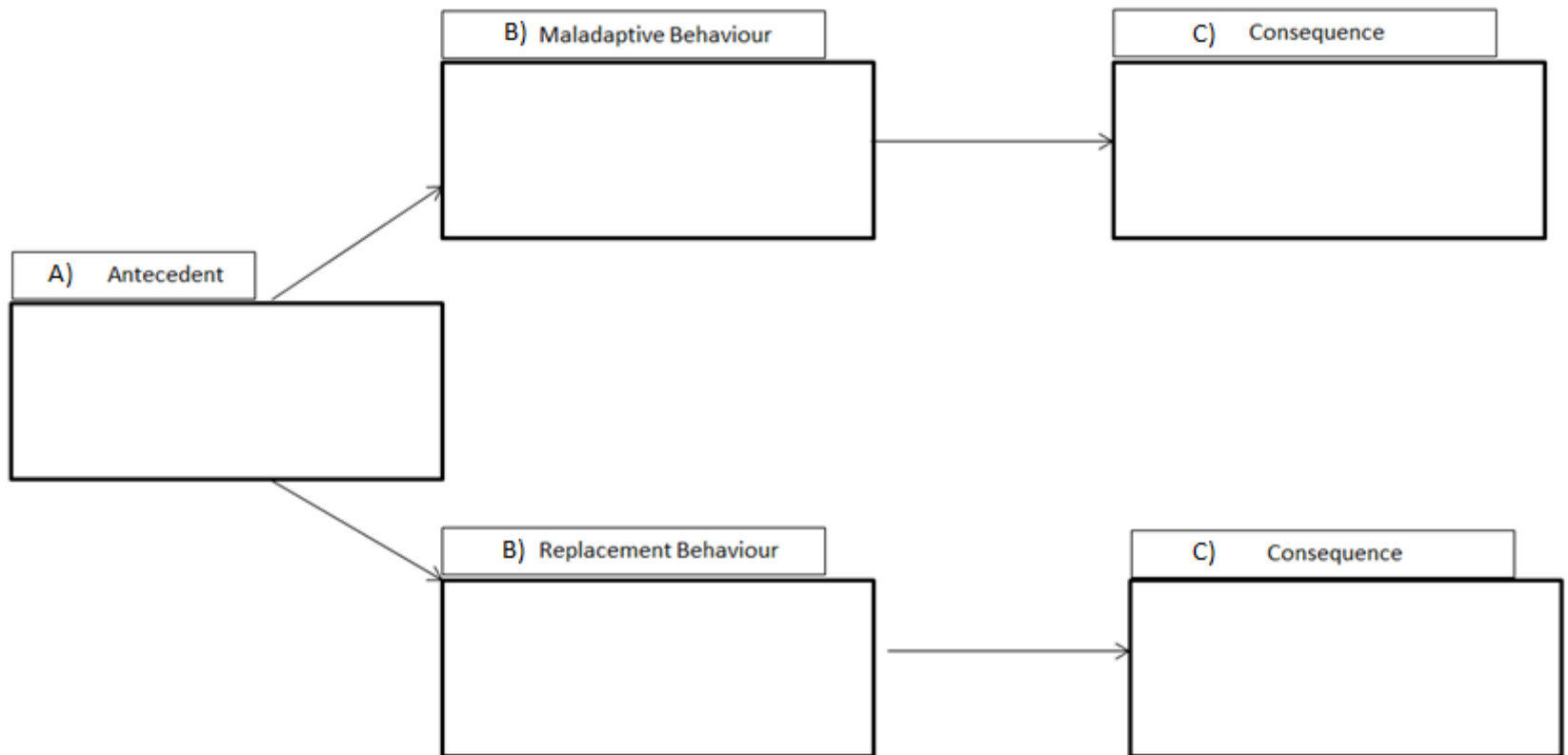
### TRACKING

WHEN YOU KNOW THE ANSWER PUT YOUR  
HAND UP AND YOU WILL BE ASKED

IF YOU ARE FEELING ANGRY ABOUT SOMEONE  
PUSHING YOU, TELL A TEACHER AND SHE  
WILL TALK TO THE STUDENT WHO DID IT.

