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25-27SEPT

UNIVERSITY CLUB
THE UNIVERSITY OF
WESTERN AUSTRALIA

APACS/SPA WA
national conference 2019



CONFERENCE PROGRAM

Wednesday 25 September 2019 WELCOME RECEPTION AND KEYNOTE PRESENTATION					
5.00pm	APACS Annual General Meeting				
6.00pm	Acknowledgement of Country				
6.10pm	Presidents' Welcome				
6.15pm	Keynote Address: Professor William Pfohl <i>Crisis Intervention Training and Response, An International Perspective</i>				
7.15pm	Complimentary Drinks Reception				
8.15pm	Conclusion				
Thursday 26 September 2019 CONFERENCE DAY 1					
8.00am	Registration.				
8.30am	Kaya! Welcome to Country: Marie Taylor Welcome and Official Opening: Shannon Steven, SPA President and Eileen Kuruckchi, APACS President				
9:00am	Keynote Address: Professor William Pfohl <i>International perspectives on School Psychology</i>				Workshop 5: 9.00am – 4.30pm CCI CBT for Procrastination
10.00am	Keynote Address: Professor Donna Cross <i>Getting more for less effort: Whole school actions to improve learning, wellbeing and positive behaviour</i>				
11.00am	Morning Tea				
11.30am	Workshop 1: Dr Sonia Sharp <i>Expanding Growth Mindset to create Growth Culture</i>	Workshop 2: Aldo Gurgone <i>Family Therapy: Working with the child/adolescent and seeing the Family</i>	Workshop 3: Karin Dewar <i>Therapeutic Skills & Approaches in Working with Adolescent Survivors of Sexual Violence</i>	Workshop 4: Dr Simon Kennedy <i>Legal and Ethical Issues in Case Notes and Reports</i>	Workshop 5: continued
1.00pm	Lunch				
2.00pm	Workshop 6: 120' Mandy Nayton DSF <i>Revisiting the Response to Intervention (RTI) Model – Is it a help or a hindrance?</i>	Abstract Presentations Abstract 7a: 60' Professor Marilyn Campbell <i>Research and Practice to Address Cyberbullying</i>	Workshop 8: 60' Professor Wai Chen <i>ADHD - Understanding for Practical Management and Successful Treatment</i>	Workshop 9: 60' Dr Sonia Sharp <i>Practical Strategies for Organisational Change</i>	Workshop 5: continued
3:00pm		PLUS Abstract 7b: 60' Trina Cummins <i>Wellbeing Coaching: Helping Students Manage Anxiety</i>	Workshop 10: 60' Kristie Ferguson <i>Wellness Initiative: WRAP Programme for Youths</i>	Workshop 11: 60' Professor Juli Coffin <i>Bullying in an Aboriginal Context is Different</i>	
4.00pm	End of Day 1 programme				
4.15pm	Afternoon Tea & SPAWA Annual General Meeting,				

Friday 27 September 2019 CONFERENCE DAY 2					
8.00am	Registration				
8.30am	Annual SPAWA Awards Presentations: Early Career School Psychologist of the Year <i>Kindly sponsored by Psychological Assessment Australia</i> School Psychologist of the Year Award Arthur Skinner Award				
9.30am	Day 2 Welcome. Keynote Address: Dr Howard Bath <i>3 Pillars of Transformational Care. 3 Critical Factors for creating Environments of Healing and Resilience.</i>				Workshop 16: 9.30am - 4.00pm Dr Sian Jeffery <i>DBT for Adolescents</i>
10.30am	Morning Tea				
11.00am	Keynote Address: Dr John Wray <i>Autism Spectrum Disorder Update: Review of Biology, Ecology and Practical Implications.</i>				Workshop 16 continued
12.00pm	Workshop 12: 90' Karen Lee Seymour <i>Understanding Complexities in the Presentation of Refugee Students</i>	Abstract Presentations Abstract 13a: 45' Dr Helen Butler & Denise Wilson <i>Suicide Prevention and Response, and Be You Approach to Mental Health</i> PLUS Abstract 13b: 45' Paul Russell <i>High School Mental Health and Curriculum Guide</i>	Workshop 14: 90' Anna Dedousis-Wallace <i>Collaborative & Proactive Solutions (CPS)</i>	Workshop 15: 90' Professor Susan Colmar, Linda Sheldon, Nash Davis <i>Attention and Working Memory Interventions with Children: Memory Mates</i>	Workshop 16 Continued
12.45pm					
1.30pm	Lunch				
2.30pm	Abstract Presentations 17a: 45' Elizabeth Kent & Clara Kashara <i>Supporting the Wellbeing of School Psychologists in the Kimberley Region</i> PLUS Abstract 17b: 45' Sandra Wiggins <i>Learning to Breathe: Mindfulness in Schools</i>	Abstract Presentations Abstract 18a: 45' Stella Rodgers <i>Therapeutic Crisis Intervention in Schools</i> PLUS Abstract 18b: 45' I Filipovska, T Klonowski & N Terpsis <i>Promoting Psychological Flexibility using ACT</i>	Workshop 19: 90' Anna Dedousis-Wallace <i>Collaborative & Proactive Solutions (CPS)</i> <i>*repeat session*</i>	Workshop 20: 90' Michael Tunnecliffe <i>Drug Addiction and Evidence Based Practice Applied to the Role of School Psychologists</i>	Workshop 16 continued
3.15pm					
4.00pm	Grand Prize Draw				
4.25pm	Conference Close				
4.30pm	Complimentary Sundowner on the Verandah				

