

MODULE 4.8

BUILDING SUPPORT PATHWAYS

FACILITATOR GUIDE

Module 4.8

Building support pathways

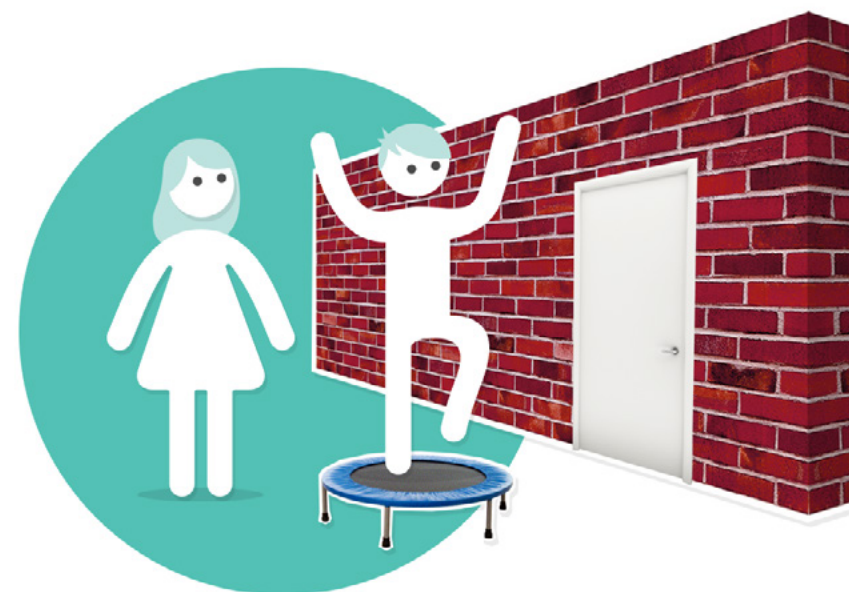
Introduction

The 'Module 4.8 'Building support pathways' facilitator guide is designed to assist you to prepare and deliver group professional learning using the MindMatters modules, which can be found at www.mindmatters.edu.au.

It consists of a possible sequence of professional learning activities to use with a group of staff as you move through the module.

MindMatters modules are designed to be used in flexible ways: as an individual, in small groups, as a faculty, as a whole staff, or as an action team. Some of the online activities can be explored in more detail when there is an opportunity to work with others at the same time. Group learning is best facilitated by colleagues from the school action team who have an understanding of mental health and the direction that the school wishes to take.

Implementing MindMatters as a whole school approach requires the active participation of the whole school community – teaching and non-teaching staff. Each of the four components of the MindMatters framework has associated modules.



Prepare

Before you begin facilitating a group session, you might like to undertake the following steps:

1. View and undertake the module(s) yourself.
2. Familiarise yourself with any background reading and references.
3. Decide which activities you will include and how much time you will aim to spend on them.
4. Check that your school allows access to YouTube, as each module contains YouTube videos. If not, speak to your IT team to get access.
5. Select a physical environment conducive to active learning – people sitting in discussion groups, room to move, access to water and refreshment.
6. Decide whether each person will access the online module or whether the group will use large screen projection.
7. Organise any materials needed for activities.
8. Organise copies of any pre-reading.
9. Enlist support of MindMatters action team members (if relevant).

You might also like to:

1. Speak with your local MindMatters project officer about extra hints or support for facilitating groups using online professional learning.
2. Ask the school librarian or resource centre person to gather together existing and relevant social and emotional learning resources for display or use during the session.
3. Consider the range of beliefs that may be relevant to the module you are facilitating – issues, participants, students, the school, the local community.

Overview

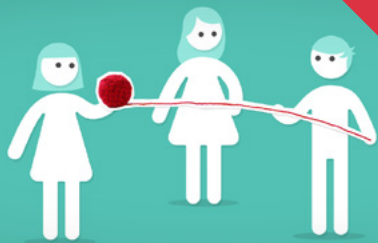
MindMatters modules are designed to take approximately one hour to complete. You may prefer your group to view the online video 'The MindMatters panel' at a different time, due to the video length.

Activity	Time	Materials needed
1. Energiser – Net of support	5 minutes	Ball of wool or string
2. Develop (or revisit) agreements for working together	5 minutes	Whiteboard or poster paper, markers or post it notes
3. Online wall task 'What health and community services do you know of that could support your school?'	5 minutes	Online device, whiteboard or poster paper, markers
4. Online video 'The MindMatters panel'	15 minutes	Online device
5. Online video animation 'Building support pathways' and discussion	10 minutes	Online device
6. Read, reflect and share	10 minutes	Online device, hard copies of 'Building support pathways' module overview (one per group), small group sorting strategy, copies of your school's referral pathway policies and procedures for students experiencing a mental health difficulty
7. Role play	15 minutes	Hard copies of 'Building support pathways' module overview (one per participant), pairing strategy
8. Online wall task 'What steps could schools take to help build engagement and relationships with external health and community service providers?'	5 minutes	Online device
9. Online Next steps	5 minutes	Online device (or hard copy)

Before starting the activities

Explain that MindMatters modules contribute to the ongoing MindMatters journey of improving the mental health of students by building a whole school approach.

