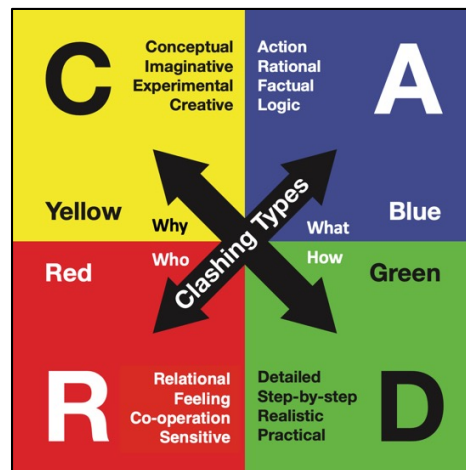


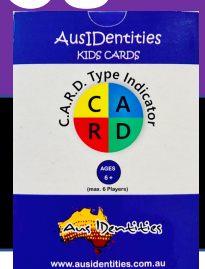
THRIVING KIDS!

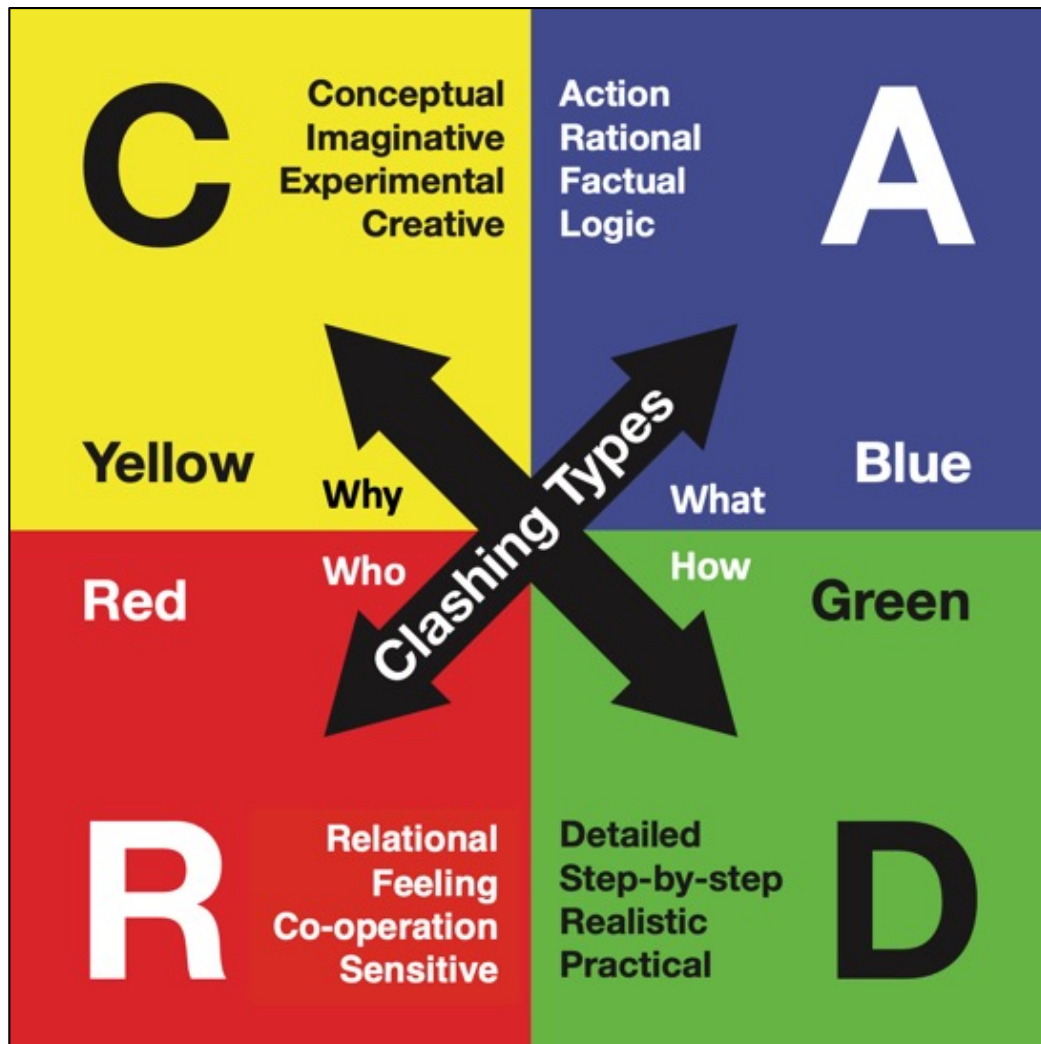
**Connection, Belonging &
Openness To Learn & Grow!**



**CONNECTED Communication
for Educators & Families**

with Danielle Stebbins PhD





Welcome!

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. Recognise that 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!
2. Recognising that 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 matching their preference is the key to strong connection.

The Thriving Kids C.A.R.D. Communication Toolkit is a practical resource for families and educators to address these issues by (i) creating a simple prompting system using two color dots which reduces the effort and capacity needed to show empathy and kindness to others, and (ii) provide an easy to access set of simple prompts and tips to enable children and adults to connect with people by 'matching' to the other person's communication preferences.

Importantly, when we can more *easily* show empathy and kindness matched to others' preferences, we no longer need to default to indifference when we're low on capacity. We will then also experience a much greater payoff for ourselves (enhanced relationships) and the other person (feeling connected and belonging) creating a win-win that positively transforms our mental health and desire to learn and grow.

Dr Pete Stebbins, PhD

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Thriving Kids!

The CONNECTED Communication Toolkit for Families & Educators

With Danielle Stebbins PhD

Every parent wants their children to 'thrive' – to be the best they can be - to form meaningful friendships - to excel at learning and enjoy their school years - to achieve in sports, arts, science or wherever their creative interests and hobbies lead them – and most important of all, to feel a sense of belonging and connection within their family, among their peers and with significant mentors and teachers.

As a parent, I want my kids to 'thrive'. As a child psychologist and PhD researcher, I know that thriving occurs when children can successfully cope with the challenges of life – when they can resolve the issues they face in a way that maintains or enhances their sense of autonomy, relatedness and competence.

In my research, the children who thrived (coped well with challenging situations) did so because of their parents' communication and socialisation practices in the context of their own temperaments. Which is a fancy way to say kids thrive when their parents understand their differing personalities and then communicate in a way that is matched to their needs AND increases their sense of belonging and openness to learn and grow.

As such 'communication' is the key for Thriving Kids – communication that is (1) matched to their individual personalities and (2) meets their needs for connection and belonging AND (3) encourages an openness to learn and grow.

1. Matching Communication To Individual Personalities

Understanding a child's underlying personality is central to understanding their patterns of behaviour and helping them learn and grow. Whilst personality traits gradually evolve and develop over time most children have a clear set of defining personality characteristics by the time they commence school.

Ask any parent about what 'pushes the buttons' of stress in each of their children and they quickly highlight the differing triggers and communication preferences of each child.

A child's personality traits sit at the very heart of their temperament and character. However a child's behavioural responses are based not only on their personality but also on specific immediate contextual factors such as fatigue, irritability, nutrition, confusion, as well as any co-existing disabilities and/or diagnosable conditions such as anxiety, attention deficit disorders, depression, etc.

The key point to remember is that understanding and matching your communication to a child's personality will ALWAYS have a positive impact even when other diagnosable conditions or disabilities are contributing to behavioural difficulties. Further to this, failure to match communication to a child's underlying personality will reduce the effectiveness of any other support strategies.

Communication: The Golden Rule vs The Platinum Rule

When we don't understand each other's personality and communication needs it can be a bit of a *'hit and miss'* in getting our message across – this is because our attempts to communicate kindly and clearly are based on our own preferences.

This is known as following the 'Golden Rule' where I'll communicate 'kindness' to you in the way I want you to communicate 'kindness' back to me. If we are very similar personalities this will usually be successful BUT if we are even a tiny bit (or a much larger bit) different in personalities then this may not work very well, or even have some unintended negative consequences. Afterall, for some people 'kindness' in communication is about politeness, pleasantries and longer conversations whilst for others 'kindness' in communication is about getting to the point quickly and stating your needs clearly and directly.

Communication: 2 Major Approaches

The Golden Rule

"Do unto others as you would have them do unto you..."

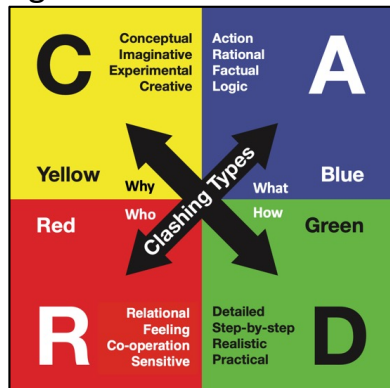
GOOD...

The Platinum Rule

"Do unto others as they would want it done unto them..."

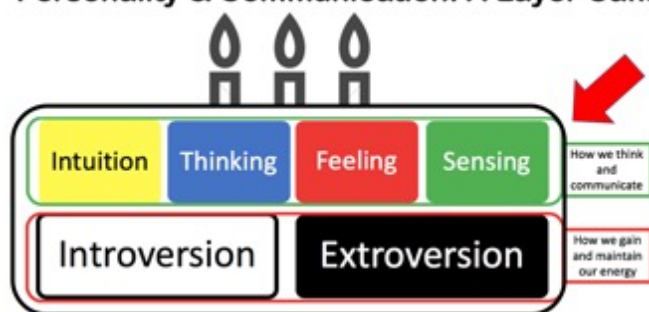
GREAT!