APACS/SPAWA NATIONAL CONFERENCE

WELCOME RECEPTION

Wednesday 25th September

Keynote Address 1

Crisis Intervention Training and Response:

An International Perspective

Professor William (Bill) Pfohl

Outline

This keynote will cover 25 years of research and practice for crisis intervention in schools. Materials will be presented from the USA and international research and responses. Practical interventions and lessons learned will be covered.



Presenter's Information

Professor William (Bill) Pfohl, Psy.D. is Psychology Professor Emeritus at Western Kentucky University in Bowling Green, Kentucky (USA). He has trained school/clinical psychologists for over 36 years. He is a Licensed Psychologist and a Nationally Certified School Psychologist in USA. Bill teaches the following subjects in the Department of Psychology, Faculty of Abnormal Psychology, Western Kentucky University: Advanced Educational Psychology; Program Evaluation; Behaviour Problems of Children and Adolescence; Clinical Child Psychology: Theory and Intervention; and Consultation in Educational and Mental Health Settings: Theory and Practice.

Bill Pfohl has been a trainer of school psychologists in crisis intervention in schools for over 25 years in the USA and internationally. Bill was Chair of National Association of School Psychologists' (NASP - USA) and the National Emergency Assistance Team (NEAT). He coordinated the response by USA and international response to Japan for the earthquake in 2011. Bill serves on the Board of Directors of the European School Psychology Centre for Training (ESPCT) which specializes in training for crisis response in schools. Bill has trained over 1000 school psychologists for crisis intervention in schools internationally.

Bill Pfohl was awarded the International School Psychology Association's Distinguished Service Award 2014 and 2016. He has received multiple awards for public service from Western Kentucky University and other professional organisations. Prof Pfohl was elected President of NASP twice and elected President of the International School Psychology Association (ISPA). He has held various leadership positions in state, national and international school psychology organisations. He has been a school psychology practitioner and trainer for over 48 years.

He was awarded the National Association of School Psychologists (NASP) Lifetime Achievement Award (LAA) in 2010. In receiving this lifetime award Bill was described by NASP as "a master at connecting the world of practice with the theoretical underpinnings in a manner that helps students develop a clearer understanding of the profession while at the same time modelling expectations for his students... with knowledge and wit." During his tenures as NASP President, Bill was instrumental in developing School Psychology: A Blueprint for Training and Practice II & III. He has been influential in school psychology accreditation and certification, chaired the Publications and the Accreditation, Credentialing, and Training Committees, Education and Research Trust, and Editorial Boards and represented NASP on the Validation Panel for the National School Psychology Exam.

CONFERENCE DAY 1

Thursday 26 September

Keynote Address 2

International Perspectives on School Psychology

Professor William (Bill) Pfohl

Outline

The keynote will cover a historical perspective of school psychology in USA and internationally. Job roles have changed greatly and the newest perspective on school psychologist roles will be shared covering job satisfaction, work history and training data will be shared. The future of school psychology is full of challenges and promise. One of the key messages that will be explored is how training issues and practice issues must be coordinated to be most successful. Examples and case studies will be provided to illustrate successful school psychology structures, services and practices.

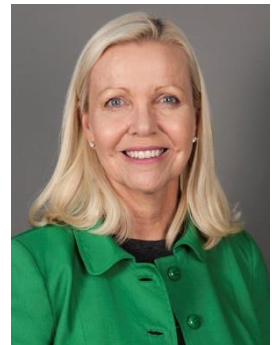
Keynote Address 3

Getting more for less effort: Whole School actions to improve learning, wellbeing and positive behaviour.

