

CASE STUDY Nicola

DIMENSION Create caring, supportive environments that promote learning and wellbeing

THEME Family Diversity
Cultural Diversity

OUTCOME To explore how schools and classrooms can be inclusive of diversity to promote wellbeing.

FORMAT Group Discussion

From the film, we could assume many things about Nicola's family background, country of origin, language and cultural heritage. Australian families are very diverse and family structures are not uniform even within a given cultural group. Before your tutorial or seminar, write down your own definition of *Family*.

Read about the diversity of Australian families, including some statistical information. The reading from Siggers and Sims (2004) will be helpful. Explore websites that relate to families such as the Australian Institute of Family Studies and the Australian Bureau of Statistics. After completing your reading, write another definition of family. Does your second definition differ from your first? If so, how?

Working in small groups, share your revised definitions of family. Discuss ways in which schools and teachers can be supportive and inclusive of diverse family backgrounds, as well as how inclusive practices might impact on students' social and emotional wellbeing.

In your discussion, you should consider:

- What family models and cultures may be represented in your community?
- Consider cultural background, religious practice, socio-economic factors and family structure.
- How might family relationships and practices affect a child's wellbeing and learning?
- What if a family is from a refugee, Aboriginal or Torres Strait Islander or immigrant background?
- What if a family has a structure that is not common in their community, eg same-sex parents?
- How can teachers ensure that their schools and classrooms respect family diversity?
- Why and how might inclusive practices in schools help to promote resilience and wellbeing?

RESOURCES

Berk, L. (2005). *Infants, children, and adolescents (5th ed.)*. Boston: Pearson Education Inc.

Groome, H. (1995). Chapter 4 in *Working Purposefully with Aboriginal Students*. Wentworth Falls, NSW: Social Science Press.

Heitmeyer, D. (2001). The Issue is not Black and White: Aboriginality and Education. In J. Allen (Ed.), *Sociology of Education: Possibilities and Practices* (pp.211- 232). Katoomba: Social Science Press.

Hunter Institute of Mental Health (2007). *Resilience*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Siggers, S. and Sims, M. (2004). Diversity: beyond the nuclear family. in M. Poole (Ed) *Sociology of the family*. Sydney: Allen & Unwin, (pp 66 – 87).

<http://www.aifs.gov.au>

<http://www.abs.gov.au>

CASE STUDY Nicola

DIMENSION Create caring, supportive environments that promote learning and wellbeing

THEME Safe and Supportive Environments
Behaviour Management

OUTCOME To identify several physical and non-physical characteristics of a safe and supportive learning environment.

FORMAT Research / Literature Review

In the film, we see Nicola's teacher discussing some important wellbeing issues in the classroom. The classroom environment, both physical and non-physical, can have a significant impact on children's wellbeing, behaviour and learning outcomes.

By reading a selection of the resources recommended below, or by finding your own material on this topic, develop a list of classroom elements that may be important in promoting a safe and supportive environment.

You may like to consider a range of issues such as:

- the physical set up of a classroom
- furniture and other physical resources
- the use of a variety of teaching practices and resources
- the style of feedback or discipline used by the teacher
- establishment of class rules for behaviour and discussion
- practices that are supportive of diversity and inclusion.

In what ways might such factors influence learning and wellbeing?

How can such factors be useful in contributing to positive behaviour management?

RESOURCES

Elias, M. (2003). Academic and social-emotional learning, in International Bureau of Education & International Academy of Education, *Educational Practices Series 11*. Retrieved 17 December, 2007 from: <http://www.ibe.unesco.org/publications/EducationalPracticesSeriesPdf/prac11e.pdf>

Fisher, K. (n.d.) The impact of school infrastructure on student outcomes and behaviour, *Schooling Issues Digest*. Retrieved November 1, 2007, from: <http://www.dest.gov.au/NR/rdonlyres/69728B50-143A-4C9A-BD91-3703FC7A80DC/4507/building.pdf>

Hester, P. P., Baltodano, H. M., Hendrickson, J. M., Tonelson, S. W., Conroy, M. A. & Gable, R. A. (2004). Lessons learned from research on early intervention: What teachers can do to prevent children's behaviour problems. *Preventing School Failure*, 49 (1), 5-10.

Pirola-Merlo, Siobhan (2003). Chapter 4 in *Relationship management in the primary school classroom*. Frenchs Forest, NSW: Pearson Education.

Tanner, K. & Jago, E. (1999). The Influence of the school facility on student achievement. Washington D. C.: University of Georgia. Retrieved November 1, 2007, from: <http://www.coe.uga.edu/sdpl/research.html>

CASE STUDY Nicola

DIMENSION Create caring, supportive environments that promote learning and wellbeing

THEME Bullying and Harassment
Safe and Supportive Environments

OUTCOME To understand the impacts of bullying in schools and explore a number of potential prevention strategies.

FORMAT Reflection / Written Response

The film of Nicola portrays some episodes of bullying among a group of primary school girls. As children approach adolescence, they become less reliant on family relationships and place greater importance on peers. Friendships among girls in the middle years of schooling are often fluid and problematic, which can be a source of considerable distress for students as well as impacting on their learning. Most schools and teachers try to create a caring, supportive environment in which the impact of such issues can be minimised.

PART ONE: Reflection

Reflect on your own experiences from preschool to the end of primary school. Can you recall incidents that you experienced, witnessed or heard about that would have been classified as bullying? How did this impact on the children involved? How common was this behaviour among your peers? Did teachers intervene?

PART TWO: Research and Written Response

By reading a selection of the resources recommended below, or finding your own material, develop a written response (essay) which addresses the following questions:

- What is bullying?
- What are the mental health impacts of being bullied?
- Are there negative outcomes for bullies as well?
- What can schools and teachers do to prevent bullying?

PART THREE: Follow-up reflection or tutorial discussion

Having reflected on your own experience and considered the literature, how you will respond if you are approached by a child seeking help about a bullying incident? How can you demonstrate empathy and support while following appropriate professional guidelines and school policies?

You might also think about whether there are other bullying scenarios that could occur in a school. For example, could school staff bully each other? Do children bully staff? Can parents also be bullies?