The key to success in EVERY communication interaction is not to follow The Golden Rule but instead follow The Platinum Rule which is about matching communication to the other person's personality preferences. Taking the example of 'kindness' above, this means I will choose how to communicate 'kindness', not based on what I prefer, but rather based on what *they* prefer. Thus we must be able to quickly ascertain what their underlying personality and communication needs are if we are to be effective in getting our message across.



The CARD model is a simple and effective way to identify the underlying personality and communication needs of both yourself and others you interact with. The CARD model of communication and personality was originally derived from the work of Swiss Psychologist, Professor Carl Jung, who released a book about personality and communication in 1921 titled 'Psychological Types' which was based on nearly 20 years of clinical study into how people function.

Personality & Communication: A Layer Cake



Jung's model can be represented as a layer cake. On the bottom layer Jung identified two main attitude types, Extraversion and Introversion which influence how we maintain our emotional energy levels. When focusing on communicating effectively with others, it is the top layer that matters most.

On the top layer Jung identified four different communication styles: Sensing (communication focus on Detail – model color Green), Intuition (communication emphasis Concept – model color Yellow), Thinking (communication emphasis Action – color Blue) and Feeling (communication emphasis Relational – color Red).

It is within this top layer of personality that our communication bias/preference lies. Jung states that everyone will have their own Dominant Functions (i.e., the majority of people have a 'top two' preferences for communication – where successful communication is easiest) and a lowest or inferior function (where communicating in this type is most difficult). To put it simply, we want to always aim to communicate to others in a way that matches one or more of their dominant (top two) preferences and always avoid communicating to others in their inferior (lowest) preference which leads to a 'clash' or mis-match.

Mis-matched communication can cause a lot of unnecessary tension for parents and their children – none of whom are typically identical in personality per se and all of whom have to live together and communicate about a diverse range of things – often at times when they are tired or stressed. Getting your family to both understand themselves and each other's preferences for communication according to the four CARD types provides an opportunity to better meet each other's needs and boost the quality of family life!

2. Meeting Needs for Connection and Belonging

Connection and Belonging are fundamental aspects of the human experience, shaping our relationships, identities, and sense of purpose in the world. While often used interchangeably, they represent distinct yet interrelated concepts that play a crucial role in our social and emotional well-being.

'Connection' is the bond that forms between individuals, such as family members or friends. Strong connections are built by developing a deep sense of understanding, empathy, and shared experiences. Connection is the invisible thread that links us to one another, fostering feelings of trust, and fulfilling some aspects of our needs for belonging.

'Belonging' refers to our innate desire to be accepted, loved and valued within a group or community (and ultimately within ourselves – self-love and self-acceptance). Our sense of 'Belonging' is a feeling we experience intrinsically – within ourselves. We cannot directly make someone 'belong' BUT we can increase the likelihood they will feel a sense of belonging by how we build a 'connected' relationship. For families, an important part of this is about simply saying to each other 'I love you' (without any other pre-requisites) and regularly showing connectedness in the form of hugs, pats on the back or other meaningful acts of family connection.

The other critical parts of encouraging connection and belonging in families are giving 'praise' and showing 'appreciation'. Praise and Appreciation that is Matched to another members' communication preferences is a powerful enabler of deeper connection in our families. You can see below the different approaches to Praise and Appreciation according to the CARD model. Does your praise and appreciation match to differing the needs of your family members to build connection and belonging?

Praise*

(*Praise words should always reflect efforts not attributes (Growth Mindset Theory))

CONCEPT	ACTION	RELATIONAL	DETAIL
That's awesome! That's amazing! That's fantastic!	Great job! Well done! Nice one!	That's so kind! That's so helpful! That's so nice!	That's perfect! That's excellent! That's brilliant!

Appreciation

CONCEPT	ACTION	RELATIONAL	DETAIL
I appreciate your energy and enthusiasm for... I appreciate your ideas, insights and perspective on...	I appreciate all your effort and hard work on... I appreciate your quick response to...	I appreciate YOU and all that you are doing for... I appreciate all your care thoughtfulness & consideration...	I appreciate your commitment and dedication to... I appreciate how well organised and prepared you are...

A Note on Bullying & Victimisation

It will come as no surprise for many people to learn that unrecognised personality clashes are the culprit behind many bullying and problematic relationship dynamics in peer groups of children. The 'perpetrators' of the bullying often have opposite personality strengths to the 'victims' and instead of seeing this as a neutral difference (neither good nor bad) and an innate characteristic (can't be changed) they devalue the other person and persecute them (criticise/punish them as if their innate personality is wrong and should be changed). This is a quite detailed and complex issue for schools to address. However, for us as parents, we can help our children (i) recognise peer group personality differences without the need to devalue those we don't like; and (ii) help our children recognise that the personality types of bullies will not change no matter how hard they try to appease them and avoiding, non-responding and reporting are better self-management pathways than appeasement.

3. Encouraging Openness to Learn and Grow

Learning and growth are essential for everyone. It's not just our children for whom learning and growth is important but also for ourselves as parents – especially as the world keeps changing. We too need to adapt to change - to understand new things and learn new skills. Learning new things is by its very nature difficult!

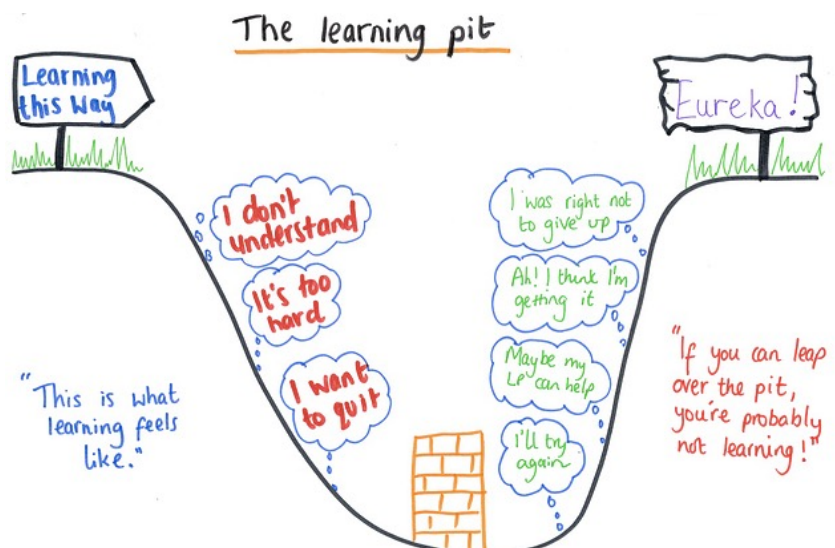
The pathway to learn new things is often referred to as 'The Learning Pit' based on the notion that it is not easy to learn new things and let go of old ideas that we previously held onto (see diagram).

When we're supporting family members to learn and grow, we need to take a Platinum Rule approach in three important areas:

A) Recognise differences in how we each experience our 'inner critic' when we're struggling

B) Share affirmations of encouragement with others that match their personality and communication needs

C) Provide any corrective feedback in a manner which matches the approach that they find most helpful for growth.



The Learning Pit: Affirmations to Counter Your Inner Critic

When we are trying to learn something new that we find really difficult (i.e., something we're learning at school or work; a home-based tasks such as DIY repairs or cooking complex recipes; installing new software on your computer; or even managing some unexpected behavioural response from someone which seems out of character) it's easy to get frustrated when things don't work out.

When this happens our 'inner critic' reveals itself and we can engage in negative self-talk which can make things worse – damaging our self-esteem and self-worth. You can see in the table below some examples of differing types of inner critic negative self-talk that people may experience according to their CARD types.

Inner critic

CONCEPT	ACTION	RELATIONAL	DETAIL
I'm an idiot / I'm dumb! I'm stupid! I should be smarter!	I'm lazy! I suck / I'm hopeless! I should've done better!	I'm a loser / I don't fit it! I'm not good enough! I'm inadequate!	I'm a fraud! I'm a failure! I should've got it right!

To counter your inner critic, you need to use positive self-talk to affirm yourself and/or have another family member speak affirmingly to you in a way that is matched to your CARD preferences. See the table below for some examples of positive self-talk/ affirming statements and how it can vary across CARD types:

Affirmations when struggling

CONCEPT	ACTION	RELATIONAL	DETAIL
"No one is an instant genius! Everyone needs time to think things through."	"You're not a machine! Your best varies according to your energy at the time."	"I accept myself as I am. Not everyone will like me. Trust takes time to build."	"No one is perfect. We ALL make mistakes as part of improving."

Improving Performance: CARD Approaches to Feedback

Being open to learning and growth also means being receptive to feedback. We need to be curious and ask questions, seek out new information, and be willing to admit when we don't know something. It also means being adaptable and flexible, able to adjust our goals and strategies as needed in order to continue progressing.

Matching our approach to feedback to meet the needs of other members in our family is the key to success. When we get this wrong, we trigger resistance in the form of helpless or oppositional responses which vary according to the type of person who is triggered (see diagram).