Professor Donna Cross

Outline

A critical component to enhance any student's learning is the provision of an environment that supports his/her social and emotional wellbeing, and positive behaviour. This keynote will briefly review evidence related to the positive impact social and emotional wellbeing and pro-social behaviour can have on academic achievement, attendance, levels of trust and respect for teachers, management of school-related stress, class participation, and importantly behaviour, especially among more vulnerable populations of students. It will enable participants to review their school's current actions to enhance students' pro-social behaviour at the whole school level and to consider ways to determine the most valuable and 'active' whole school social and emotional wellbeing practices for their school community.



This presentation will also address the importance of the engagement of parents, and empowerment of students; and tools for school staff to examine the parity of support across the school, review school practices, ethos, and environment as well as monitor behavioural outcomes. Lastly findings will be presented from a five-year translational research project that developed and tested a systematic approach to enhance the implementation of the empirically tested *Friendly Schools* see: <http://friendlyschools.com.au/fsp/> whole-school social and emotional learning and bullying prevention strategies.

Practical school-based practices across the care continuum from this research will be presented, including the effective strategies employed by schools to build a sustainable whole-school actions to reduce bullying and promote positive student social and emotional development.

Session Outcomes

Attendees will review and reflect on the following key points:

- Children have a fundamental need to belong, when this is interrupted, healthy functioning decreases
- The impact of poor social relationships, especially among vulnerable children needs to be treated as seriously as other learning difficulties and considered a risk factor that can affect gene expression, morbidity and mortality
- Schools need to
 - Establish social norms and normative expectations about positive social behaviours
 - Adopt student behaviour support or wellbeing activities that facilitate cross-year group relationships.
 - Use a strategic care continuum of practice to maximise student wellbeing, especially for more vulnerable students, that maps a collaborative, coordinated, whole-school approach using evidence-informed strategies.
 - Adopt a systematic implementation process that builds staff capacity and organisational support – starting with staff wellbeing

Presenter Information

Donna Cross is a Professor with the Faculty of Medicine, Dentistry and Health Sciences at the University of Western Australia and the Head of Health Promotion and Education research at the Telethon Kids Institute. Donna has been awarded over \$31m in competitive research funding to conduct research to improve child and adolescent health and wellbeing. Over the past 25 years she has led 60+ applied school and community-based research intervention projects investigating ways to enhance the social and emotional development and reduce anti-social behaviour among children and adolescents. In 2012, Donna was awarded the WA 'Australian of the Year' in 2012 for her services to children's health and wellbeing, she is a Fellow of the Australian Academy of Health and Medical Sciences, and in 2017 was one of the finalists for WA Scientist of the Year. Donna's 2017 Churchill Fellowship investigated ways young children's development and learning is influenced by their use of technology.

CONCURRENT SESSIONS DAY 1 - Thursday 26th September

Workshop 1

Expanding Growth Mindset to create Growth Culture

Dr Sonia Sharp

Outline

Over recent years the focus on individual wellbeing and resilience has shifted the focus of schools and other universal services who work predominantly with children, young people and their families. Whilst this focus has been well intentioned, there is a growing recognition amongst those who work within positive psychology that there are some risks embedded within our work to date. These risks are twofold: firstly, that at an individual level we fail to acknowledge the harshness of some children's experiences and attribute their failure to thrive in the face of such adversity as a lack of 'grit' or personal fortitude. Secondly, that we fail to understand the importance of relational dynamics and system interactions in determining individual and collective outcomes. In this workshop we will explore current thinking in positive psychology and how it intersects with systems science. We will apply this, in a very practical way, to how we can build a growth culture within schools for students



and teachers...a culture where we can be open about doubt, worry and failure and use this as platform for learning and resilience - a culture that provides a sense of safety, which makes it easy to engage and where we can truly stretch ourselves and find our 'edge'.

Session Outcomes

By the end of this workshop participants will have:

- Insight into the latest research and thinking into positive psychology applied across school systems
- Identified strategies for overcoming potential barriers to wellbeing at an individual, group and organisational level
- Explored some practical approaches that can be applied in school settings to develop a healthy culture for positive psychological growth.