RESOURCES

Hunter Institute of Mental Health (2005). *Bullying and Mental Health*. Fact Sheet from the Response Ability web site: www.responseability.org

Rigby, K. (2003). *Addressing bullying in schools: Theory and practice*. Canberra: Australian Institute of Criminology.

Rigby, K. (2003). Consequences of bullying in schools. *Canadian Journal of Psychiatry*, 48(9), 583-590.

The Bullying No Way! website: www.bullyingnoway.com.au

The MindMatters website: www.curriculum.edu.au/mindmatters

CASE STUDY Nicola

DIMENSION Create caring, supportive environments that promote learning and wellbeing

THEME Safe and Supportive Environments
Aboriginal and Torres Strait Islander Wellbeing

OUTCOME To define the characteristics of a safe and supportive school environment.

FORMAT Case Study Reflection and Response

In preparation for this activity, read some of the resources suggested below about the characteristics of a safe and supportive school environment, or explore this concept through other sources.

Make a list of the key characteristics of a safe and supportive environment, where the social and emotional wellbeing of children and staff is actively promoted. To help you do this, you might like to imagine yourself walking into a new school – what would you see, hear and feel?

Your tutorial class will be divided into five groups and will be asked to watch the *Nicola* case study film. Each group will consider whether the school portrayed in the film is a safe and supportive environment.

Each group will be asked to watch from a particular perspective, based on the *Six Thinking Hats* exercise of de Bono. You can use this technique in school classrooms too, so you may wish to research more about de Bono through the Internet or your library.

One of the things important in a supportive school environment is to be inclusive of student diversity. For the purpose of this exercise, the group with the Green Hat – which is about creativity and possibilities – will be asked to focus on how such a school could be supportive of the wellbeing of Aboriginal and Torres Strait Islander students and families.

White:	Facts and data.	Make a note of the key events of the film and what they signify.
Black:	Problems and negatives.	Look for any signs that the school may not be safe and supportive.
Yellow:	Optimism and positives.	Look for any positives that do suggest a supportive school.
Red:	Emotions and intuition.	Ask yourself how the characters feel and what motivates them.
Green:	Creativity and possibilities.	Consider how well this school might care for Indigenous students.

The sixth hat is the Blue Hat. This represents the perspective of someone who integrates all of these viewpoints and examines the implications, helping the group to reach a balanced decision. After watching the film, spend 10 minutes discussing your group's findings. Nominate a spokesperson to report back to the class. The full tutorial group now represents the Blue Hat and will weigh up all of these perspectives. On balance, do you think this is a safe and supportive school? If not, what strategies could be implemented to improve the school climate? How could Indigenous students and families be supported?

RESOURCES

Benard, B. (2004). Chapter 4 in *Resiliency: What we have learned*. San Francisco, CA: WestEd.

Heitmeyer, D. (2001). *The Issue is not Black and White: Aboriginality and Education*. In J. Allen (Ed.), *Sociology of Education: Possibilities and Practices*. Katoomba: Social Science Press, pp.211- 232.

Hunter Institute of Mental Health (2007). *Resilience*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

CASE STUDY Nicola

DIMENSION Create caring, supportive environments that promote learning and wellbeing

THEME Social and Emotional Learning
Resilience and Wellbeing

OUTCOME To identify key social and emotional development milestones from early childhood through to primary school, and consider their implications for managing student wellbeing.

FORMAT List and Discussion

Refer to a number of child development texts, and/or use the recommended resources below, and construct a table that outlines the key social and emotional milestones of children from infancy to primary school, eg:

Age	Emotional skills or milestones	Social skills or milestones
0-3 years		
3 -6 years		
7-11 years		

A range of factors impact positively and negatively upon children's social and emotional development. As a teacher, you are likely to be working with children who have a range of strengths and vulnerabilities in regard to their social and emotional skills. This may be evident through their behaviour and relationships and can have a profound impact on learning. Children learn many of their social and emotional skills through relationships. Positive and effective relationships provide feedback that allows children to modify their behaviour and manage their emotions. By upper primary school, relationships with peers become particularly important to children as they gradually move toward independence from their family.

Discuss the following questions in a small group, and then share your findings with the class:

- Make a list of broad strategies that schools and teachers can use to encourage positive relationships within the school community.
- Would these strategies look different if you moved from teaching Year 1 to teaching Year 6?
- In what ways does this developmental approach assist us in promoting children's resilience and wellbeing? Are there any limitations to this approach?

RESOURCES

Berk, L. (2006). *Child Development, 7th Edition*. Boston: Pearson Education, pp. 395-473.

Centre for Community Child Health. (2007). Child Behaviour: Overview of the Literature. Monograph 3 in O'Hanlon, A., Patterson, A., & Parham, J. (Series Eds.), *Promotion, Prevention and Early Intervention for Mental Health in General Practice*. Adelaide: Auseinet, pp. 9-14. Retrieved November 7, 2007, from: http://auseinet.flinders.edu.au/files/resources/auseinet/child_beh.pdf

Hunter Institute of Mental Health. (2007) *Children and young people's wellbeing: An educator's guide*. Canberra: Department of Health and Ageing. Retrieved November 1, 2007, from: www.responseability.org

Pirola-Merlo, Siobhan (2003). Chapter 7 in *Relationship management in the primary school classroom*. Frenchs Forest, NSW: Pearson Education.

Porter, L. (1999). *Young children's behaviour: Practical approaches for caregivers and teachers*. Sydney, NSW: MacLennan & Petty.

CASE STUDY Nicola

DIMENSION Help children and young people to develop social skills and learn to manage their emotions

THEME Resilience and Wellbeing
Social and Emotional Learning
Wellbeing and Learning

OUTCOME To interpret the concept of resilience and discuss how and why this is linked to the promotion of learning and wellbeing.

FORMAT Group Discussion

The term **resilience** is a term used in mental health to describe a person's capacity to cope with changes and challenges and to bounce back during difficult times.

- Read some of the key concepts documents and fact sheets from the ResponseAbility website on social and emotional wellbeing, resilience and social and emotional learning.
- Relate this reading to your own experiences of primary school.
- Think of the reading and learning you have done so far in your Education course.