IF YOU PRACTICE ANOTHER EXAMPLE EVERY  
TIME YOU FAIL, YOU WILL START TO SEE  
GAINS

# A Simple Track



# A: Antecedent

- Situational Context
- The choice point
  - The stimulus which starts the track. When this occurs, the student has a decision on which track to choose.
  - Clearly inform the student that they are at a choice point, describe the behaviours they can choose and describe the consequences of those behaviours

## A: What does the student want?

- Ask the student exactly what they are seeking from the behaviour.
- When possible, don't assume
  - Student escalating over “work” which turned out to be because of an incident in the playground

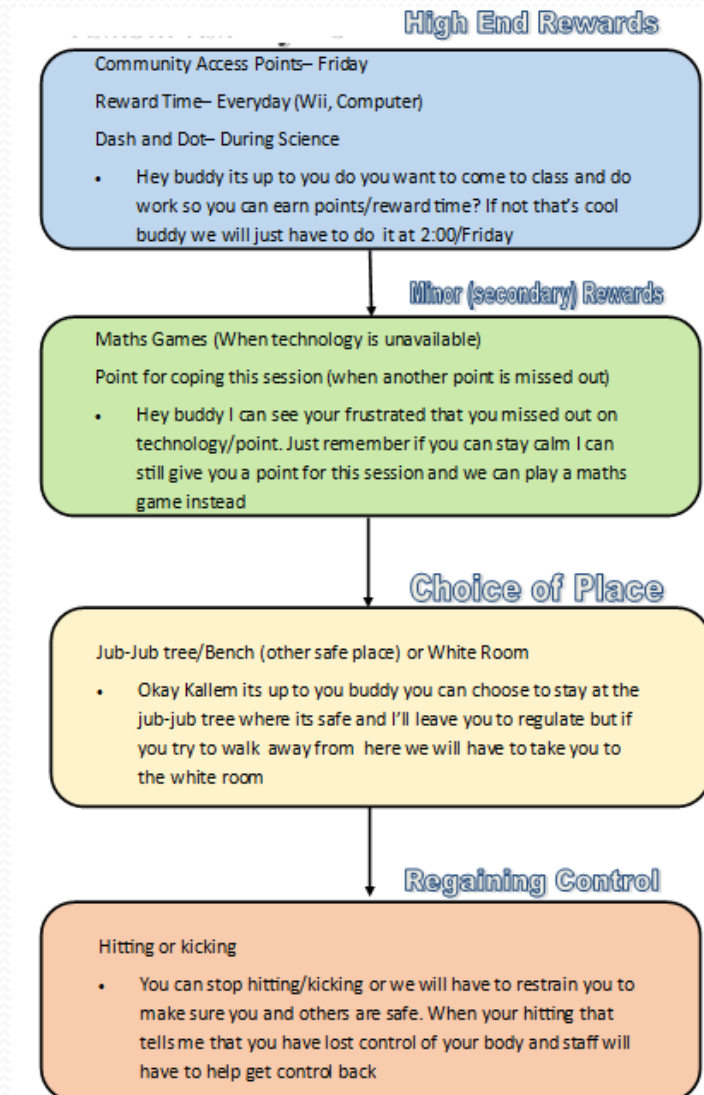
## B: Behaviour

- The behaviours which the student can choose
  - The response to the antecedent
  - A decision for which track the student wishes to take is made
- Give students an option for obtaining what they want, but also let them know that using the antisocial behaviour will put that goal further away.