Presenter Information

Sonia Sharp has dedicated over 30 years to education and is internationally recognised for her academic research, her thought leadership and her proven track record in whole system improvement across all phases of education. With a background in educational psychology, Sonia is recognised for her ability to create whole system change that increases inclusion, improves wellbeing and lifts student outcomes generally as well closing the equity gap for traditionally underperforming groups. Sonia is currently working with the Positive Psychology team at Melbourne University exploring the intersect between systems thinking and positive psychology to address environmental and cultural enablers of resilience and growth mindset in students. She has also been leading extensive professional learning for school leadership teams on building a growth culture across the whole school community.

Sonia is a trained teacher, head teacher, educational psychologist and Fellow of the British Psychological Society. Her early work in organisational change was as a principal research fellow with the University of Sheffield landmark UK study on whole school approaches designing and implementing a range of interventions to identify and implement practical strategies for tackling bullying in schools. The project was funded by the Department for Education (DfE) and stimulated anti-bullying strategies in schools across the UK and internationally.

Career Highlights

Sonia has been fortunate celebrate the exceptional achievements of young people who have faced the most adverse circumstances in life. These achievements did not happen by chance – they are the result of deep resilience within the young person, staff who demonstrate extraordinary creativity blended with an un-deterrable commitment to deliver success, a broader system which helps rather than hinders.

Workshop 2

Family Therapy: Working with the Child/Adolescent and Seeing the Family

Aldo Gurgone



Outline

Family Therapy developed in the 1950s & 1960s as a radical approach which challenged traditional psychoanalytic therapy, especially by bringing together all members of the family when one member has a problem or illness. This was counter to psychoanalytic thinking, which focused on the analyst-analysand relationship and 'prized' confidentiality, noting that including family members in the therapy session would water-down the analysis (therapy). Bearing that in mind, it seems strange that even today, when Family Therapy is mentioned to parents, some families fear that the underlying statement is that the family is responsible for the individual's problem or illness.

This presentation will focus on:

- What is family therapy?
- How to understand problems or symptoms in a systemic or contextual way.
- How to be inclusive and encourage family members to help and support each other to overcome problems and symptoms.

Presenter Information

Aldo Gurgone is a Clinical Psychologist and has been practising family therapy since 1972. His experience and background in family therapy spans work in Australia, the UK, Italy, Malaysia, Singapore & Peru. Aldo is Director of the William Street Family Therapy Centre (WSFTC) in Perth Western Australia. He provides individual, couple and family therapy for clients referred for a wide range of health and relationship related reasons. In 1987 he founded the WSFTC, which is a centre of excellence providing Clinical Training & Supervision for a range of Mental Health Professionals & Agencies, as well as conducting a Two-Year Graduate Diploma in Family & Relationship Therapy, which is an accredited training course in Family Therapy.

Over the years, Aldo trained with several of the pioneers of Family Therapy including Virginia Satir, Carl Whitaker, Lynn Hoffman, John Weakland, as well as a number of second-generation Family Therapists including Maurizio Andolfi. His professional background includes experience in a Therapeutic Community in England in the late 1970s, as well as working in a range of Psychiatric and Multicultural settings. He enjoys the blend of working with clients as well as supervising colleagues. He has presented at numerous national and international conferences and has produced a variety of professional and client resource materials including "Better Couple Communication"; Fair Fighting"; "Parents' & Kids' Drug Survival Kit for the 21st Century". In 2018 he published a book: "Psychotherapy Tales: the making of a family therapist".

Workshop 3

Therapeutic Skills and Approaches for Working with Adolescent Survivors of Sexual Violence

Karen Dewar

Outline

This presentation examines some of the emotional issues that adolescent trauma survivors commonly present with at counselling and an overview of therapeutic skills and therapy approaches used by SARC counsellors.



Presentation content includes:

- Common emotional issues for adolescent trauma survivors
- Essential components of effective therapy
- An overview of counselling approaches used at SARC
- An adolescent case-study

Session Outcomes.

By the end of this session participants will be able to:

- List common emotional issues adolescent trauma survivors present with
- Identify essential components of effective therapy
- Discuss several counselling approaches used by SARC therapists

Presenter Information

Karin is an experienced accredited mental health social worker who has worked in the area of complex trauma & mental health for the past 19 years, specialising in the area of sexual assault, sexual abuse, sexuality education, protective behaviours, and comorbidity. Karin has worked at SARC for over 14 years and currently is the acting Coordinator of the Education and Training department, which provides training opportunities relating to sexual violence and trauma to students and professionals working throughout Western Australia. Karin is passionate about helping people with a disability that may have experienced sexual violence or trauma in their lives. She manages a part time private practice working extensively with this vulnerable population.