Detail any 'housekeeping' issues. Clarify the duration of the professional learning session.



🕒 **TIME:** 5 minutes.

📄 **MATERIALS:**

- A ball of wool or string.

❓ **PURPOSE:** To help people connect with each other. To orient participants to the content of the session by asking them to reflect on current school and external supports available to students experiencing a mental health difficulty.

1. Energiser – Net of support

Instructions:

1. Ask the group to stand in a circle.
2. One person holds onto the end of the ball of string and tosses it to another person in the circle, forming a line of string across the circle.
3. The catcher holds onto the string and tosses the ball to someone else in the circle.
4. Continue until everyone is holding a piece of string and the net is filled in.

Debrief: Say to participants “This net represents the net of mental health support schools can provide for their students. Who are the internal staff or initiatives that hold up your net currently? Which external agencies currently help you hold up your net?”

Schools with effective internal policies and referral pathways, as well as partnerships with external agencies, can provide better support for students who are experiencing mental health difficulties. In this session we will be looking at how you can strengthen your net of support.

How to: Develop an agreement for working together

Time: 5 minutes.

Materials: Whiteboard or butcher paper, markers and/or post-it notes.

Purpose:

1. Create a safe learning environment so that all staff can contribute to the session in a respectful way.
2. Make expectations clear to ensure all participants understand their roles and roles.
3. Encourage people to take responsibility for their own learning and be accountable to colleagues.

Instructions:

1. Ask participants to brainstorm ideas about how they wish to work during this session.
2. Individuals can write suggestions on post-it notes or the facilitator can record suggestions on a whiteboard or poster.
3. Invite agreement from all participants about adhering to suggested aspects of behavior.
4. Discuss how the group will respond when agreements are not up held by a group member from a peer.

Here are some examples for agreements for a successful session:

- Listen to each other
- respect different perspectives
- share only what you are comfortable sharing
- engage in one conversation at a time
- share airspace


Debrief: Say to the group “Negotiating group agreements takes time and is an important part of a professional learning session. It helps to create safe and supportive environments, which is a key protective factor for our mental health and wellbeing. A safe learning environment also enables open, robust discussion in both staff and student settings.” Ask participants to reflect on the process and what they learned from the session and to share about what they see as the benefits. Ask for a show of hands. How many people use a similar process with students in school?”

What	What does it look like?
Solution-focused	Look for solutions. If there are no solutions, look for ways to make the problem more manageable.
Constructive	It's a good feedback if it is clear and constructive. It's not about blaming the person.
Equality	Let everyone's voice be heard. It's not about being louder or more aggressive. It's about being heard.
Right to learn and participate	As a professional, you can open to new ideas, and as a learner, you can be open to new ideas and experiences. It's not about being right or wrong. It's about being open to new ideas and experiences.
Agreement of diversity	Let everyone's voice be heard. It's not about being louder or more aggressive. It's about being heard.
Constructive of time	Have responsibilities for writing and reading. Each person should be able to read and write.
Support	Let professionals at my regular and have ongoing and constructive support.
Confidentiality - no names	Let people of having conversations within groups, and not to share with the whole group the names of students and families.
Non-judgmental	Let everyone's voice be heard. It's not about being louder or more aggressive. It's about being heard.
Minimum role requirements	Let everyone's voice be heard. It's not about being louder or more aggressive. It's about being heard.

 **TIME:** 5 minutes.

 **MATERIALS:**

- ‘How to facilitate MindMatters modules’ guide. [DOWNLOAD AND PRINT](#)
- Whiteboard or poster paper.
- Markers or post it notes.

 **PURPOSE:** To create a safe learning environment so that all staff can participate in the session in a respectful way. To make expectations clear to ensure all participants can contribute their views and ideas. To encourage people to take responsibility for their own learning and be accountable to colleagues.