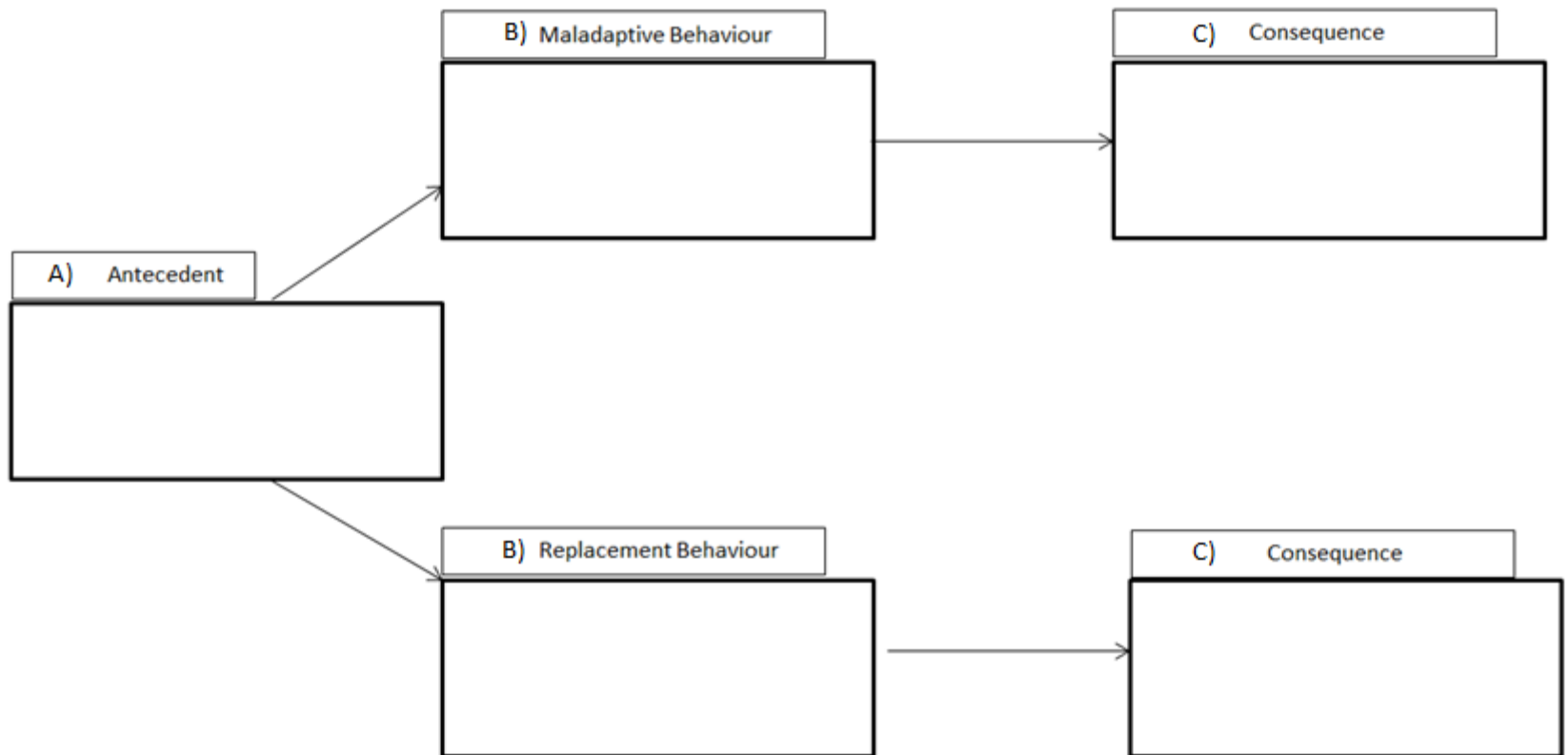
# C: Consequence

- The consequence of the students behaviour
  - The end result of the track which the student has chosen
- Regardless of choice, allow the student to explore
  - This is to test your credibility, whether choosing a track ends in the way you predicted

# Example of Tracking Scales



# A Simple Track





# Kenwick School

## *Our Approach*

Engaged **Consultant Psychology** (disability/developmental) to:

- ❑ *enhance staff knowledge/skills, and*
- ❑ *support case management of several 'at-risk' students.*

**Range of targeted interventions** based on individual student need

*[e.g. 2 wrap around therapeutic programs (2:1)]*

0.4 FTE Teacher and EA **Social Development Coordinator** roles.

**School leadership** point of need support to model and shape preferred strategies.

**Data collection system** – records types & intensity of incidents.

# Kenwick School

## *Our Conclusions*

Our practice based research confirms:

- Academic research findings that ‘tracking’ increases **emotional** and **social** capacity of students;
- Students will seek ways to **challenge** and **subvert** established strategies, meaning **we** need the flexibility to adapt;
- These must be **consistently applied** across home, school and community settings for optimal results;

# Kenwick School

## *Our Conclusions*

Our practice based research confirms:

- Students quickly identify consistent and **accurate information sources** and **reject** those who are not;
- Parental/caregiver **capacity** and/or **willingness** to implement 'tracking' strategies is crucial; and
- Once an external environment is not onboard or drifts, students will **opt to replicate** that 'low demand' environment at school.