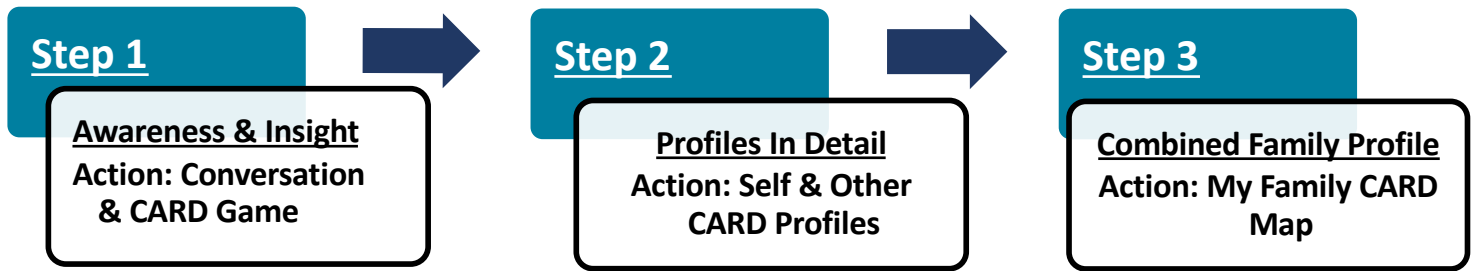
CONCEPT Why "Why should I do it!"	ACTION What "I won't do it!"
RELATIONAL Who "Help me do it!"	DETAIL How "I can't do it!"

To avoid mis-matched feedback and unnecessary triggers we need to match our feedback approach to the other persons communication preferences. You can see in the table below the different approaches to feedback based on the CARD model. Is your feedback approach matched to the needs of your family members to encourage their openness to learn and grow?

Approaches to feedback

CONCEPT	ACTION	RELATIONAL	DETAIL
Feedback about how I can contribute to 'big picture' objectives and goals.	Feedback that is timely, clear and direct about specific things I can improve.	Feedback that acknowledges my strengths, efforts, and areas I can improve.	Feedback that is accurate, detailed and useful to improve my own work.

CARD Communication In Your Family: 3 Steps



Step 1: Awareness & Insight

Awareness: Family Conversation – ‘Different Strokes for Different Folks’

Round 1 - Thankyou: Get everyone to discuss different ways they could say ‘Thank You’ to someone who had helped them if the other person was (a) really busy, (b) really caring, (c) really creative and (d) really clever. Write down answers on flip chart paper everyone can see according to the 4 x CARD types (see example).

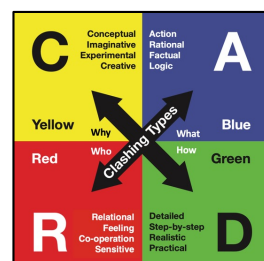
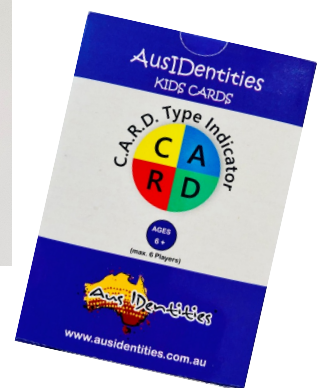
Round 2 – Help Seeking: Get everyone to discuss different ways they could ask someone for help if the other person was (a) really busy, (b) really caring, (c) really creative and (d) really clever. Whiteboard answers according to the 4 x CARD types (see example).

Giving Praise & Seeking Help (C.A.R.D)

CONCEPT – Yellow <u>Help Question:</u> “I’m keen to get your thoughts / ideas / insights on...” <u>Praise:</u> Such great insights / vision / solutions / ideas	ACTION – Blue <u>Help Question:</u> “Need to get some quick advice / direction on (issue)...” <u>Praise:</u> Great work / job
RELATIONAL – Red <u>Help Question:</u> “I’d be so grateful to get your help / advice on...” <u>Praise:</u> Thank you so much for helping me with this!	DETAIL – Green <u>Help Question:</u> “Can you please check / review / fine tune (specific issue) for me...” <u>Praise:</u> Excellent work / very thorough / very clever etc.

Insight: Kids CARDS - Family Game

1. Invite the family to sit around a tables Shuffle and spread the cards out face up and ask everyone to ‘select any 5 cards that they feel best describe them’ (2min). Avoid selecting cards on behalf of others nor making suggestion to each other.
2. Instruct players to now discard the 2 cards that *least* describe their personality – leaving them with their first-choice 3 cards. Ask players to raise their hand if they have 3 cards of the same colour. Advise them have finished the game.
3. Instruct all other players that are holding 3 cards with differing colours that they must now discard 1 more card that *least* represents them – leaving their top 2 cards only. And repeat again if two colours are different.
4. Explain how you have just done a quick exercise to reveal their communication preferences. Referring the diagram on the Back cover (or for young adults use the diagram on the inside of Front cover), discuss the importance of knowing your Top 2 preferences as well as your Lowest and invite each family member to share their preferences in more detail.



Step 2: Profiles In Detail: Self

C.A.R.D. Profile: Self

Name: _____

Date: _____

1. Who I Am...

Activity: Rank order your C.A.R.D profile from 1-4 (1 = most like me; 4 = least like me)

CONCEPT	ACTION	RELATIONAL	DETAIL
I like to focus on the 'big picture' – looking ahead, innovating and solving complex problems	I like to focus on the here and now – taking logical and realistic steps to get things done	I like to focus on making sure people feel engaged and work together effectively	I like to focus on the detail and the process – making sure things are done properly

2. Working with Others: Clashes and Comfort Zones

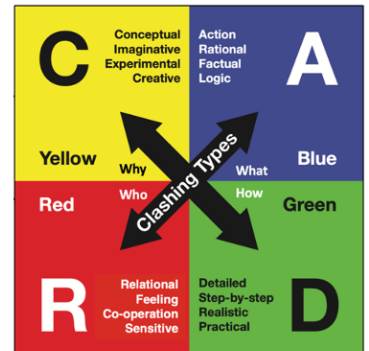
Activity: Based on your preferences above, who are you most likely to clash with and who are you most comfortable working with?

I'm most comfortable working with...

(usually rank #1 & #2 from Q1)

I'm at risk of clashing with...

(usually rank #3 & #4 from Q1)



3. Praise* that motivates me

(*Praise words should always reflect efforts not attributes (Growth Mindset Theory))

Activity: Tick the 'praise' types that resonate most with you (i.e., makes you feel good inside)...

CONCEPT	ACTION	RELATIONAL	DETAIL
That's awesome! That's amazing! That's fantastic! ☐	Great job! <u>Well</u> done! Nice one! ☐	That's so kind! That's so helpful! That's so nice! ☐	That's perfect! That's excellent! That's brilliant! ☐

Additional Notes: _____

4. Understanding my inner critic

Activity: Tick the types of negative self-talk most reflective of your 'inner critic'...

CONCEPT	ACTION	RELATIONAL	DETAIL
I'm an idiot / I'm dumb! I'm stupid! I should be smarter! ☐	I'm lazy! I suck / I'm hopeless! I should've done better! ☐	I'm a loser / I don't fit it! I'm not good enough! I'm inadequate! ☐	I'm a fraud! I'm a failure! I should've got it right! ☐

Additional Notes: _____

5. Affirming myself when I'm struggling

Activity: Tick the types of positive self-talk you need to remind yourself of more often...

CONCEPT	ACTION	RELATIONAL	DETAIL
"No one is an instant genius! Everyone needs time to think things through." ☐	"You're not a machine! Your best varies according to your energy at the time." ☐	"I accept myself as I am. Not everyone will like me. Trust takes time to build." ☐	"No one is perfect. We ALL make mistakes as part of improving." ☐

Additional Notes: _____

6. Positively embracing feedback

Activity: Tick the approaches to feedback you respond best to...

CONCEPT	ACTION	RELATIONAL	DETAIL
Feedback about how I can contribute to 'big picture' objectives and goals. ☐	Feedback that is timely, clear and direct about specific things I can improve. ☐	Feedback that acknowledges my strengths, efforts, and areas I can improve. ☐	Feedback that is accurate, detailed and useful to improve my own work. ☐

Additional Notes: _____

Step 2: Profiles In Detail: Other

C.A.R.D. Profile: Other

Name: _____

1. Who I Am...

Date: _____

Activity: Rank order their C.A.R.D profile from 1-4 (1 = most like them, 4 = least like them)

CONCEPT	ACTION	RELATIONAL	DETAIL
I like to focus on the 'big picture' – looking ahead, innovating and solving complex problems	I like to focus on the here and now – taking logical and realistic steps to get things done	I like to focus on making sure people feel engaged and work together effectively	I like to focus on the detail and the process – making sure things are done properly

2. Working with Others: Clashes and Comfort Zones

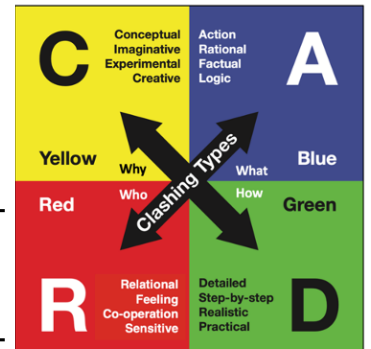
Activity: Based on their preferences above, who are they most likely to clash with and who are they most comfortable working with?

They are most comfortable working with...

(usually rank #1 & #2 from Q1)

They are at risk of clashing with...

(usually rank #3 & #4 from Q1)



3. Praise* that motivates them

(*Praise words should always reflect efforts not attributes (Growth Mindset Theory))

Activity: Tick the 'praise' types that resonate most with them (i.e., makes them feel good inside)...