This activity is going to be in the form of a "Round Robin" which is one that you too could use in any classroom with any subject area when you become teachers. The lecturer will divide you into pairs. Together with your partner you will begin at one work station and after two minutes when you are instructed to move, you will move to the next station. At each station you will find a question on a large sheet. Discuss each question with your partner and add your responses to each question but do not duplicate any answers. The exercise will become more difficult as the responses become exhausted. Please write legibly.

When all pairs have been around all questions, each pair will share with the whole group the responses to the question at which they finished up and there will be an open forum for discussion.

RESOURCES

Benard, B. (2004). Chapters 4 & 5 in *Resiliency: What we have learned*. San Francisco, CA: WestEd.

Elias, M. (2003). Academic and social-emotional learning, in International Bureau of Education & International Academy of Education, *Educational Practices Series 11*. Retrieved 17 December, 2007 from: <http://www.ibe.unesco.org/publications/EducationalPracticesSeriesPdf/prac11e.pdf>

Hunter Institute of Mental Health. (2007) *Children and young people's wellbeing: An educator's guide*. Canberra: Department of Health and Ageing. Retrieved November 1, 2007, from: www.responseability.org

Hunter Institute of Mental Health (2007). *Resilience*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Hunter Institute of Mental Health (2007). *Social and emotional wellbeing*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Hunter Institute of Mental Health (2007). *Social and emotional learning*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

CASE STUDY Nicola

DIMENSION Help children and young people to develop social skills and learn to manage their emotions

THEME Social and Emotional Learning
Wellbeing and Learning

OUTCOME To read some of the literature on the importance of social skills, and use the information to create a problem solving or cooperative group activity for children that helps them to develop these skills.

FORMAT Research/Literature Review

This following task can be conducted individually, in pairs or small groups.

Problem solving and learning to work cooperatively are two important skills or strengths that have been linked to resilience and wellbeing.

Berk (2006) refers to social problem solving as, “the generation and application of strategies that prevent or resolve disagreements, resulting in outcomes that are acceptable to others whilst also being beneficial to the self.” Your activity should address these strategies in a fun and inclusive way.

Read the four references listed below. Based on your reading, design either a practical group problem solving activity or a cooperative activity for use in upper primary school. This can be in any subject area or from a pastoral or welfare focus.

You might like to consider:

- the social skills that need development in Nicola’s age group
- emotions and friendships of that age group
- the interests of children at that age.

Your presentation of this to the class can be either in the form of a demonstration or as a set of instructions to share and discuss.

RESOURCES

Benard, B. (2004). Chapters 4 & 5 in *Resiliency: What we have learned*. San Francisco, CA: WestEd.

Berk, L. (2006). Chapters 10 and 11 in *Child development* (7th Ed.). Boston: Pearson Education Inc.

Elias, M. (2003). Academic and social-emotional learning, in International Bureau of Education & International Academy of Education, *Educational Practices Series 11*. Retrieved 17 December, 2007 from: <http://www.ibe.unesco.org/publications/EducationalPracticesSeriesPdf/prac11e.pdf>

Porter, Louise (1999) Chapter 8 and Appendix B in *Young Children’s Behaviour Practical Approaches for Caregivers and Teachers*. Sydney, NSW: MacLennan & Petty.

CASE STUDY Nicola

DIMENSION Help children and young people to develop social skills and learn to manage their emotions

THEME Aboriginal and Torres Strait Islander Wellbeing
Refugee Wellbeing

OUTCOME To consider children from culturally diverse backgrounds children and to devise playground activities that encourage inclusion.

FORMAT Reflection/Written Response

Work in small groups for this activity. A great deal of interaction between children happens in the playground, especially at the upper primary stage of children's lives. According to Sullivan (2000), when children are in the playground, "the structures and rules are less defined and the chance of being at risk is greater. From a finite set of relationships, the children move into a mass where different rules apply, where the social groupings are fluid and ever-changing, and where there is little supervision."

Devise two culturally sensitive playground activities that might help children assimilate into a class and school setting and make social connections. Some of these social skills as outlined by Elias that you might like to address include:

decision making	empathy	managing emotions
showing respect	appreciating diversity	knowing how to act appropriately.
building relationships	learning how to negotiate	

From a practical perspective you might consider:

- Is the school a rural or urban setting?
- How large is the school and does this make a difference to the types of games you might devise?
- How might you involve other students such as older buddies?
- How might these activities help ALL children?
- Remember the importance of inclusivity.
- Supervision needs, such as ratios and boundaries.
- Sunsmart issues.
- Age appropriateness.

Share your playground ideas as a whole group then discuss why and how inclusive practices such as these in schools help to promote resilience and wellbeing.

RESOURCES

Benard, B. (2004). *Resiliency: What we have learned*. San Francisco, CA: WestEd.

Berk, L. (2006). Chapters 10 and 11 in *Child development* (7th Ed.). Boston: Pearson Education Inc.

Elias, M. (2003). Academic and social-emotional learning, in International Bureau of Education & International Academy of Education, *Educational Practices Series 11*. Retrieved 17 December, 2007 from: <http://www.ibe.unesco.org/publications/EducationalPracticesSeriesPdf/prac11e.pdf>

Groome, H. (1995). *Working Purposefully with Aboriginal Students*. Wentworth Falls, NSW: Social Science Press.

Heitmeyer, D. (2001). The Issue is not Black and White: Aboriginality and Education. In J. Allen (Ed.), *Sociology of Education Possibilities and Practices* (pp.211- 232). Katoomba: Social Science Press.

Porter, Louise (1999) Chapter 8 and Appendix B in *Young Children's Behaviour Practical Approaches for Caregivers and Teachers*. Sydney, NSW: MacLennan & Petty.

Sullivan, K. (2000). *The anti-bullying handbook*. Auckland: Oxford University Press.

CASE STUDY Nicola

DIMENSION Help children and young people to develop social skills and learn to manage their emotions

THEME Children with Additional Needs
Safe and Supportive Environments

OUTCOME To examine some of the material available on Asperger's Disorder then to develop some classroom strategies that would help children whose behaviour fits within this category.

FORMAT Case Study Response – Verbal/Written

***Asperger's Syndrome falls within the Autism Spectrum.
It is a disability which affects the way a person communicates and relates to others.***
(Asperger's Services Australia)

There is an abundance of literature available on Asperger's Disorder. Read through some of the material then complete the following written task. Focus not only on the characteristics of Asperger's Disorder but also on the strategies that the literature suggests teachers adopt to help these children in everyday contexts.