# Collaborative Strategies

## Case Studies

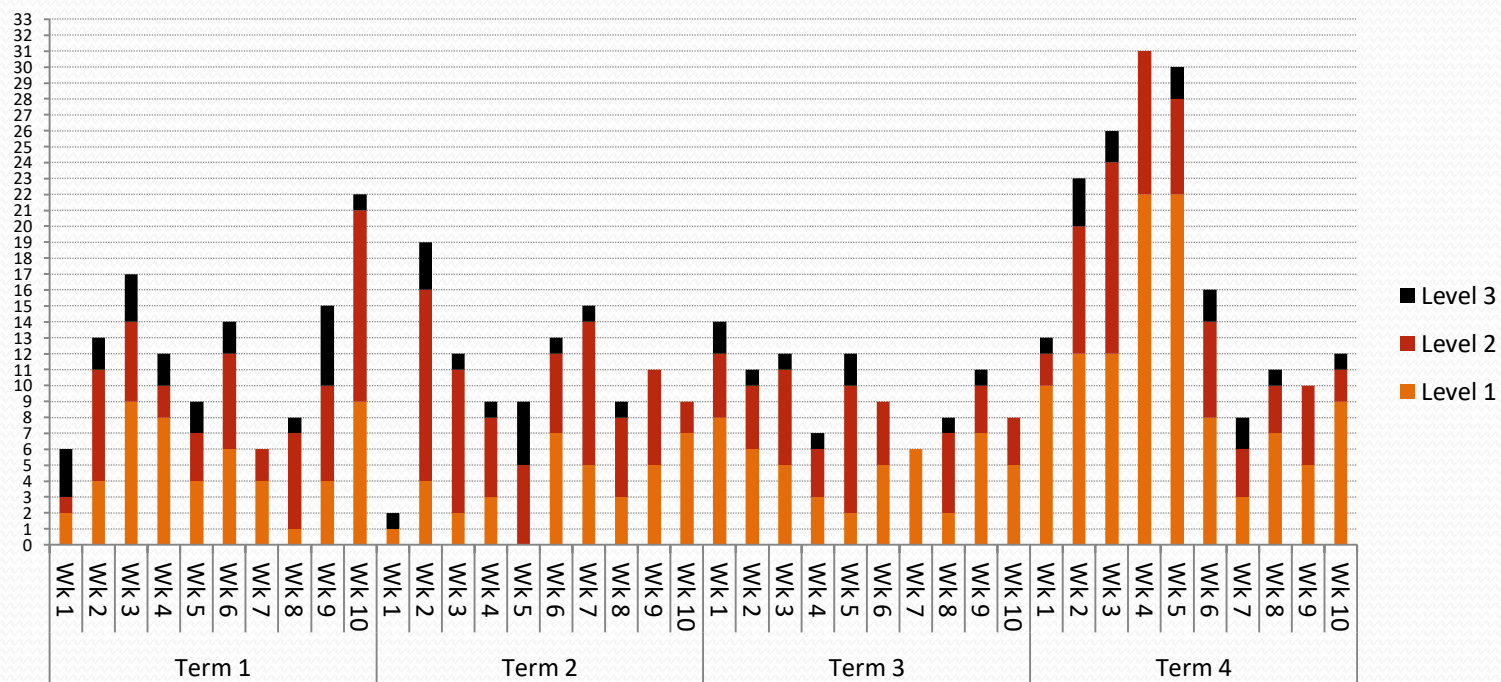
# Teacher Statement



# Whole School

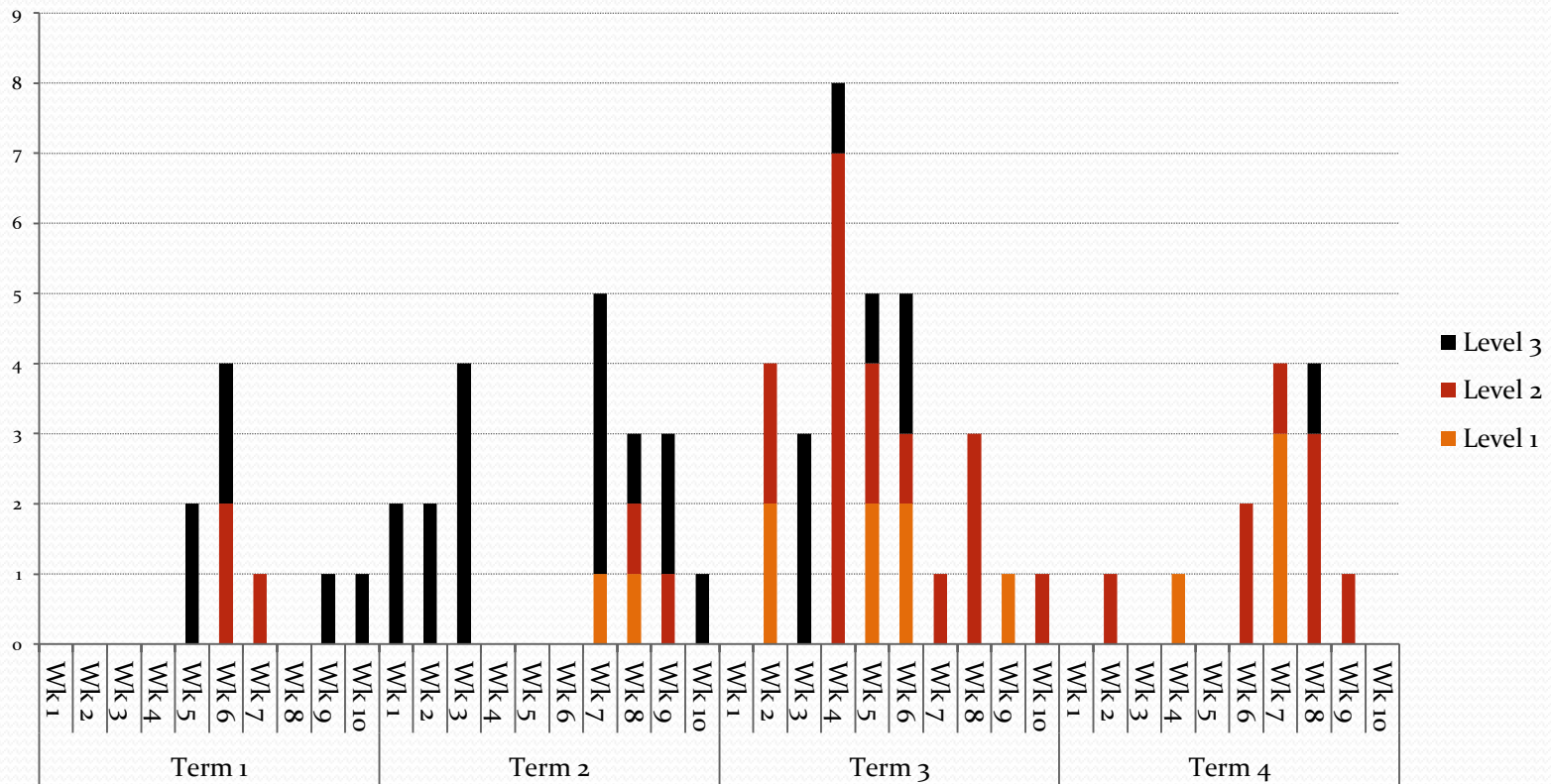
## Behaviour Data Collection 2017

### Incident Type: All Incidents



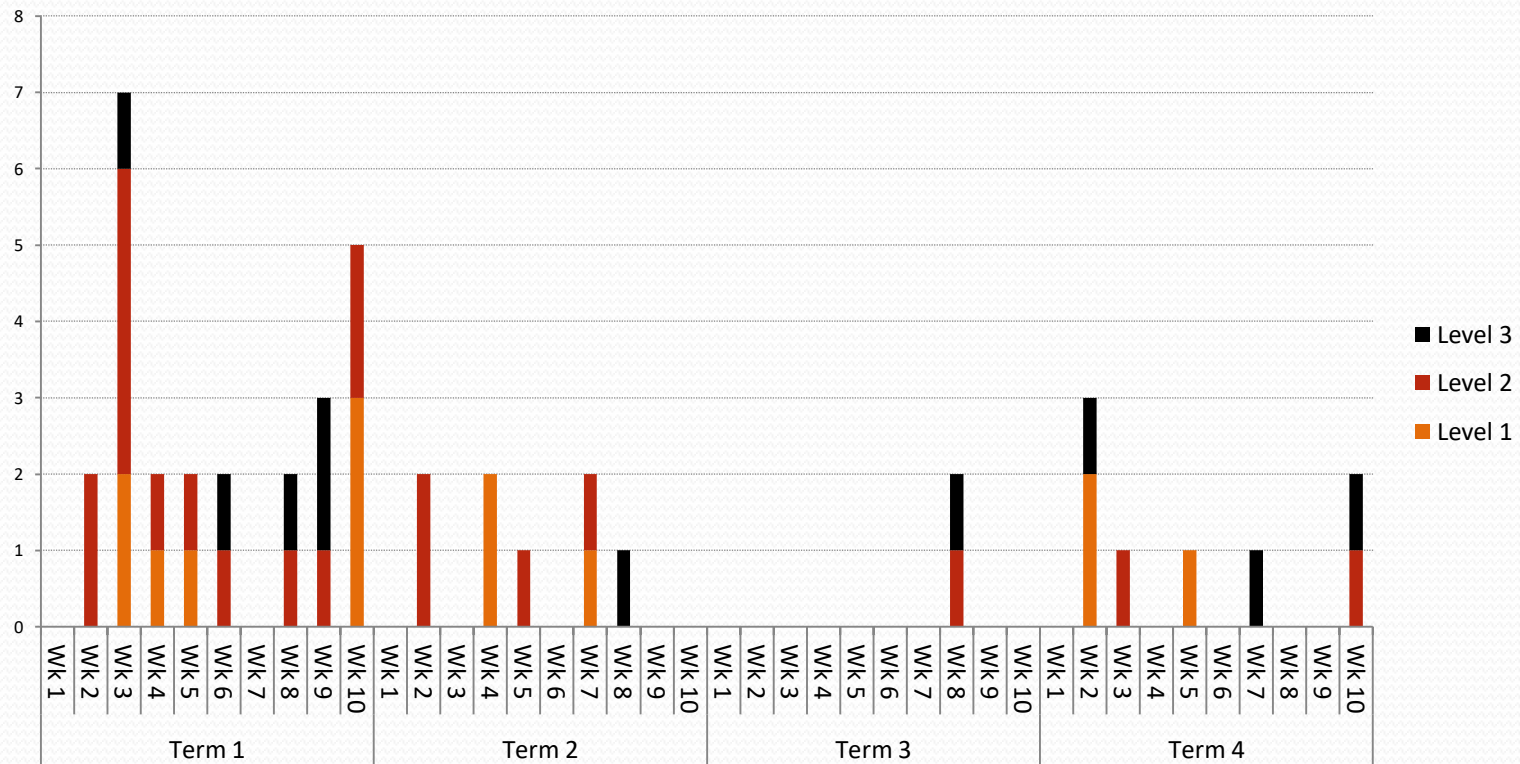
# Case Study 1

## Student "KK" 2016



# Case Study 1

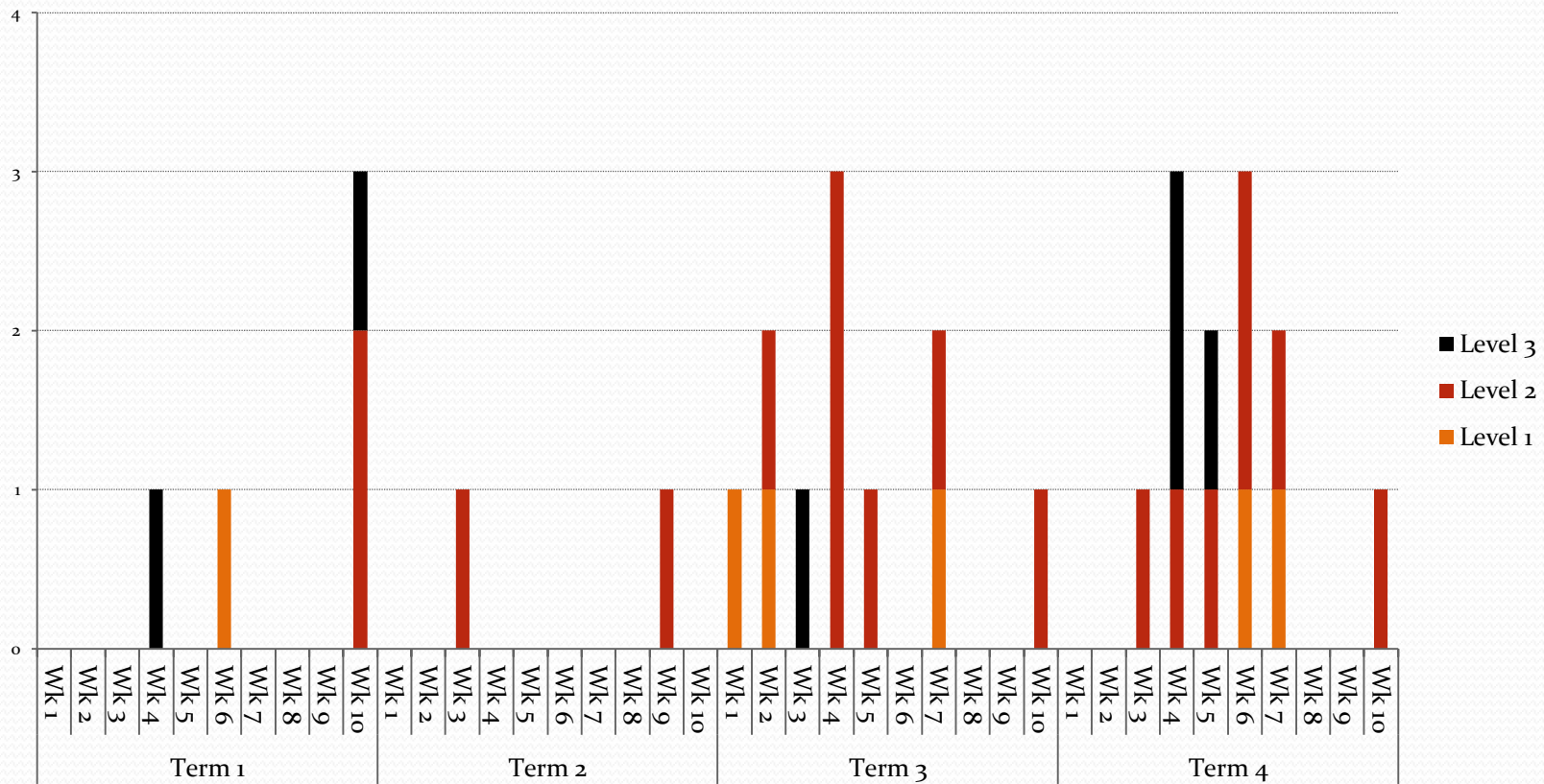
## Student “KK” 2017





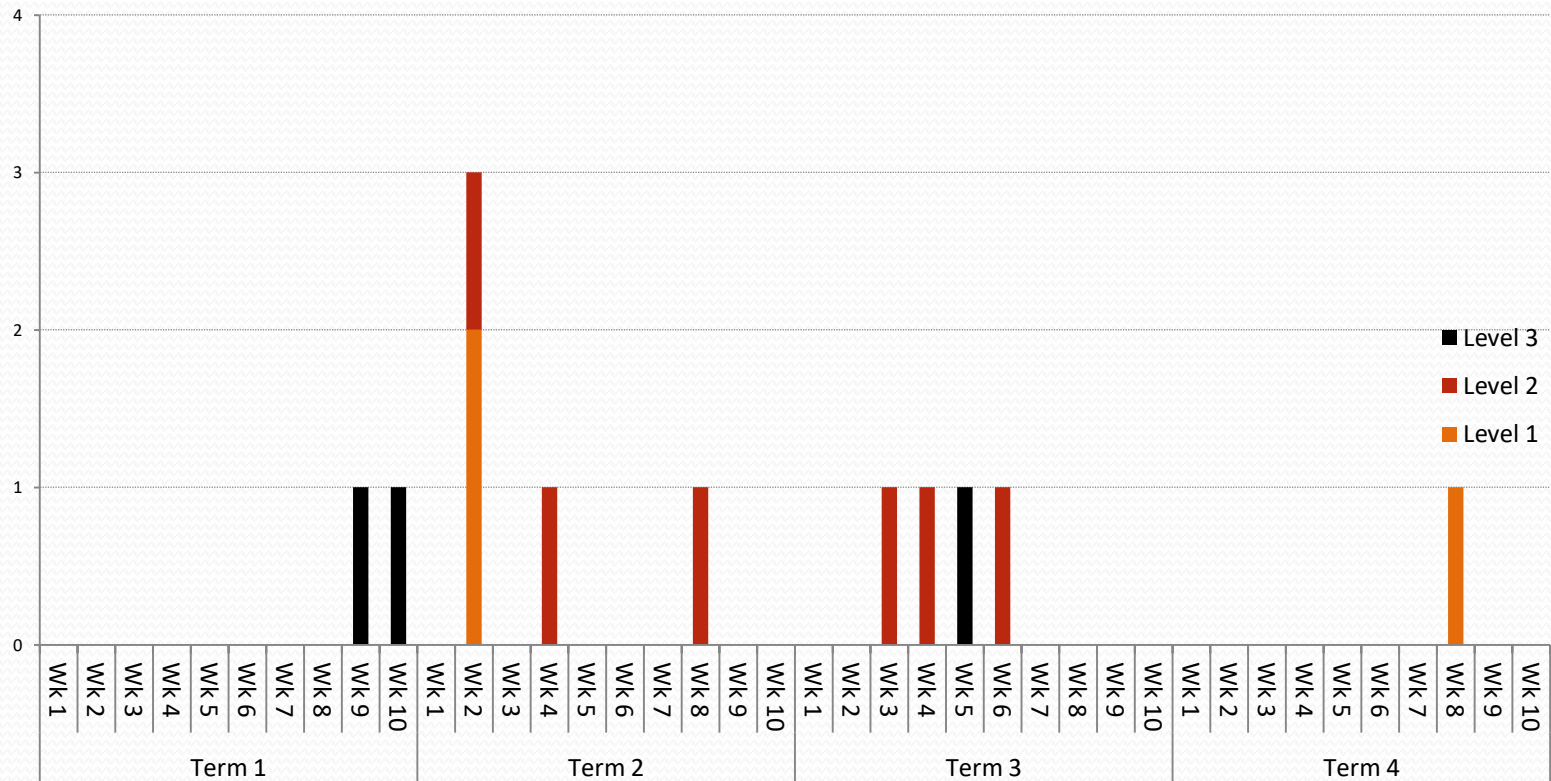