2. Develop (or revisit) agreements for working together

Instructions:

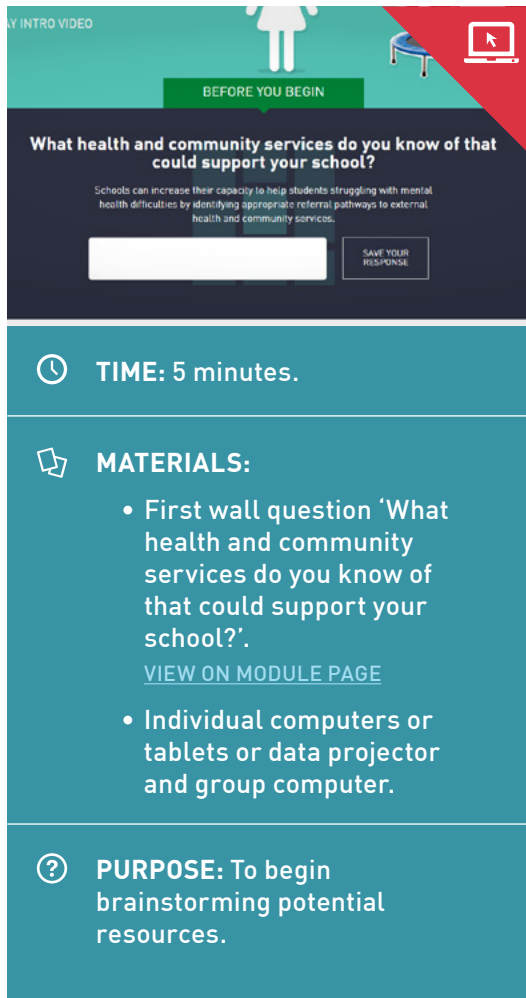
1. Ask participants to brainstorm and share ideas about how they wish to work during this session.
2. Individuals can write suggestions on post it notes or the facilitator can record suggestions on the whiteboard or poster paper.

Here are some examples for agreements for a successful session:

- listen to each other
- respect different perspectives
- share only what you are comfortable sharing
- engage in one conversation at a time
- share airspace.

For more examples, download the ‘How to: facilitate MindMatters modules’ guide and follow the instructions on ‘How to: Develop an agreement working together’.

Debrief: Say to the group “Negotiating group agreements takes time and is an important part of a professional learning session. It helps to create safe and supportive environments, which is a key protective factor for our mental health and wellbeing. A safe learning environment also enables open, robust discussion in both staff and student settings.”



BY INTRO VIDEO

BEFORE YOU BEGIN

What health and community services do you know of that could support your school?

Schools can increase their capacity to help students struggling with mental health difficulties by identifying appropriate referral pathways to external health and community services.

SAVE YOUR RESPONSE

⌚ TIME: 5 minutes.

📄 MATERIALS:

- First wall question 'What health and community services do you know of that could support your school?'.
[VIEW ON MODULE PAGE](#)
- Individual computers or tablets or data projector and group computer.

❓ PURPOSE: To begin brainstorming potential resources.

3. Online wall task

Instructions:

1. Connect to the internet.
2. Log in to your MindMatters account.
3. Select component 4 'Support for students experiencing mental health difficulties'.
4. Select Module 4.8 'Building support pathways'.
5. Invite participants to complete the first wall question individually 'What health and community services do you know of that could support your school?'.
6. Invite participants to share their ideas with a partner.
7. Invite people to share with the large group and make note of any new resources the school hasn't yet been accessing. Hand these suggestions to your MindMatters action team members.

Debrief: Say to participants "In order for schools to facilitate appropriate supports for young people, it is essential that they be aware of available referral options. This can reduce the distress for the young person as well as for the carer. Long term prospects are also enhanced.



TIME: 15 minutes.

MATERIALS:

- 'The MindMatters panel' video.

[VIEW ON MODULE PAGE](#)

PURPOSE: To consider questions raised by the online video.


4. Online video 'The MindMatters panel'

Instructions:

Consider the following questions as you view the video 'The MindMatters panel':

1. What are the benefits of developing a relationship with youth mental health services in your area?
2. What are the challenges when working with an outside service to support students?

Debrief: Discuss your answers to these questions with the person next to you.



MODULE PROGRESS

C4 MODULE 4.8

Building support pathways

PLAY INTRO VIDEO

BEFORE YOU BEGIN

What health and community services do you know of that could support your school?

Schools can increase their capacity to help students struggling with mental health difficulties by identifying appropriate referral pathways to external health and community services.

TIME: 10 minutes.

MATERIALS:

- 'Building support pathways' animation.

[VIEW ON MODULE PAGE](#)

PURPOSE: To begin thinking about how schools can develop clear internal referral pathways and strong relationships with external services.

5. Online video animation 'Building support pathways' and discussion

Instructions:

1. View the video animation 'Building support pathways'.
2. Refer to pages 4 to 6 of the module overview.
3. After viewing the video animation, ask participants to form pairs and discuss the following:
 - What are some steps you could take to start building, or to continue strengthening, a relationship with an external agency in your area?
 - How effectively does your school support students to access external services?
 - Are students and families provided with information about where they can seek help?
 - How does your school work to reduce the stigma around mental health issues?