CONCEPT	ACTION	RELATIONAL	DETAIL
That's awesome! That's amazing! That's fantastic!	Great job! <u>Well</u> done! Nice one!	That's so kind! That's so helpful! That's so nice!	That's perfect! That's excellent! That's brilliant!
☐	☐	☐	☐

Additional Notes: _____

4. Understanding their inner critic

Activity: Tick the types of negative self-talk most reflective of their 'inner critic'...

CONCEPT	ACTION	RELATIONAL	DETAIL
I'm an idiot / I'm dumb! I'm stupid! I should be smarter!	I'm lazy! I suck / I'm hopeless! I should've done better!	I'm a loser / I don't fit it! I'm not good enough! I'm inadequate!	I'm a fraud! I'm a failure! I should've got it right!
☐	☐	☐	☐

Additional Notes: _____

5. Affirming themselves when they're struggling

Activity: Tick the types of positive self-talk they need to remind themselves of more often...

CONCEPT	ACTION	RELATIONAL	DETAIL
"No one is an instant genius! Everyone needs time to think things through."	"You're not a machine! Your best varies according to your energy at the time."	"I accept myself as I am. Not everyone will like me. Trust takes time to build."	"No one is perfect. We ALL make mistakes as part of improving."
☐	☐	☐	☐

Additional Notes: _____

6. Positively embracing feedback

Activity: Tick the approaches to feedback they respond best to...

CONCEPT	ACTION	RELATIONAL	DETAIL
Feedback about how I can contribute to 'big picture' objectives and goals.	Feedback that is timely, clear and direct about specific things I can improve.	Feedback that acknowledges my strengths, efforts, and areas I can improve.	Feedback that is accurate, detailed and useful to improve my own work.
☐	☐	☐	☐

Additional Notes: _____

Step 3: Combined Family CARD Profile: EXAMPLE

Name	Highest: Top 2	Lowest: Clashing	Praise & Appreciation	Inner Critic	Affirm/ Self-Support	Feedback Approach
Me/ Partner	(Sticky Dots)					
• Me	Yellow/Blue  	Green	Awesome! (ideas & energy)	I suck! I should be better than this! I don't fit in! I'm not good enough! I should 've got it right- it's not perfect. They won't like me - I'm not good enough!!	You're not a machine and your best varies with your energy. People who don't respond don't dislike you - they're caught up in their own stuff!! No one is perfect- everyone makes mistakes. Not everyone I like has to like me back - trust takes time to build!	Feedback which is clear and specific and linked achieving worthwhile big picture goals and objectives. Feedback that acknowledges my efforts and that is accurate and detailed about how I can personally improve.
• Partner	Red/ Green  	Yellow	So Kind! (YOU & All you do!)			
Kids/Others						
• Child 1	Red/ Yellow  	Green	So Helpful! (ideas & energy)	People should be nice and it's always my fault when they're not.	You are beautiful and amazing as you are you are not responsible for other people's behaviour!	Feedback that first acknowledges my strengths and efforts before identifying where I need to improve.
• Child 2	Blue/Red  	Yellow	Great Work! (effort & hard work)	I should be better/ be able to make others like me! I suck/ I'm hopeless!	Great achievements take a long time and lots of mistakes and practice. People who don't like you despite your efforts are not worth knowing.	Feedback that is timely, clear and direct about specific things I need to improve.
• Child 3	Green/Red  	Blue	That's Excellent! (YOU & All you do!)	I must get it right! I'm not good enough! I'm a failure I can't fit in!	No one is perfect and everyone struggles with learning and growth. Not everyone is a potential BFF.	Feedback that acknowledges my efforts and that is accurate and detailed about how I can personally improve.
• Child 4	Yellow/Red  	Blue	So Amazing! (care & consideration)	I should be smarter/ should be able to get on with everyone	Smart people still struggle and boundaries are needed to avoid toxic people.	Feedback that first acknowledges my strengths and efforts before identifying where I need to improve.
• Child 5	Blue/ Red  	Green	So Helpful! (effort & hard work)	Should've tried harder - people should be kinder...	Things don't always work out - even when I and others have tried our best. You're not a machine!	Feedback that acknowledges my efforts and is clear and direct about specific things I need to improve.



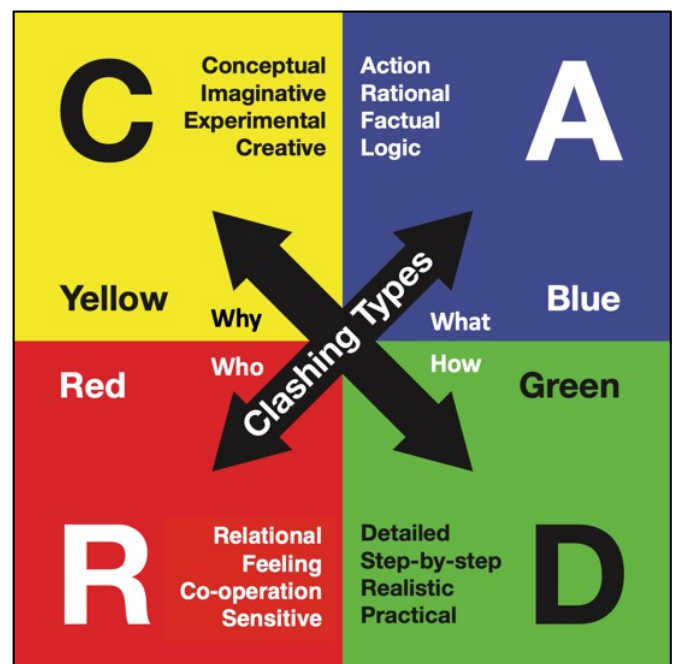
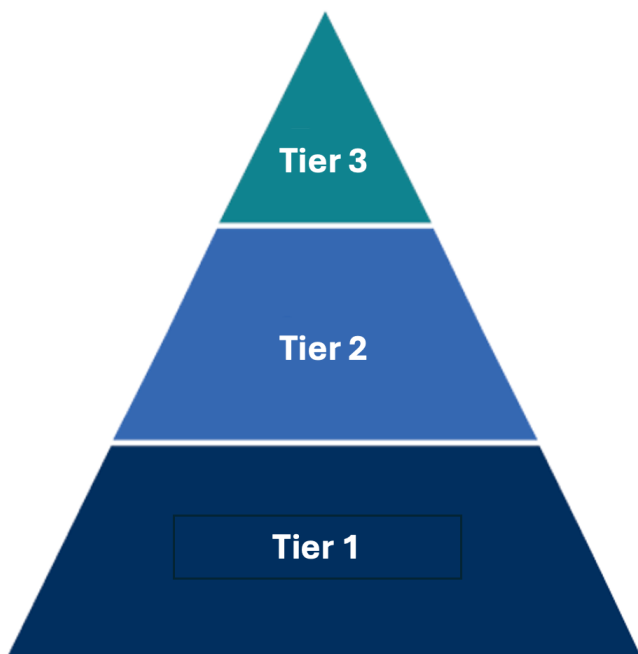
Step 3: Combined Family CARD Profile: My Family

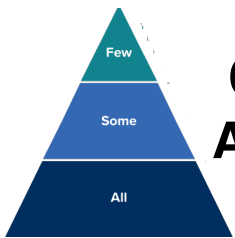
Name	Highest: Top 2 (Sticky Dots)	Lowest: Clashing	Praise & Appreciation	Inner Critic	Support	Feedback
Me/ Partner						
	○ ○					
	○ ○					
Kids/Others						
	○ ○					
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APPENDICES

CONNECTED Communication:

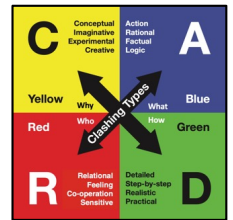
A Three Tiered Support System for Schools





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 staff*).

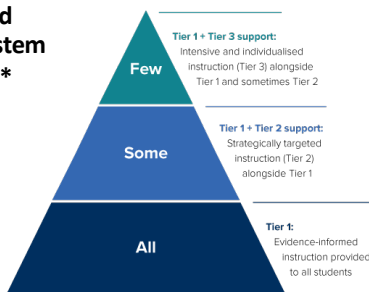
2. Showing empathy and kindness to others is not a 'one size fits all' approach but rather there are 4 possible ways other people prefer communication and *we need to teach the skillsets needed to match to the 4 possible preferences*.

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 teaching & 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 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*



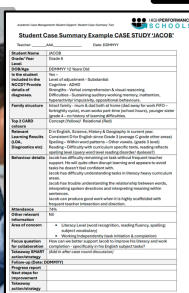
(*Compatible with MTSS, PBL, PBIS, RTI etc.)



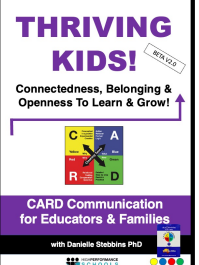
Tier 1



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).