Qualifications: UWA Master of Social Work; Notre Dame Bachelor of Applied Psychology; Notre Dame Bachelor of Counselling; University of Portsmouth Cert in Education. EMDR practitioner.

Career Highlights

Karen was the Individual Winner of the Staff Excellence Award in 2014. Karen has been designing and delivering training workshops to workers and professionals throughout Western Australia to highlight the impact of complex trauma on survivors; the importance of how to respond effectively to disclosures of sexual violence; and how crucial it is to look after yourself as a worker doing this incredible work.

Workshop 4

Legal and Ethical Issues in case Notes and Reports

Dr Simon Kennedy

Outline

The session addresses ethical and legal issues that are central to working with children and families in general, but specifically with respect to the clinical records, reports and communication that occurs in relation to these cases. The session addresses the principles to be considered and the practices that may prevent ethical difficulties, as well as assisting clinicians with adopting both a mindset and a set of practices that take into account the risks related to communication of all types regarding clinical matters. The session will emphasise the need to consider the legal and ethical implications of recording, maintaining, and communicating clinical information, ownership of records, informed consent, issues of who is the client. The session will also address common legal and ethical risks in treatment and reports, and methods to prevent clinical error in these areas.



Session Outcomes

By the end of this session participants will:

- Better understand the complexities and principles of recording and communicating information in clinical matters, particularly in dealing with children and families.

Presenter Information

Dr Simon Kennedy, over 35 years as a Clinical & Forensic Psychologist, has had senior Clinical Psychology positions, was a tenured Senior Lecturer at Australian Catholic University over 13 years and has been Director of Behaviour Work Group and Psychology Camberwell for over 20 years, where he directs the practice focused on psycho-legal evaluation and treatment, particularly in the legal domain. He has undertaken over 12000 psychological reports for Australian courts, has assessed across Australia and internationally, and given evidence on several hundred occasion, particularly in family and children's law matters. He regularly speaks at national and international conference, particularly regarding child and family law evaluation.

Bachelor of Behavioural Science. Master of Psychology (Clinical), Doctor of Philosophy (Clinical Psychology), Fellow, Colleges of Clinical Psychologists, Forensic Psychologists, & Educational & Developmental Psychologists, Australian Psychological Society.

Workshop 5** *please note: this is a whole day workshop*

Cognitive Behaviour Therapy (CBT) for Procrastination

Dr Louise Andony and Melissa Burgess, Centre for Clinical Interventions (CCI) team

Session Outline

Procrastination is a trans-diagnostic problem that is highly prevalent in clinical practice and can be frustrating for both client and therapist. It can present as a behavioural aspect of a psychiatric disorder (i.e., depression, anxiety, etc.) or a stable and chronic problem in its own right that can reflect one's personality style. Procrastination is making a decision for no valid reason to delay or not complete a task or goal you've committed too, and instead doing something of lesser importance, despite there being negative consequences to not following through on the original task or goal. It is important to remember that everyone procrastinates. However, problematic procrastination can be distinguished from more general procrastination, by how bad the negative consequences are of us not following through on things. Further the task can become even more aversive by putting it off. The approaches outlined in this workshop will be based on cognitive behavioural approaches to psychological interventions. Please note: this is an **advanced course** and background knowledge of cognitive behavioural therapy is essential

Session Outcomes

This practical 1-day workshop will provide participants with:

- A greater understanding of procrastination and when to target it in treatment
- A framework for formulating procrastination and planning treatment
- Practice in specific treatment strategies such as dismissing excuses, practical strategies to enable taking action, methods for tolerating discomfort, and adjusting unhelpful rules and assumptions that underlie procrastination

Presenter Information



Dr Louise Andony works as a Clinical Psychologist within the Eating Disorders Programme at CCI. She completed her Doctorate in Clinical Psychology at the University of Western Australia. Her published doctoral thesis examined whether therapists were able to adequately adhere to three eating disorder treatments under investigation in a multi-site research trial. Louise has previous experience in delivering individual and group therapy to individuals with various psychological conditions in both community and school settings.

Melissa Burgess is a Clinical Psychologist Registrar who did her clinical training in the combined Masters/PhD course in Clinical Psychology at the University of Western Australia, where she is currently completing her PhD. Melissa's doctoral research explores anxiety-related attentional biases in younger and older adults. Melissa joined the team at CCI in 2014 but has been involved in research collaboration with CCI since 2011, looking at interpersonal problems in anxiety, depression and eating disorders, and how these relate to treatment outcomes.



