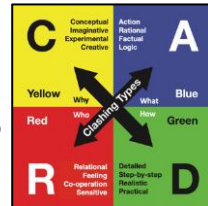


Connected Communication To Thrive: A Three Tiered Support System for Schools

Executive Summary by Dr Pete Stebbins PhD



A 'Thriving' child (or adult) feels a sense of connection and belonging which creates the safety and support needed to learn and grow to their full potential. To ensure everyone can 'Thrive' we have to overcome two significant barriers to connection and belonging:

1. Showing empathy and kindness to others requires more upfront effort (despite the positive benefit afterwards) than being indifferent, ignoring or diminishing others. To overcome this barrier, *we need to make showing empathy to others easier!*

1.1 When we make empathy easier for our students to show towards their peers we can increase the amount of connection and belonging felt among peers – creating more sustainable friendships and eradicating bullying driven by misunderstandings and personality clashes (*Tier 1 support – students*).

1.2 We can also give our students a valuable way to understand any social rejection as something that is more often than not a 'mis-match/ mis-connection' of personalities as opposed to a character fault within themselves thus reducing the risk of unhealthy self-blame and self or other destructive behaviours (*Tier 1 & 2 support – students and support staff*).

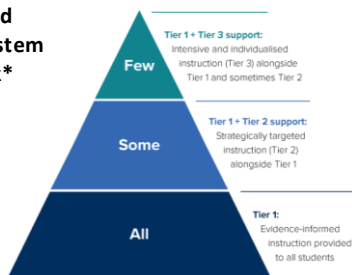
2. Showing empathy and kindness to others is not a 'one size fits all' approach but rather there are 4 possible ways other people prefer communication and *we need to teach the skillsets needed to match to the 4 possible preferences*.

2.1 When we train educators with the skillsets needed to provide praise, appreciate and provide feedback to students that connects with the 4 possible personality preferences we (i) simplify how to build strong teacher-student relationships which are needed for deep learning; and (ii) create efficient language and learning connections for the student to fast-track their growth (*Tier 1 support - staff*).

2.2 When we train behaviour support staff in Connected Communication and integrate this approach into Case Management and Personal Support Planning we often resolve behavioural barriers to learning that are otherwise attributed to more serious clinical conditions or oppositional defiance (when this may or may not be the case) – thus ensuring minimally disruptive modifications and practices are deployed prior to using more significant adjustments, accommodations and consequences (*Tier 2 & 3 support – specialist support staff & education support leaders*).

We've been sharing Connected Communication tools with 600+ schools and are seeking expressions of interest from schools and systems who are interested in implementing a longitudinally focused outcomes based three tiered support strategy.

Three Tiered Support System Framework*



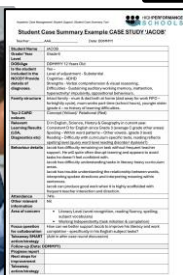
(*Compatible with MTSS, PBL, PBIS, RTI etc.)



Tier 1



Tier 3



Tier 2



IMPLEMENTATION: 3 STAGES

Stage 1. Implement Connected Comm. Strategy with relevant* Working Party (Tier 1 & 2 Support & Pilot Projects).

Stage 2A. PL Program for all staff for Universal Supports Tier 1) / Student CARD workshops - all students.

Stage 2B. Implement Tier 3 Behaviour Support Case Management Framework & Toolkit.

Stage 3. Evaluation & Reinvigoration with New Staff & Students (& Parents).