Tier 1 Activities & Tools – All Staff & Students

[illegible]

Tier 2 Activities & Tools – Teaching & Support Staff

Name	Highest: Top 2	Lowest: Clothing	Praise & Appreciation	Inner Circle	Affirm/ Self-Support	Feedback
Al/ Partner	Red/Blue	Green	Awesome!	I wish I should be better than that I don't fit in I'm not good enough	You're not a machine and your best wears with your energy. People who don't respect don't care if they're caught up in their own stuff	Feedback which is detailed and links pictures again
Me	Yellow/Blue	Green	Awesome! (energy & ideas)	I wish I should be better than that I don't fit in I'm not good enough	You're not a machine and your best wears with your energy. People who don't respect don't care if they're caught up in their own stuff	Feedback which is detailed and links pictures again
Partner	Red/ Green	Yellow	So Kind! (YOU & All you do)	I should've got it right - it's not perfect. They won't like me - I'm not good enough	No one is a perfect - everyone makes mistakes. Not like you despite I like but like me back - trust takes time to build	Feedback which is detailed about
Gds/Others	Red/ Yellow	Green	So Helpful! (ideas & energy)	People should be nice and it's always my fault when people behave badly	You are beautiful and amazing as you are you are not responsible for other people's behavior	Feedback that my strengths described
Child 1	Red/ Blue	Yellow	Great Work! (effort & hard work)	I should be better/ be able to make others like me I wish I'm better	Great achievements take a long time and lots of mistakes and practice. People who don't like you despite your efforts are not worth learning	Feedback that I directed about
Child 3	Green/ Red	Blue	Excellent! (YOU & All you do)	I must get it right! I'm not good enough! I'm failure I can't fit in	No one is perfect. People struggle with learning and growth. Not everyone is a potential BFF.	Feedback that I directed about
Child 4	Yellow/ Red	Green	So Amazing! (YOU & All you do with consideration)	I should be smarter! should be able to talk to everyone	Smart people still struggle and boundaries are needed to protect people.	Feedback that I directed about
Child 5	Red/ Red	Green	So Helpful! (effort & hard work)	Should've tried harder - people should be kinder	Things don't always work out - even when I tried others have tried out but. You're not a machine!	Feedback that acknowledged my efforts and it's clear and direct specific things I need to improve

[illegible][illegible]

Our Tier 3 implementation plan is:

Appendix 1 – Child Support Strategies Tip Sheet



Support Strategies by C.A.R.D. Type



CONCEPT Why <i>Why should I do it!</i>	ACTION What <i>I won't do it!</i>	RELATIONAL Who <i>Help me do it!</i>	DETAIL How <i>I can't do it!</i>
NEED: 'Learning tasks that are exciting and interesting to me' NON-VERBAL BEHAVIOURS - Day-dreaming, doodling, looking out the window. - Easily distracted, looking around to see how or what others are doing. - Often going off-task or 'forgetting' the instructions. - Giving up early on tasks that they are not personally interested in.	NEED: 'Learning tasks where I can be independent/ in control' NON-VERBAL BEHAVIOURS - Jumping into tasks ahead of instructions. - Rushing vs being methodical. - Acting independently of others. - Resisting help or group work. - Easily frustrated and agitated. - All or nothing – quick to give up or resist if questioned or challenged.	NEED: 'Learning tasks where I can share & interact with others' NON-VERBAL BEHAVIOURS - Want to buddy-up and/or be reassured, either by the teacher or their other 'favourite people'. - Require a lot of reassurance / praise / proximal support. - Quick to feel embarrassed or personally offended and may emotionally escalate in response.	NEED: 'Learning tasks with very clear steps I can follow' NON-VERBAL BEHAVIOURS - Requires well organised space familiar to them. - Protective of personal property. - Easily confused in the absence of clear instructions. - Often wanting someone to model the exercise/lesson. - May appear fidgety, nervous, quiet.
SUPPORT CONSIDERATIONS They respond best when personally interested and understand what the end result needs to look like with the freedom to find their own way. Create time and space for them to work flexibly towards the end goal. They dislike being micromanaged – if upset give them time to regroup before providing any redirection.	SUPPORT CONSIDERATIONS Keep instructions short and concise – back up with visual cues of task and timeframe. Pre-empt with non-example success task. Break task down further and give practise without peers watching. If task refusal continues after redirection, exit task and/or exit classroom to avoid escalation trap.	SUPPORT CONSIDERATIONS Encourage, model and proximity support. Praise efforts as part of constructive feedback for sub par performance. Enable group work, as they like to sit close to others (so long as they like them). Praise their genuine desire to help and try their best. Implement any consequences discretely to avoid negative social impact.	SUPPORT CONSIDERATIONS Allow time to orientate to classroom setting and lesson plan. Break down instructions further and provide modelling at each step. Allow extra practise for each step. If task refusal occurs, remind them of consequences and let them choose what to do then follow up with consequences.
PRAISE PROMPTS: Awesome! Amazing! Fantastic! So cool!	PRAISE PROMPTS: Great work! Well done! Nice one! (Thumbs Up)	PRAISE PROMPTS: ThankYOU! That's so good/ kind/ helpful/ nice!	PRAISE PROMPTS: That's perfect! That's excellent! That's brilliant!



Individual Communication: Defusing Stress



Type	Colour	Focus	Identifiers / Key Words	Defusing Stress: Giving Support To Them
Concept	Yellow	Why	Big Picture / Future Focused / Thinks About Long Term & Wider Impacts – Impact Focused Stress / Anxiety	Let them finish and acknowledge their perspective before offering solutions / options.
Action	Blue	What	Black & White / Immediate Focus – ‘Right / Wrong’ Wants It Fixed ‘Now’ – Direct Active Personal Stress / Anger	Agree with them about the need to take action now and then outline realistic next steps and follow-up processes.
Relational	Red	Who	Strong People Focus / Feelings, Care, Respect, Alignment, Emotions – Tangential / Passive Third Party Stress / Anxiety	Acknowledge feelings and empathise / apologise – offer realistic support and restorative actions and availability to support further as needed.
Detail	Green	How	Strong ‘Rules’ Focus – Fairness, Compliance With Policy / Process, Justice, Equity – Verbose Fairness Focused Stress / Anger	Let them finish and acknowledge their version of events and circumstances and the need to address the issues before providing detailed solutions / options.



Group Communication (Verbal/ Email): ACDR



Type	Colour	Focus	Communication Tolerance	Approach
Action	Blue	What	Very Low	Emphasis on right now / immediate practical actions
Concept	Yellow	Why	Low	Emphasis on linking actions to big picture / creative / future focused ideas
Detail	Green	How	Moderate	Emphasis on specifics / detailed steps needed for actions
Relational	Red	Who	High	Emphasis on people, support and interactions needed for actions



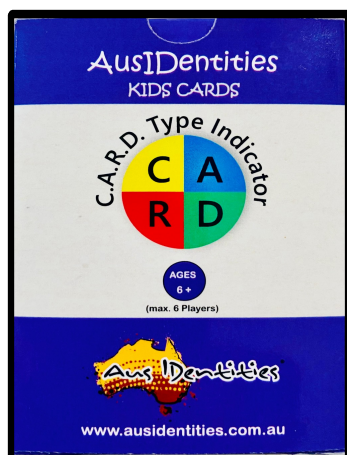
ACDR Group Communication Recipe: In 2 Simple Sentences (Spoken or Email)

- **1st Sentence:** We need to do (**WHAT**)... in order to achieve (**WHY**)...
- **2nd Sentence:** By taking these steps (**HOW**)... we will help (**WHO**)...