Written Task:

Imagine that you are Mr Watt and one of the children in your class has been diagnosed with Asperger's Disorder. Using at least three resources, outline the key characteristics of Asperger's Disorder as well as some of the strategies that you as the classroom teacher could adopt to help this child become socially integrated into the class as well as have his/her learning optimised.

You might like to consider the emotional competencies or skills, which a child with this condition would find difficult. How might this affect his or her resilience and wellbeing? What class strategies could you use and might they also benefit others?

It would be useful to apply the three environmental protective factors of:

Caring Relationships,
High Expectations and
Opportunities to Participate and Contribute (Benard, 2004).

RESOURCES

Ashman, A. & Elkins, E. (Ed) (2005). Chapter 5 in *Educating children with diverse abilities*. Frenchs Forest, NSW: Pearson Education.

Attwood, T. (2007). *The complete guide to Asperger's syndrome*. London: Jessica Kingsley.

Benard, B. (2004). Chapter 4 *Resiliency: what we have learned*. San Francisco: WestEd.

Smith, T., Polloway, E., Patton, J., & Dowdy, C. (2004). *Teaching Students with Special needs in Inclusive Settings*. USA Pearson Education.

Response Ability, Hunter Institute of Mental Health: www.responseability.org

CASE STUDY Nicola

DIMENSION Help children and young people to develop social skills and learn to manage their emotions

THEME Behaviour Management
Social and Emotional Learning

OUTCOME To design and trial activities for upper primary students in teaching children about managing their emotions and to make the connection between this and social and emotional wellbeing.

FORMAT Mind Map

Managing emotions is an issue for Nicola and she becomes quite agitated to the point of tears when taunted in the playground by the two girls who are usually her friends. For a girl this age, this could be an embarrassing and frustrating event. Situations such as this are common and as teachers, you will probably be called upon to manage these sorts of outbursts and behaviours throughout your career.

Design a short but interesting hands-on activity in the form of an outline or mind map for this age group that would help the students to learn how to manage emotions. Bring the idea to class and be prepared to trial it on your peers. Make sure that you are fully prepared with all the resources you need. Keep the activity simple.

It might help to plan your idea in a simple lesson outline format using headings in your mind map such as: aim, outcomes, strategies, content, resources, assessment and evaluation.

When you present the idea some discussion will follow to analyse its success and suitability for the intended age group. You will also be asked to justify why activities such as these are important to the social and emotional wellbeing of children and teachers, and be asked which social competencies you are targeting.

RESOURCES

Bellhouse, B., Fuller, A., Johnston, G., & Taylor, N. (2003). *The heart masters for young people managing the difficult emotions*. Queenscliff, VIC: Inyahead Press.

Foreman, P. (2005). Chapter 6 in *Inclusion in action*. Melbourne, VIC: Thomson Nelson.

Pirola-Merlo, Siobhan (2003). Chapters 6, 7 & 9 in *Relationship management in the primary school classroom*. Frenchs Forest, NSW: Pearson Education.

Hunter Institute of Mental Health (2007). *Social and emotional learning*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Hunter Institute of Mental Health (2007). *Social and emotional wellbeing*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

The website of CASEL (Collaborative for Academic Social and Emotional Learning):
<http://www.casel.org/basics/climate.php>

CASE STUDY Nicola

DIMENSION Identify children, young people and families in need of extra support

THEME Staff Wellbeing
Bullying and Harassment
Attachment and Connectedness

OUTCOME To develop effective responses to bullying and harassment in school settings.

FORMAT Group Discussion

In the classroom discussion in the film, the children and Mr Watt spoke about the fact that bullying exists in many forms.

In small groups you are going to spend 30 minutes exploring the following questions then share your responses with the whole group. Your tutor/lecturer will tell you on which questions your group is to focus. Appoint one member of the group as scribe and one as reporter.

For School Students

- What is bullying?
- How might we identify that a child is being bullied?
- How might bullying and harassment affect learning?
- What can teachers do when a child is being bullied?

For School Staff

- What is harassment?
- How might we identify harassment in the workplace?
- How might bullying and harassment affect a teacher's performance?
- What can school staff do when they are being harassed or see someone else being harassed?

Considerations

- Types of bullying
- Bullying at different age groups and across gender
- Types of workplace harassment
- Types of personality and temperament
- The mental health impacts on bullies and those whom they target.

RESOURCES

Berk, L. (2005). *Infants, children, and adolescents (5th ed.)*. Boston: Pearson Education Inc.

Connors, N. (2000). *If you don't feed the teachers they eat the students: Guide to success for administrators and students*. Cheltenham VIC: Hawker Brownlow.

Rigby, K. (2003). Consequences of bullying in schools. *Canadian Journal of Psychiatry*, 48, 583-590.

Sullivan, K. (2000). *The anti-bullying handbook*. Auckland: Oxford University Press.

This Australian website has an abundance of material on bullying:
www.bullyingnoway.com.au

A fact sheet about bullying can be found at:
<http://www.community.nsw.gov.au/documents/parbully.pdf>

CASE STUDY Nicola

DIMENSION Identify children, young people and families in need of extra support

THEME Emotional and Behavioural Disorders
Risk and Protective Factors

OUTCOME To identify mental health issues, risk factors and protective factors in young children and explore some of the support that can promote wellbeing.

FORMAT Research/Literature Review

The film offered some situations demonstrating children's social and emotional skills when they are in the 10-12 age groups and exposed some of the issues they face in peer relationships. Read the references listed below and answer the following questions:

- What are the key aspects of social and emotional development that children of this age are negotiating?
- What are some of the common mental disorders among children?
- List some of the risk factors for mental disorders that are manifested in the primary years.
- What are some of the protective factors in young children that are associated with resilience?
- List some of the supports that can be set up within the school that promote wellbeing and resilience.

RESOURCES

Berk, L. (2006). Chapters 10 and 11 in *Child development* (7th ed.). Boston: Pearson Education Inc.

Kay-Lambkin, F., Kemp, E., Stafford, K., & Hazell, T. (2007). Mental health promotion and early intervention in early childhood and primary school settings: A review. *Journal of Student Wellbeing*, 1, 31-56.