# Case Study 2

## Student "JW" 2016



# Case Study 2

## Student "JW" 2017



# Kenwick School

## *Our Approach*

- Engagement of **Consultant Psychologists** (disability/developmental) to enhance staff knowledge and skills, and support case management of several 'at-risk' students;
- **Innovative programs** based on individual student need, including two highly structured wrap around therapeutic programs (2:1)
- Creation of a (0.4 FTE) EA **behaviour therapy role** to support social development;
- **School leadership** point of need for support high-needs incidents and to model and shape preferred strategies;
- Nuanced **data collection** and analysis processes measuring types and intensity of behavioural incidents.

# Kenwick School

## *Our Conclusions*

Our practice based research in the application of collaborative strategies confirms:

- Academic research findings that ‘tracking’ increases the **emotional** and **social** capacity of students;
- Students will seek ways to **challenge** and **subvert** established strategies, meaning **we** need the flexibility to adapt;
- These must be **consistently applied** across home, school and community settings for optimal results;
- Students quickly identify consistent and **accurate information sources** and **reject** those who are not;
- Parental/caregiver **capacity** and/or **willingness** to implement ‘tracking’ strategies is crucial; and
- Once an external environment is not onboard or drifts, students will **opt to replicate** that ‘*low demand*’ environment at school.

# Contacts

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Kenwick School

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# Thank you for listening

## Q & A