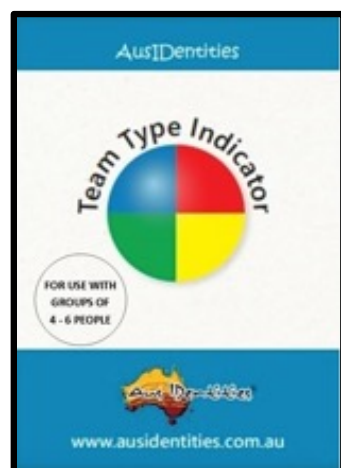


C.A.R.D. Communication Profiles - Class/ Team

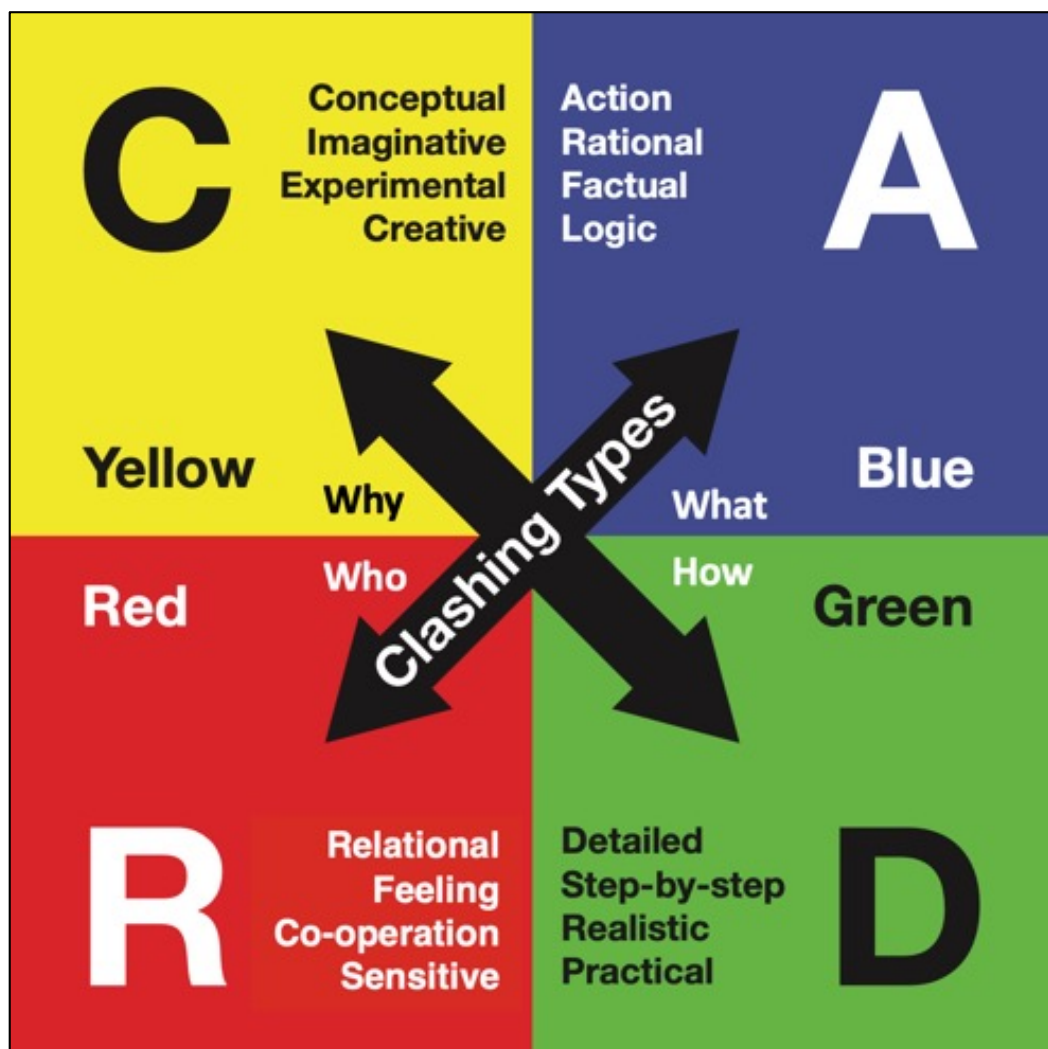
A Quick-start Guide for Educators



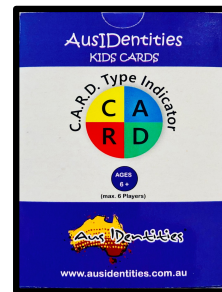
CARDS (kids)



CARDS (adult)

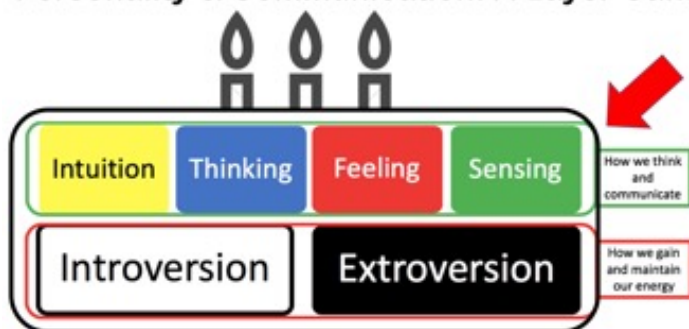


C.A.R.D. Communication Profiles Quick-start



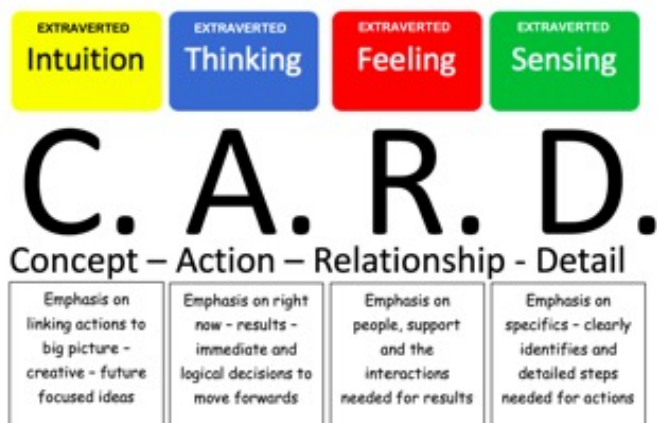
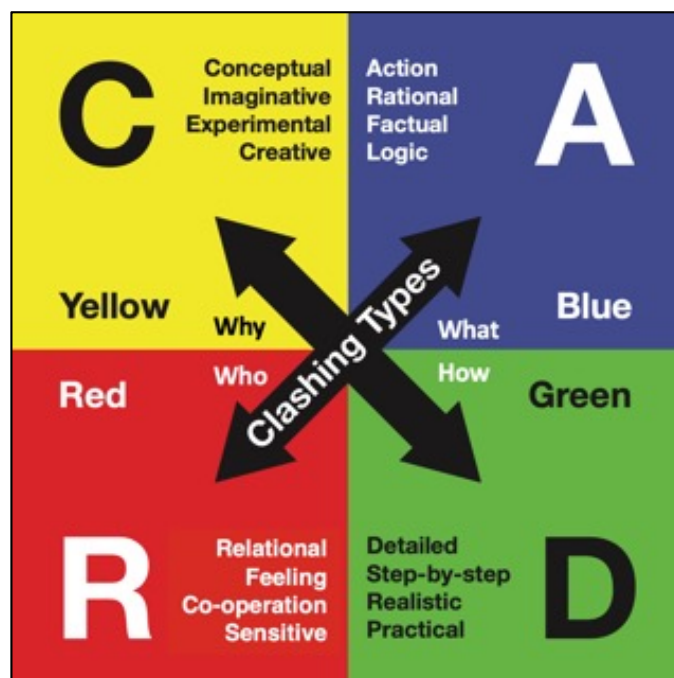
Context & Theory: Many people have heard of, or even used, profiling tools such as Myers-Briggs, DISC, AusIdentities and other systems that highlight differences in personality and the way that people interact. What many people often don't realise is that these profiling tools all have significant links back to the work of Swiss Psychologist, Professor Carl Jung, who released a book about personality and communication in 1921 titled 'Psychological Types' which was based on nearly 20 years of clinical study into how people function.

Personality & Communication: A Layer Cake



Jung's model can be represented as a layer cake. On the top layer Jung identified four different communication styles for giving and receiving information: Sensing, Intuition, Thinking and Feeling. On the bottom layer Jung identified two main attitude types, Extraversion and Introversion which influence how we maintain our emotional energy levels. When focusing on communicating effectively with others, it is the top layer that matters most.

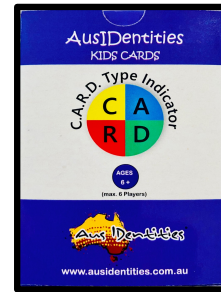
We've created the CARD model as a simple and easy to understand way to focus in on this top layer of Jung's model. It is within this top layer of personality that our communication bias/preference lies. Jung states that everyone will have their own Dominant Functions (i.e., the top two preferences for communication – where successful communication is easiest) and a lowest or inferior function (where communicating in this type is most difficult). Getting students to understand themselves and each other's preferences for communication according to these four types provides an opportunity to enhance effectiveness and gain insight into potential communication conflicts (aka personality clashes).



The CARD game (ages 14 and above) and Kids CARD game (ages 7-14 years) from ausidentities.com.au is a brilliant tool that HPTschools recommends to explore personality and communication in staff and students.

In this factsheet we'll unpack how educators can use the CARD Game with their students or their adult peers covering (1) Warm Up Activities, (2) Running The CARD Game Activity and (3) Completing the Class Communication Map and/or Team Profile Map.

1. CARD Profiles Warm Up Activities



1. Primary Ages: *Different Strokes for Different Folks*

Round 1: Get students to discuss different ways they could say 'Thank You' to someone who helped them with their schoolwork if the other person was (a) really busy, (b) really caring, (c) really creative and (d) really clever. Whiteboard answers according to the 4 x CARD types (see below example).

Round 2: Get students to discuss different ways they could ask their parents or other adults at home with their schoolwork if the other person was (a) really busy, (b) really caring, (c) really creative and (d) really clever. Whiteboard answers according to the 4 x CARD types (see below example). Explain that we'll now be doing an activity to better understand our similarities and differences so we can communicate better with each other...

Giving Praise & Seeking Help (C.A.R.D)

CONCEPT – Yellow <u>Help Question:</u> "I'm keen to get your thoughts / ideas / insights on..." <u>Praise:</u> Such great insights / vision / solutions / ideas	ACTION – Blue <u>Help Question:</u> "Need to get some quick advice / direction on (issue)..." <u>Praise:</u> Great work / job
RELATIONAL – Red <u>Help Question:</u> "I'd be so grateful to get your help / advice on..." <u>Praise:</u> Thank you so much for helping me with this!	DETAIL – Green <u>Help Question:</u> "Can you please check / review / fine tune (specific issue) for me..." <u>Praise:</u> Excellent work / very thorough / very clever etc.

2. Secondary Ages & Adults: *Golden Rule vs Platinum Rule*

Quick Discussion 1: Introduce the 'Golden Rule' and ask students if they have heard of it before and what it means and how it may help in communication.

Quick Discussion 2: Introduce the 'Platinum Rule' and ask students to reflect on which rule is better for communication. Ask students to provide examples of how they purposefully adjust communication to suit others (i.e., parents, peers, coaches, teachers etc.) in order to be more effective. Explain that we'll now be doing an activity to better understand our similarities and differences so we can communicate better with each other...