Hunter Institute of Mental Health (2007). *Mental health and illness*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Hunter Institute of Mental Health (2007). *Risk and protective factors*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Behavioural disorders Fact Sheets from: www.responseability.org.au

CASE STUDY Nicola

DIMENSION Identify children, young people and families in need of extra support

THEME Cultural Diversity
Refugee Wellbeing

OUTCOME To seek an understanding of students who are refugees, immigrants or other displaced children and explore the concept of culture shock and its implications in schools.

FORMAT Reflection/Written Response

In preparation for this task you will need to read some of the references below. Imagine that in the film Nicola was from a family newly arrived to Australia from another country. Even though Nicola's English is fine, she and her family still experience some 'culture shock'.

'Culture Shock' can be defined as the anxiety and feelings (of surprise, disorientation and confusion) felt by people when they have to operate in an entirely different cultural or social environment such as a foreign country. It grows out of difficulties in assimilating to the new culture causing difficulty in knowing what is appropriate and what is not. The characteristics of "culture shock" can also include:

sadness	loneliness
melancholy	anger
irritability	resentment
an unwillingness to interact	idealising life back at 'home'
lack of confidence	and aches and pains.

You are going to work in groups of four and will be given four small pieces of paper each with a question on it that relates to helping students from refugee or immigrant backgrounds. Sit close together in a circle or around a table. Start the activity wherein each person has a sheet containing a question. Without discussion at this stage, write your response to the question. After two minutes the lecturer/tutor will ask you to pass your question on to the next person. The process repeats until all four of you in your group have all written a response on the paper. Try not to duplicate anyone else's responses. When this is done you are to keep the question and answers that you finished with last and present what the others wrote to the whole class.

At the end of this exercise your lecturer or tutor will facilitate a discussion sharing your answers. Each person will be asked to share the four responses with which he or she finished. The focus of the discussion will be not only on your responses but on how and why your suggestions relate to the social and emotional wellbeing of the children and their families.

RESOURCES

Benard, B. (2004). Chapter 4 *Resiliency: what we have learned*. San Francisco: WestEd.

Beresford, Q., & Partington, G., (2003) *Reform and Resistance in Aboriginal Education, the Australian Experience*, Crawley, University of Western Australia Press.

Berk, L. (2006). Chapters 2 and 16 in *Child development* (7th ed.). Boston: Pearson Education Inc.

Berk, L. (2005). *Infants, children, and adolescents* (5th ed.). Boston: Pearson Education Inc.

There is an abundance of information on this site which is dedicated to helping refugees:
www.startts.org.au

CASE STUDY Nicola

DIMENSION Identify children, young people and families in need of extra support

THEME Bullying and Harassment
Safe and Supportive Environments
Staff Wellbeing

OUTCOME To understand the impact of bullying, especially cyber-bullying and consider its prevention.

FORMAT Case Study Response – Verbal/Written

In the film we see that Nicola is being bullied by other students through the use of a mobile phone. Bullying and in particular, cyber-bullying are hot topics and most relevant to teachers and school. With this in mind, read the resources listed and remember that this is by no means an exhaustive list. Many of these sites contain other links that would be worth investigating.

Make notes on the following questions and then complete an extended response in the form of an essay or seminar paper that brings the issues together.

- What is bullying?
- Give some examples of bullying.
- What is cyber-bullying?
- What are the effects of bullying on social and emotional wellbeing?
- How can teachers identify that a child is either being bullied or is the bully?
- How can teachers themselves become the victims of bullying and cyber-bullying?
- What can school do to prevent bullying?

RESOURCES

Campbell, M. A., (2005) Cyber bullying: An old problem in a new guise? *Australian Journal of Guidance and Counselling* 15 (1) 68-76. Retrieved December 5 2007, from: <http://eprints.qut.edu.au/archive/00001925/01/1925.pdf>

Pirola-Merlo, S. (2003). *Relationship management in the primary school classroom: Strategies in the legal and social context*. Frenchs Forest, NSW: Pearson Education.

Rigby, K. (2003). Consequences of bullying in schools. *Canadian Journal of Psychiatry*, 48, 583-590.

Rigby, K. (1996). *Bullying in schools – and what to do about it*. Melbourne: ACER.

Smith, A. (2007) Cyber-bullying affecting 17% of teachers, poll finds. *The Guardian*. Retrieved November 1, 2007, from: <http://education.guardian.co.uk/schools/story/0,,1994403,00.html?gusrc=rss&feed=8>

Sullivan, K. (2000). *The anti-bullying handbook*. Auckland: Oxford University Press.

This Australian website has an abundance of material on bullying:
www.bullyingnoway.com.au

The MindMatters website has an abundance of information on bullying and harassment:
www.curriculum.edu.au/mindmatters

Response Ability, Hunter Institute of Mental Health has a fact sheet on Bullying and Harassment:
www.responseability.org

CASE STUDY Nicola

DIMENSION Identify children, young people and families in need of extra support

THEME Risk and Protective Factors
Child Protection

OUTCOME To examine the possible impact of substance abuse on children and families.

FORMAT List/Compare

Work either individually, in pairs or in groups for this activity.

The film dealt primarily with bullying, cyber bullying and friendships in the upper primary setting. However, as could have been the case in this scenario, there is a background or underlying issue to the problem at hand. In the film the girls were laughing over a photograph on a mobile phone that had been shared around with others.

The possibilities of the nature of this photograph and its origin are endless (and could in fact become the object of fruitful discussion at another time especially in relation to child protection and staff wellbeing). Hypothetically, for example, the photograph seen on the mobile phone in the film could have been taken at a party where alcohol was involved.

Work your way through the following questions, making notes as you go and bring your responses back to the whole group to share and discuss.

- Read some of the statistics available on substance abuse among Australians eg Resilience Education and Drug Information (REDI) website. Summarise your findings.
- Do you think that children of Nicola's age use drugs or alcohol?
- What are the links, if any between substance abuse and mental illness?
- List the risk factors that might indicate to a teacher that a child is being exposed to substance abuse either personally or as a bystander.
- What could you as a teacher do if a child's parents are drug or alcohol abusers?
- What is the difference between use, abuse and dependence?
- What responsibilities are there for teachers in the event of a child being at risk?
- How important are the child protection laws in this situation?