Debrief: By having good relationships with external mental health providers, schools can support students to receive help so that they can stay connected to school. Working to reduce the stigma around mental health issues, looking at ways to increase help seeking barriers in students, providing students and families with information about where they can seek help and having regular conversations with the service provider are all important aspects of school support.

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 **TIME:** 10 minutes.

 **MATERIALS:**

- Hard copies of 'Building support pathways' module overview page 10 (one per group).

[DOWNLOAD AND PRINT](#)

- Small group sorting strategy.
- Your school's referral pathway policies and procedures for students experiencing a mental health difficulty.

 **PURPOSE:** To develop an understanding of best practice for student referrals. To briefly review current school referral pathways and assess if an update is required.

6. Read, reflect and share

Instructions:

1. Split participants into small groups. If there are fewer than 10 participants in total, keep the one group.
2. Direct the group to page 10 of the module overview. Ask the group to discuss the following:
 - Are all the steps that are listed for a referral, followed at your school when a student presents with a mental health issue?
 - Are the steps documented in school policy?
 - Are all staff aware of the policy?
3. Suggest that if this discussion has prompted the group to review their practices, the appropriate staff might wish to set aside time to undertake this review.

Debrief: Best practice referral pathways for a student experiencing a mental health difficulty needs to be included in the school's policies and procedures and communicated so that everyone in the school community is aware of them.

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 **TIME:** 15 minutes.

 **MATERIALS:**

- Hard copies of 'Building support pathways' module overview pages 8, 13 and 14 (one per participant).

[DOWNLOAD AND PRINT](#)

- Pairing strategy.

 **PURPOSE:** To practise having a supportive discussion with a student, focusing on being clear about confidentiality and outlining referral pathways.

7. Role play

Instructions:

In pairs have the participants undertake the following:

1. Read Rania's story on page 8 of the module overview.
2. Read pages 13 and 14.
3. Take turns role playing what you could say to Rania if she were your student and she approached you to let you know she was struggling. How could you build her trust? How could you let her know about confidentiality? What referral pathways might you suggest to her?
4. Provide each other with constructive feedback about what you liked about the approach taken and anything that could be improved for next time.

Debrief: While helping students understand the boundaries of confidentiality and the referral pathways available to them, it is important for school staff to ensure that students feel supported. For more information about supporting individual students please refer to Module 4.4 'Helping individual students'.

ool procedures for referral pathways

What steps could schools take to help build engagement and relationships with external health and community service providers?

SAVE AND COMPARE

VIEW THE COMPARISON WALL

TIME: 5 minutes.

MATERIALS:

- Second wall question 'What steps could schools take to help build engagement and relationships with external health and community service providers?'.
[VIEW ON MODULE PAGE](#)
- Individual computers or tablets or data projector and group computer.

PURPOSE: To review the learning from this session.

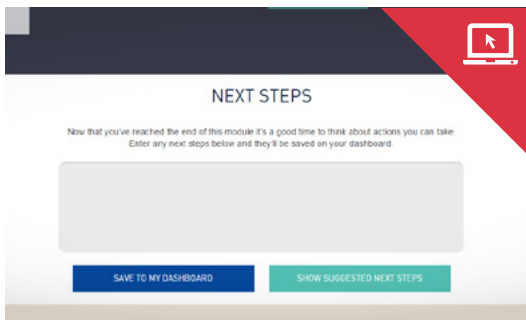
8. Repeat online wall task

Instructions:

1. Invite participants to complete the second wall question 'What steps could schools take to help build engagement and relationships with external health and community service providers?'.

2. Ask participants to share their ideas with the group.

Debrief: Best practice relates to staff knowing the services that are available in their community to support someone experiencing a mental health difficulty, along with the referral pathways that are in place.



TIME: 5 minutes.

MATERIALS:

- Next steps section. [VIEW ON MODULE PAGE](#)
- Alternatively, pens and paper.

PURPOSE: To consider what participants can do to streamline referral pathways and enhance relationships with external agencies. To translate learning into action and take responsibility for learning.

9. Next steps

Instructions:

1. Invite each person to decide on three next steps they will undertake as a result of learning in the session.
2. Share these intended actions with at least one other person. Note: If people are using their own device, these will be recorded on their individual dashboard for future reference.
3. Invite participants to select and explore a website from the 'Further resources' section of the online module. Share a summary of the website resource with a partner.

Debrief: Schools best support students with mental health difficulties when they work together with the student, family and mental health professionals. Schools with effective internal policies and referral pathways, as well as partnerships with external agencies, can provide better support for students who are experiencing mental health difficulties.

MindMatters is a national mental health initiative for secondary schools developed by *beyondblue* with funding from the Australian Government Department of Health.

See more MindMatters resources at www.mindmatters.edu.au