Communication: 2 Major Approaches

The **Golden** Rule

*"Do unto others
as you would
have them do
unto you..."*

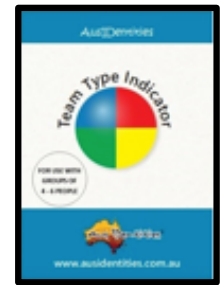
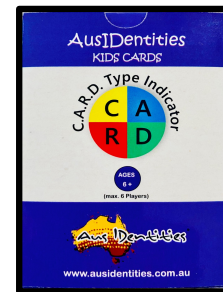
GOOD...

The **Platinum** Rule

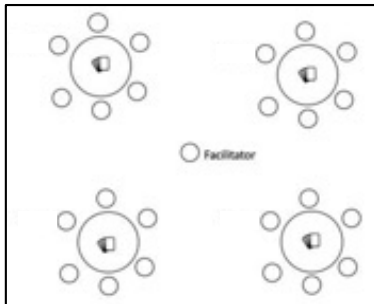
*"Do unto others
as they would
want it done unto
them..."*

GREAT!

2. CARD Game: Running the Activity



1. Invite game participants to sit at tables with 4-6 players per table.



2. Provide each table group with their own deck of cards and ask them to spread the cards out face up in the middle of the table.



3. Give players 2 minutes to each select **5 cards** that describe them well based on the words and phrases written on the cards.



4. Instruct players to now discard the 2 cards that **least** describe their personality – leaving them with their first-choice 3 cards.



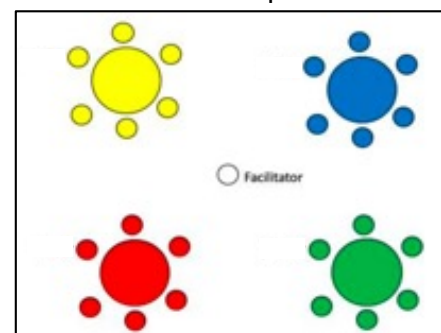
5. Ask players to raise their hand if they have 3 cards of the same colour. Advise them they can relax as they have now finished the game.
6. Instruct players that are holding 3 cards with differing colours that they must now discard 1 more card that **least** represents them – leaving their top 2 cards only.



7. Ask players that completed the previous step to raise their hand if they are left with 2 cards of the same colour. Advise these players they can relax as they have also now finished the game.
8. Instruct players that are left holding two cards of differing colours that they must now stack these two cards by placing the card which best describes them on the top.

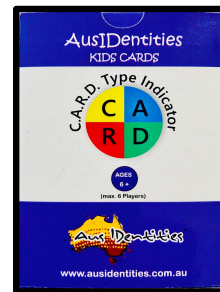


9. Ask players who had Red as their final colour (e.g., 3 Red, 2 Red, or 1 Red) to raise their hand. Repeat for the three remaining colours (Yellow, Blue, Green).
10. Divide the room up into the colours and explain how you have just done a quick exercise to reveal their communication preferences.

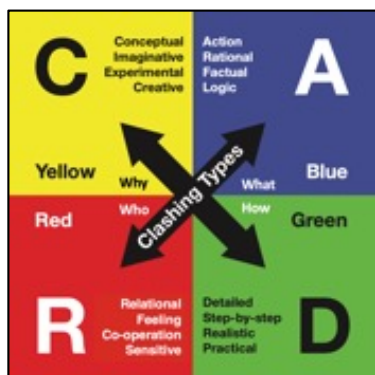


2. CARD Game

Running the Activity (cont.)



- Display the CARD Model on the projector screen and explain that each colour represents one of 4 primary communication preferences from the C.A.R.D. Model.
- Explain that each of us also has secondary preferences. Invite players to discuss their secondary preference with their sub-group.
- Explain we also have a lowest preference where we find it difficult to communicate with others from that type. Invite players to discuss their lowest preference with their sub-group.
- Ask the group to return to their original tables and the facilitator to reflect upon the potential strengths of each style and any potential limitations or clashes. Also talk about any group bias or gaps based on the preferences of the cohort completing the activity.

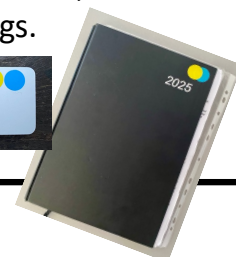


3. Completing The CARD Communication Profile Map

STUDENTS: Have each participant write (1) their name, (2) top two C.A.R.D. preferences and (3) hobbies / interests on the “Communication Colours Map: Our Class” (templates on next pages) and stick it up on the wall of the classroom as a reminder. **PRO TIP:** Facilitator to write their example profile on the first line to show how its done!

PS. Don't forget you dots!

Put the 'Top 2' color dots for each person on their profile and on any diaries, devices and name tags.



Name	Role	Strengths Personality Traits/ CARD colors	Interests & Goals
Clancy	Yr5 Rep	Yellow and Blue	To get more funding for instrumental music
Jakiah	5B rep.	Yellow/Red	MUSICIAN
Emma	Yr6 rep	Yellow/Blue	To be a life-guard!
Avelle	Yr5 rep	Yellow/Green	To be an Actor

Communication Colours Map: Our Class

My Name	My C.A.R.D. Colors (Only top 2)	My Hobbies / Interests

ADULTS: Have each participant write (1) their name, (2) top two C.A.R.D. preferences ('Strengths') and (3) work interests & goals, and (4) secret skills of fun facts on the “Team Profile Map” (templates on next pages) and stick it up on the team data wall.

Team Profile Talent Map

Team	Date				

Name	Role	Strengths (Personality Traits / Work Skills)	Work Interests & Goals	Secret Skills	Other
Mary Roberts	Teacher	Red/Green - Enthusiastic	Numeracy, consistent resources	Mango Farming	Enjoy house renovating
Steve Young	Teacher	Green/Blue - Punctual	Science and writing	Motor Sports	Eating out
Kirsty May	Teacher Aide	Yellow/Red - Creative	Science, find my passion again	Gardening	Dancing



HIGH PERFORMANCE TEAMS
LEVEL UP! PROGRAM

Team Profile

Talent Map



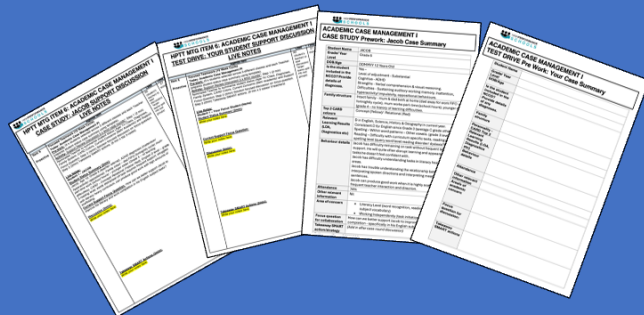
Team: _____

Date: _____

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**CONNECTED Communication:
Student Support - Case Management Toolkit**

**Training
Activity:
Case Study
& Test Drive!**



Allora State School

Student Support Team

Templates & Activity Cycle

REFERRAL FORM/ CASE SUMMARY

Student Case Summary Example CASE STUDY 'JACOB'

Teacher: _____ AAA _____

Date: DDMMYY

Student Name	JACOB
Grade/ Year Level	Grade 6
DOB/Age	DDMMYY 12 Years Old
Is the student included in the NCCD? Provide details of diagnoses.	Yes – Level of adjustment - Substantial Cognitive - ADHD Strengths - Verbal comprehension & visual reasoning. Difficulties - Sustaining auditory working memory, inattention, hyperactivity/ impulsivity, oppositional behaviours.
Family structure	Intact family - mum & dad both at home (dad away for work FIFO – fortnightly cycle), mum works part-time (school hours), younger sister (grade 4 – no history of learning difficulties).
Top 2 CARD colours	Concept (Yellow)/ Relational (Red)
Relevant Learning Results (LOA, Diagnostics etc)	D in English, Science, History & Geography in current year. Consistent D for English since Grade 3 (average C grade other areas) Spelling – Within word patterns – Other vowels. (grade 3 level) Reading – Difficulty with curriculum specific texts, reading reflects spelling level (query word level reading disorder/ dyslexia?)
Behaviour details	Jacob has difficulty remaining on task without frequent teacher support. He will quite often disrupt learning and appears to avoid tasks he doesn't feel confident with. Jacob has difficulty understanding tasks in literacy heavy curriculum areas. Jacob has trouble understanding the relationship between words, interpreting spoken directions and interpreting meaning within sentences. Jacob can produce good work when it is highly scaffolded with frequent teacher interaction and direction.
Attendance	74%
Other relevant information	Nil
Area of concern	- Literacy Level (word recognition, reading fluency, spelling; subject vocabulary) - Working Independently (task initiation & completion)
Focus question for collaboration	How can we better support Jacob to improve his literacy and work completion - specifically in his English subject tasks?
Takeaway SMART action/strategy	<i>(Add in after case round discussion)</i>
Follow-up (Date: DDMMYY)	
Progress report	
Next steps for improvement	
Takeaway action/strategy	