RESOURCES

Benard, B. (2004). *Resiliency: What we have learned*. San Francisco, CA: WestEd.

Response Ability, Hunter Institute of Mental Health: www.responseability.org

Resilience and Drug Education Resources website: www.redi.gov.au

CASE STUDY Nicola

DIMENSION Link children, young people and families with information and support services

THEME Working with Parents and Families

OUTCOME To practise those “difficult” interviews and discussions that can occur in schools and learn how to inform parents, make connections between them and the school and the support available.

FORMAT Role Play/Group Discussion

Work in pairs or small groups of three or four characters. Assume roles from the Case Study. Choose one of the following conversations (or devise your own from the film) and act it out in front of the whole group. You will be given rehearsal time to prepare. Make sure that as well as there being an explanation of the situation, there is also a conclusion that focusses on support.

In other words the conversations are all being held for the purpose of “*where do we go from here?*”

When your demonstration has been performed, there will be general discussion facilitated by your lecturer to analyse the conversation and explore the common elements or principles of communication.

Examples:

- Mr Watt interviews Nicola’s mother to tell her about the cyber bullying at school and the background to the events.
- Mrs Everett interviews Nicola’s parents to tell them about the party that Nicola attended and the series of events since.
- Mr Watt talks to Nicola and the girls at length about the bullying.
- Mrs Everett talks with some of the staff members about the mobile phone policy.
- Mrs Everett talks with a group of parents about cyber bullying and allows a discussion to follow.
- Mr Watt talks with a colleague about the girls’ behaviour and the lesson he had with the class about bullying and friendships.
- Bring the parents of Bianca and Caitlin in to talk about where you might go from here in managing the situation between the girls.
- Nicola’s parents talking to the cousin who sent the photo, and his parents.
- Mr Watt talking with Bianca’s parents about the photograph on her phone.
- Mr Watt talking with Caitlin’s parents about her exclusion of Nicola.
- Mr Watt talks to a group of boys in the class about their bullying of another boy.

RESOURCES

Groundwater-Smith, S. (2006). Chapter 7 in *Teaching: Challenges and dilemmas*. South Melbourne, VIC: Thomson.

Pirola-Merlo, S. (2003). Chapter 10 in *Relationship management in the Primary School Classroom: Strategies in the Legal and Social Context*. Pearson Education Australia, Frenchs Forest, NSW.

One Step Removed and Protective Interrupting: <http://www.ruralhealth.utas.edu.au/padv-package/guidelines.html>

CASE STUDY Nicola

DIMENSION Link children, young people and families with information and support services

THEME Risk and Protective Factors
Emotional and Behavioural Disorders
Referral Pathways

OUTCOME To introduce eating disorders and observation skills in teaching.

FORMAT Research/Literature Review

In the film Mr Watt talks to the three girls having observed their behaviour on the playground and taken note of a change in their usual friendship pattern. Teachers are often observers of such situations. In a case such as Nicola's, it is conceivable that her issues could develop into further problems, one of which could be an eating disorder.

Read some of the resources on eating disorders and observing children. Imagine that Nicola or any one of the children you saw in the film started to show signs of developing an eating disorder (remember that this disorder is not limited to girls only). Write a report in which you answer the following questions:

- At what times and in what places is a teacher an observer and what sorts of things might you observe?
- What warning signs might appear if a child is anxious or worried?
- What are the warning signs of an eating disorder developing?
- At what point do you seek help for the child and the family?
- What is your support network as a teacher in such situations?
- What support is available for families of children with eating disorders?
- What can schools do to help?

RESOURCES

These first two references offer information on observation of children:

Porter, Louise (1999) *Young children's behaviour practical approaches for caregivers and teachers*. Frenchs Forest, NSW: MacLennan & Petty.

Smith, T., Polloway, E., Patton, J., & Dowdy, C. (2004). *Teaching students with special needs in inclusive settings*. USA: Pearson Education.

Centre for Excellence in Eating Disorders: http://www.rch.org.au/ceed/resources.cfm?doc_id=6265

There is a Fact Sheet on Eating Disorders on the Response Ability, Hunter Institute of Mental Health website: www.responseability.org

Many other websites offer an abundance of information:

<http://www.health.gov.au/internet/wcms/publishing.nsf/Content/mental-pubs-w-whateat-toc>

<http://www.eatingdisorders.org.au>

http://www.healthinsite.gov.au/topics/Eating_Disorders

<http://www.eda.org.au/home.htm>

[http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/\(Pages\)/Eating_disorders?OpenDocument](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/(Pages)/Eating_disorders?OpenDocument)

CASE STUDY Nicola

DIMENSION Link children, young people and families with information and support services

THEME Referral Pathways
Working with Parents and Families
Bullying and Harassment

OUTCOME To develop a presentation for parents that outlines the concept of cyber-bullying.

FORMAT Reflection/Written Response

Your school has decided that cyber-bullying has become so prevalent that they are going to be pro-active in dealing with it. The first step is to hold an information session for parents, families and any other interested members of the community and you and two of your colleagues have been given the job of organisation.

In small groups of about three, prepare the agenda and materials for the evening and include:

- A PowerPoint presentation that includes:
 - an explanation of cyber-bullying in its various forms
 - a list of links that parents and families can use.
- A PowerPoint black master handout for the parents.
- An appropriate guest speaker who can also answer questions.
- The logistics you need to consider for the session.

Present the logistics, guest speaker details and handout in hard copy format and be prepared to present your PowerPoint to the class.

RESOURCES

Campbell, M. A., (2005) Cyber bullying: An old problem in a new guise? *Australian Journal of Guidance and Counselling* 15 (1) 68-76. Retrieved December 5 2007, from:
<http://eprints.qut.edu.au/archive/00001925/01/1925.pdf>

Queensland Police Service (2005) Who's chatting to your kids? A must read for parents with internet access. Retrieved January 23, 2007 from:
http://www.police.nsw.gov.au/_data/assets/pdf_file/0004/58765/whos_chatting_to_your_kids.pdf

Rigby, K. (2003). Consequences of bullying in schools. *Canadian Journal of Psychiatry*, 48, 583-590.

Rigby, K. (1996). *Bullying in schools – and what to do about it*. Melbourne: ACER.

Sullivan, K. (2000). *The anti-bullying handbook*. Auckland: Oxford University Press.

This Australian website has an abundance of material on bullying:
www.bullyingnoway.com.au

The MindMatters website has an abundance of information on bullying and harassment:
www.curriculum.edu.au/mindmatters

Response Ability, Hunter Institute of Mental Health has a fact sheet on bullying and harassment:
www.responseability.org

CASE STUDY Nicola

DIMENSION Link children, young people and families with information and support services

THEME Child Protection
Bullying and Harassment

OUTCOME To investigate the use and abuse of internet images in schools, explore the legal aspects and find the support networks available.

FORMAT Case Study Response – Verbal/Written

Imagine that instead of the images of Nicola's parents being sent via mobile telephone, they are posted on the internet. Alternatively, imagine that the images are not of her parents but of one of the teachers acting inappropriately at a party.

Answer these questions and bring them to share in a discussion:

- What can a teacher/student do to prevent images being taken and used inappropriately?
- If an image of a person is posted on the internet where might you go for legal advice?
- How might you educate students about the dangers of internet images?
- How can you educate parents about internet abuse and privacy?
- Where might children turn for help if they found internet images of themselves or members of their family posted without their knowledge or permission?
- At what point could this be reportable to child protection authorities?

When you share your responses with the class explore the implications that exist for children's wellbeing and safety.

RESOURCES

Pirola-Merlo, S. (2003). *Relationship management in the primary school classroom: Strategies in the legal and social context*. Frenchs Forest, NSW: Pearson Education.

The Australian Government website for parents and teachers on internet safety:
<http://www.netalert.gov.au/home.html>

Mandatory reporting guidelines for NSW:
http://www.community.nsw.gov.au/docswr/_assets/main/documents/mandatory_check.pdf
(Check your own state or territory's sites).

www.bullyingnoway.com.au

The Mindmatters website has an abundance of information on bullying and harassment:
www.curriculum.edu.au/mindmatters

A fact sheet about bullying can be found at:
<http://www.community.nsw.gov.au/documents/parbully.pdf>

CASE STUDY Nicola

DIMENSION Link children, young people and families with information and support services

THEME Parents With Mental Illness
Aboriginal and Torres Strait Islander Wellbeing
Children with Additional Needs

OUTCOME To explore the options and support networks available.

FORMAT Mind Map

Work in small groups preferably with access to the internet. Use butcher's paper and pens to create your mind map. This exercise uses hypothetical scenarios based on the film.

Create a mind map that begins with a circle holding the name of the child in the scenario and an outline of his or her situation.

- Bianca's mother has a mental illness that requires her to be hospitalised up to four times a year.
- Caitlin is Aboriginal and has an undiagnosed speech impairment.
- Julian (one of the boys in Nicola's class) has recently been diagnosed with ADHD.
- Nicola is currently fostered by a local family and has a learning difficulty.
- Michael, one of the boys in Nicola's class, comes from what appears to be a fairly well off middle class family but his teachers have noticed that he rarely brings food to school, his clothes are unwashed and he says that he is left alone most nights while his parents work.

Next to the name, plot where or to whom you might guide the child/family/parent including the services that are available outside the school. You might have to investigate using the internet for specific services. You could start with your local hospital or regional health service. Be prepared to share your findings with the whole class when you have completed the exercise. As a group you might discuss how having additional needs would impact on social and emotional wellbeing.

RESOURCES

Beresford, Q., & Partington, G., (2003) *Reform and resistance in Aboriginal education, the Australian experience*, Crawley, WA: University of Western Australia Press.

Foreman P, (Ed.) (2005). *Inclusion in Action*. Melbourne, VIC: Nelson.

Groome, H. (1995). *Working purposefully with Aboriginal students*. Wentworth Falls, NSW: Social Science Press.

Heitmeyer, D. (2001). The Issue is not Black and White: Aboriginality and Education. In J. Allen (Ed.), *Sociology of Education Possibilities and Practices* (pp.211- 232). Katoomba: Social Science Press.

Smyth, J. (2005). Storytelling with young children. *Early Childhood Australia Resource Book*. Watson, ACT: Australian Early Childhood Association.

This Australian website offers a great deal of material to support Children of Parents with a Mental Illness (COPMI): <http://www.copmi.net.au/>

Response Ability, Hunter Institute of Mental Health has a fact sheets on *ADHD* and *Promoting Resilience and Wellbeing*: www.responseability.org

CASE STUDY Nicola

DIMENSION Develop broader organisational, school and community strategies that promote wellbeing

THEME Bullying and Harassment
Whole School Approach

OUTCOME To raise awareness of the need for school policy and its regular update as well as to role play being involved in such a process.

FORMAT Role Play/Group Discussion

The use of mobile phones in this film created problems for some of the children.

You have been invited to join a committee to look at re-writing the school policy on the use of mobile phones and the internet in the primary school setting. You have also been asked to make a list of other possible strategies that could be applied as part of a whole school approach to address bullying.

You will be part of a group of four or five. Each member of the group may also be given a role which means you are expected to assume the role of that person throughout the discussion. If there are more than five people in your group you can have more than one person in the role of teacher in his/her first year of service.

You will have 40 minutes to discuss what you are going to include in the policy, any issues that might arise as a result and develop some recommendations to be presented to the school executive.

A policy usually follows these headings: *Rationale, Objectives, Strategies and a Review Date.*

You may wish to consider:

- existing school policy
- external guidelines (national/state)
- potential bullying issues
- the use of photographs/child protection
- consequences for children who contravene the policy.

Make sure that your rationale takes into account the mental health impacts of bullying and cyber-bullying.

RESOURCES

Although it is related to Sunsmart issues and not electronic bullying, a simple sample policy document can be found at this website and could be referred to as a useful template:

http://www.sunsmart.com.au/downloads/schools/primary/sample_policy.pdf

Marsh, C. (2000). Chapter 18 in *Handbook for beginning teachers*. Frenchs Forest, NSW: Pearson Education.

Porter, L. (1999). *Young children's behaviour: Practical approaches for caregivers and teachers*. Sydney, NSW: MacLennan & Petty.

Rigby, K. (2003). Consequences of bullying in schools. *Canadian Journal of Psychiatry*, 48, 583-590.