CASE ROUNDS – 9min CYCLES

STUDENT SUPPORT CASE MANAGEMENT 'JACOB' CASE STUDY LIVE NOTES



Context & Roles Pre-Work	Date & Time: Chair: Moderator: Live Notes: Apologies: <i>Complete Teacher Update Tool and Review / Update HPT Team Data Wall</i>		
	Agenda Item	Lead	Time
Item 6 Proactive	Priority Students In Focus CASE ROUNDS * <u>PRE-WORK</u> (3 x students selected and class Teacher prepares student status case summary using template). <u>Support Review Discussion 3 x 9min rounds:</u> Step 1 (2 min) Nominated Teacher to summarise student status (<i>Age/ Yr/ Class, Diagnoses, Family System, CARD Colours, Current Concerns (Beh./ Academic) and Support Focus Question</i>). Step 2 (5min) Solution focused discussion on <i>focus question</i>. Step 3 (2min) takeaway SMART actions. (9 min x top 3 cases) <i>Live Notes:</i> Student 1 - JACOB Student Status Summary (2min): <i>Jacob, Age 12, Grade 6 (teacher referral), ADHD diagnoses (inattention/ hyperactivity/ oppositional), Family intact – dad FIFO (fortnightly cycle) mum- part-time work (school hours) – younger sister (Grade 4 – nil learning difficulties), CARD – Concept/ Relational (Yellow/ Red), English D level – grade 3 reading level, easily distracted/ off task requires frequent support, struggles with literacy heavy curriculum, can produce good work with high amounts of scaffolding.</i> Current Support Focus Question: <i>How can we better support Jacob to improve his literacy and work completion – specifically in his English subject tasks?</i> Discussion (5min): <i>Teacher CARD profile – clashing types? Maybe - teacher detail/ action (Green/ Blue) but v.skilled in effective instruction. Confirm Praise and Support prompts are Yellow/ Red focused.</i> <i>Any TA support or direct obs – helpful vs unhelpful scaffolds?? Any specific SMART goals for Weekly or Termly targets in literacy development – are these SMART goals shared with parents/ Jacob and are there known rewards if goals achieved? When was last teacher - parent meeting/ planning conversation? Unsure.</i> <i>Reasonable adjustments – focus on verbal presentation skills and tasks? Implement the use of assistive technology e.g. C-Pen, immersive reader, speech to text.</i> <i>Literacy development tasks focused on subjects of interest – personal preferences? Buddy arrangements for group work – place in groups where peer learning will be optimal?</i> Takeaway SMART Actions (2min): <i>Team catch up with HoD, Teacher and TAs to map helpful vs unhelpful scaffolds, confirm CARD profile and best praise prompts, identify any ideal learning partners within class and use behaviour diary to track attention cycles and oppositional behaviours – start end of next week.</i> <i>Teacher to set literacy development and independent working SMART goals with weekly and termly targets and reward chart and share with parents – complete within the next fortnight.</i> <i>Teacher & HoD to help parents explore referral for specialist literacy support via public or private support services – meet before end of term.</i>	All (student case manager (CM) to lead discussions) <i>*larger teams split into sub groups with different student lists)</i>	27 mins



Allora State School Student Support Team Templates & Activity Cycle



Student Services Team Referral Form (BRIEF)

Item	Details
1. Context	Referral Date: Student Name: Student Class: Referring Staff Member Name/ Role:
2. Student Age	D.O.B.: Current Age:
3. Diagnoses	Known Current Diagnoses: NCCD – Differentiation Supplementary Substantial Extensive
4. Personality CARD Profile	Top two CARD personality preferences: Any other personality and communication factors (e.g., learning pit stress = <u>internalising/externalising</u>, etc.):
5. Family System	Biological family structure & current living/ care arrangements:
6. Current Concerns	Specific current academic / behaviour / social-emotional / speech or language / other concerns for referral:
7. Support Focus Question	Specific support need from referrer framed as a question:

Student Services Team (SST) Meeting Agenda (15 mins)

	Agenda Item	Lead	Time
Pre-Work	Teacher identifies student of concern, prepares Brief SST Referral form and emails it to SST.	Individual Teacher	N/A
Item 1 Case Management Discussion	Part 1 (2 min) – Case Summary - Teacher presents case outlining concerns Part 2 (6 min) – Team Discussion - Solution focused team discussion Part 3 (4 min) – Next Steps - Take away SMART actions Part 4 (3 min) – Feedback Form - Complete teacher feedback form and upload to OneSchool <u>Live Notes:</u> Student Name/ Background/ Current Concerns: Support Focus Question: Discussion: SMART Actions: Teacher feedback form completed Yes / No:	Team	15 min

Student Services Team (SST) Follow up Meeting Agenda (15 mins)



	Agenda Item	Lead	Time
Pre-Work	Teacher reviews Live Notes from SST Meeting and prepares a progress report outlining the following: - Strategies utilised: - Updates to student circumstances: - Current work samples compared to previous work samples: - Feedback from student about their own progress and challenges: - Next steps / further improvement question:	Individual Teacher	N/A
Item 1 Case Management Discussion	Part 1 (2 min) – Case Summary - Teacher presents case outlining progress with SMART actions and further improvement question. Part 2 (6 min) – Team Discussion - Deeper sharing of relevant work samples, teacher/ student perspectives and solution focused team discussion Part 3 (4 min) – <u>Next Steps</u> - Take away SMART actions Part 4 (3 min) – Feedback Form Complete teacher feedback form and upload to OneSchool <u>Live Notes:</u> Student Name/ Background/ Current Concerns: Support Focus Question: Discussion: SMART Actions: Teacher feedback form completed Yes / No:	Team	15 min

Progress Report (Headings)

- **Strategies utilised:**
- **Updates to student circumstances:**
- **Current work samples compared to previous work samples:**
- **Feedback from student about their own progress and challenges:**
- **Next steps / further improvement question:**



STUDENT SERVICES TEAM FEEDBACK



Student Services Team Contact Person:			Review Date:	
STUDENT SERVICES TEAM PRIORITY				
1	2 - 3	4 - 5 - 6 - 7	8 - 9	10
Monitor Current actions or intervention sufficient at present.	Low Priority Current actions or intervention having some effect. Further investigation or intervention would be beneficial.	Medium Priority Current actions or interventions having limited effect. Further investigation or intervention would be beneficial.	High Priority Current actions or intervention having no effect. Further investigation or intervention would be beneficial.	Critical Student is not coping. Urgent action required.
Actions to be Completed for This Student			Person Responsible	
Differentiated and explicit teaching implemented by teacher.				
Focused teaching implemented by teacher and possibly a teacher aide.				
Intensive teaching implemented in conjunction with Inclusion Teachers.				
Teacher to gather more data.				
Teacher to request parent have students hearing and vision tested				
Student to be mapped by teacher on Sequence of Achievement for: • •				
Individual Curriculum Plan to be developed.				
Follow up meeting with parents.				
Referral to Guidance Officer.				
Referral to Speech Pathologist.				
Referral to School Social Worker.				
Referral to outside agencies.				
Referral to PBL Tier 2 or Tier 3				
Attendance				
Other				

CONNECTED Communication: The CARD Model

Praise	Inner Critic
That's awesome! That's amazing! That's fantastic!	I'm an idiot/ dumb! I'm stupid! I should be smarter!
Matching Feedback	Affirmation
Feedback about how I can contribute to 'big picture' goals and objectives.	<i>"No one is an instant genius! Everyone needs time to think things through."</i>
Show Appreciation	Help Seeking
I appreciate your ideas and insights on... I appreciate your energy & enthusiasm...	Help Question: 'I'm keen to get your thoughts/ ideas on (issue).'
Praise	Inner Critic
That's so kind! That's so helpful! That's so nice!	I'm a loser/ can't fit in! I'm not good enough! I'm inadequate!
Matching Feedback	Affirmation
Feedback that acknowledges my strengths, efforts and areas I can improve.	<i>"I accept myself as I am. Not everyone will like me. Trust takes time to build."</i>
Show Appreciation	Help Seeking
I appreciate YOU and all that you are doing for... I appreciate all your care and consideration of...	Help Question: 'I'd be so grateful to get your help with (issue).'

C	Why
I like to focus on the 'big picture' – looking ahead, innovating and solving complex problems	Focus: interesting & exciting tasks. Resistance: 'Why should I do it'

A	What
I like to focus on the here and now, taking logical and realistic steps to get things done	Focus: autonomy & independent tasks. Resistance: 'I won't do it (make me)'

R	Who
I like to focus on making sure people feel engaged and work together effectively	Focus: sharing & interactive tasks. Resistance: 'Help me do it (proximity)'

D	How
I like to focus on the detail and the process – making sure things are done properly	Focus: specific & structured tasks. Resistance: 'I can't do it (anxious)'

Praise	Inner Critic
Great job! Well done! Nice one!	I'm lazy! I suck/ I'm hopeless! I should've done better!
Matching Feedback	Affirmation
Feedback that is timely, clear and direct about specific things I can improve.	<i>"You're not a machine! Your best varies according to your energy at the time."</i>
Show Appreciation	Help Seeking
I appreciate your effort and hard work on... I appreciate your quick response to...	Help Question: 'I need to get some quick guidance/ advice on (issue).'
Praise	Inner Critic
That's perfect! That's excellent! That's brilliant!	I'm a fraud! I'm a failure! I should've got it right!
Matching Feedback	Affirmation
Feedback that is accurate, detailed and useful to improve my own work.	<i>"No one is perfect. We ALL make mistakes as part of improving."</i>
Show Appreciation	Help Seeking
I appreciate how well organised & prepared... I appreciate your commitment dedication	Help Question: 'Can you please check/ review (specific aspect of issue).'

The 3 Questions* Addressing Unmet Needs:

1. What are their/ my Top 2 CARD preferences?
2. What do they/ I need right now?
3. How do they/ I need it communicated?

*(optional 4th Q)
Who do they/ I need it from?

The CONNECTED Communication Toolkit