Response Ability, Hunter Institute of Mental Health has a fact sheet on *Bullying and Harassment*:
www.responseability.org

CASE STUDY Nicola

DIMENSION Develop broader organisational, school and community strategies that promote wellbeing

THEME Resilience and Wellbeing
Attachment and Connectedness

OUTCOME To examine the principles of a caring and supportive community and apply them to a school community.

FORMAT Research/Literature Review

Read some of the literature on what community means, and then complete the following task.

In small groups discuss the concept of COMMUNITY.

Ask yourselves:

- What constitutes a community?
- Who is involved?
- Why is it a community?
- What makes it function?
- Why is it important?
- What keeps it viable?
- What makes a community a caring and supportive one?
- What promotes wellbeing in a community?

Now look at a school environment as a community in its own right and transform the answers from the first section of this exercise to the school community.

- What constitutes a school community?
- Who is involved?
- Why is it a school community?
- What makes it function?
- Why is it important?
- What keeps it viable?
- What makes a school community a caring and supportive one?
- What promotes wellbeing in a community?

Share your responses with the whole class and relate your findings to the concepts of resilience and connectedness and its importance in a school community.

RESOURCES

Benard, B. (2004). Chapter 6 and Appendix C in *Resiliency: What we have learned*. San Francisco, CA: WestEd.

Groundwater-Smith, S. (2006). *Teaching: Challenges and dilemmas*. South Melbourne, VIC: Thomson.

Marsh, C. (2000). *Handbook for beginning teachers*. Frenchs Forest, NSW: Pearson Education.

CASE STUDY Nicola

DIMENSION Develop broader organisational, school and community strategies that promote wellbeing

THEME Resilience and Wellbeing
Whole School Approach

OUTCOME To adopt a creative approach by viewing a school community as a metaphor. For some people a visual representation makes understanding more relevant.

FORMAT Reflection/Written Response

This task can be conducted either by individuals or in groups.

Create a metaphor in the form of a drawing that demonstrates the ideal school wherein social and emotional wellbeing are highly valued and embedded within a whole school approach and as a result learning is at an optimum. Everyone is happy – it's an ideal world.

When your metaphor is completed, be prepared to share it with the class.

RESOURCES

Benard, B. (2004). Chapter 6 and Appendix C in *Resiliency: What we have learned*. San Francisco, CA: WestEd.

Berk, L. (2005). *Infants, children, and adolescents (5th ed.)*. Boston: Pearson Education Inc.

Porter, L. (1999). *Young children's behaviour: Practical approaches for caregivers and teachers*. Sydney, NSW: MacLennan & Petty.

Hunter Institute of Mental Health (2007). *Whole school or centre approach*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

CASE STUDY Nicola

DIMENSION Develop broader organisational, school and community strategies that promote wellbeing

THEME Family Diversity
Children with Additional Needs

OUTCOME To consider those children with special needs in the broader context of the school and how we might cater for their wellbeing.

FORMAT Case Study Response

Children with disabilities have an array of needs, and access a variety of programs and service. This activity aims simply to consider the fact that not all schools have the luxury of Special Education Units and often teachers have to deal with such diversity in their classrooms. Work in small groups and map one of the following notions:

Choose one of the following activities. Spend about 15 minutes on that activity then be prepared to share the findings with the rest of the group.

For the purpose of the exercise it might be a good idea to assume a particular disability; (eg significant hearing loss, limited vision, cerebral palsy, even a physical injury that is temporary, long term illness, childhood diabetes).

1. Make a list of some of the physical and emotional needs a child with a permanent or temporary disability might have in your classroom.

OR

2. Make a list that shows how inclusion and support for diverse children helps promote wellbeing in a school for both the children and their peers.

How do schools cater for children with disabilities?

How might the situation differ in urban or rural settings?

RESOURCES

Benard, B. (2004). Chapter 6 and Appendix C in *Resiliency: What we have learned*. San Francisco, CA: WestEd.

Foreman, P. (2005). *Inclusion in action*. Melbourne, VIC: Thomson Nelson.

Groome, H. (1995). *Working purposefully with Aboriginal students*. Wentworth Falls, NSW: Social Science Press.

Smith, T., Polloway, E., Patton, J., & Dowdy, C. (2004). *Teaching students with special needs in inclusive settings* (4th ed.). USA: Pearson Education Inc.

The 9 Values for Australian Education:

http://www.valueseducation.edu.au/verve/resources/9_point_values_with_flag_only.pdf

Response Ability, Hunter Institute of Mental Health has a fact sheet on *Promoting Resilience and Wellbeing*:
www.responseability.org

CASE STUDY Nicola

DIMENSION Develop broader organisational, school and community strategies that promote wellbeing

THEME Whole School Approach
Resilience and Wellbeing

OUTCOME To encourage students to organise parent and child education programs that foster the promotion of resilience and gain experience in looking at big picture planning in a school.

FORMAT List/Compare/Mind Map

Your group's aim is to educate both the parents and the students in your school about resilience.

With this in mind, sketch the broad outline of a 12 month program that contains components for parents, students and teachers. Do not become bogged down with detail. Instead keep the focus very wide and play with big picture/macro ideas rather than small issues.

For example, your plan might include weekly lessons with the children that teach resilience skills and social competencies. Add to this a special mental health day once a term wherein the sense of self, diversity and culture is celebrated. You might include a resilience program to prevent teacher burnout. Complementary to this you might plan parent involvement and a series of guest speakers on mental wellbeing and some tips on what you can do at home to build your child's confidence.

Draw up your plan on a large sheet of butcher's paper and be prepared to share your plan with the whole class.

RESOURCES

Benard, B. (2004). *Resiliency: What we have learned*. San Francisco, CA: WestEd.

Hunter Institute of Mental Health (2007). *Resilience*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Hunter Institute of Mental Health (2007). *Risk and protective factors*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Hunter Institute of Mental Health (2007). *Whole school or centre approach*. Key concepts document from Response Ability Resources for Teacher Education: Early Childhood and Primary (CD-ROM). Canberra: Department of Health and Ageing.

Collaborative for Academic, Social and Emotional Learning: <http://www.casel.org>

MindMatters website: www.curriculum.edu.au/mindmatters

Resilience and Drug Education Resources website: www.redi.gov.au