The CCI service was established with the strongly held belief that effective treatments for psychological disorders should be accessible for everyone and remains at the core of their service values today. The evidence-based treatments they provide are developed from clinical research literature; these are then evaluated through their quality assurance program which also allows them to investigate psychological maintaining factors of anxiety, mood and eating disorders. This information is then fed back to the clinical and research communities through publications and presentations.

Workshop 6

Revisiting the Response to Intervention (RTI)

Model – Is it a help or a hindrance?

Mandy Nayton

Outline

Response to Intervention (RTI) is a school-based service delivery model but it does serve to inform, or at least contribute to, the diagnosis of Specific Learning Disorders (SLDs) under DSM 5. Essentially, the notion that the learning difficulties experienced by a student will persist despite appropriate educational experiences (including at least 6 months of intervention) can present the assessing psychologist with more questions than answers. The degree of functional impact, and therefore the level of severity, can also be difficult to ascertain.

In this session, the value of the RTI model as an important factor in the diagnosis of SLD will be explored and a number of the reported positives and pitfalls of the RTI approach will be discussed.



Session Outcomes

By the end of this session participants will have:

- Developed a stronger knowledge of the RTI model and the associated implications for Specific Learning Disorder (SLD) diagnosis
- Explored the role of the school psychologist in providing advice to schools on what constitutes appropriate intervention
- Considered the functional impact of Specific Learning Disorders (SLDs) and the implications on determination of level of severity
- Identified a number of potential strategies to improve the efficacy of SLD diagnosis

Presenter Information

Mandy Nayton is the CEO of Dyslexia SPELD Foundation Literacy and Clinical Services and President of AUSPELD. She is an educational and developmental psychologist and qualified primary school teacher with extensive experience in the field of literacy education. Mandy supports schools with literacy planning and provides professional development in the areas of literacy acquisition, vocabulary development, working memory, cognitive load theory, learning difficulties and the assessment of learning disorders. Over the past three years Mandy has contributed to five peer-reviewed journal articles (focused on learning disorders and mental health) in national and international journals and was the lead author on a chapter on the assessment of reading disorders in the 2017 'Handbook of Australian School Psychology'.

Career Highlights

Mandy was a member of the Federal Government's Dyslexia Working Party in 2009/2010, a member of the Schools Disability Advisory Council in 2012/2013 and was the recipient of the LDA Mona Tobias Award in 2015. Mandy is an Adjunct Research Fellow at Curtin University's School of Psychology and Speech Pathology, has conducted research in collaboration with UWA, Curtin and Macquarie Universities, and was recently awarded an OAM for her services in the fields of education and learning difficulties.

Abstract Presentation 7a ** *please note: you must select 7a, 7b & 7c as one session.*

Snapshots of the Latest Research and Effective Practice to Address Cyberbullying in Schools

Professor Marilyn Campbell

Abstract

In this presentation Professor Campbell will discuss current research on cyberbullying in young people. There seem to be many different opinions on the problem of cyberbullying, especially among the general public which are not actually supported by research. Some people believe that cyberbullying is increasing and becoming an epidemic, which research does not find. Many of the views of the public are fuelled by media hype, which can give a false impression. It is important for everyone to understand what cyberbullying is and what it isn't as prevention and intervention strategies depend on everyone in the community being on the same page when defining this behaviour. The whole community also needs to work together to understand what the most effective strategies to reduce it.



Presenter Information

Dr Marilyn Campbell is a professor in the Faculty of Education, School of Early Childhood and Inclusive Education at the Queensland University of Technology preparing psychologists and school counsellors in the Masters of Education program. Previous to this Marilyn supervised school counsellors and has worked in infants, primary and secondary schools as a teacher, teacher-librarian and school counsellor. Her main clinical and research interests are the prevention and intervention of anxiety disorders in young people and the effects of bullying, especially cyberbullying in schools. She is the author of the Worrybusters series of books for anxious children. She is the Chief Editor of the *APACS Journal of Psychologists and Counsellors in Schools*, published by Cambridge University Press.

Abstract Presentation 7b **

Wellbeing Coaching: Helping Students Manage Anxiety

Trina Cummins

Abstract

Objectives:

- Understand the neuroscience of anxiety and resilient thinking
- Learn five key strategies to support students dealing with anxiety
- Apply the wellbeing coaching process



We are seeing an increasing number of students dealing with mental health issues which is impacting their ability to learn. One in four Australians aged 16-24 are living with a mental disorder and 75% of those who experience mental illness will onset before they turn 24 (State of NSW, 2014). Living in a stressful world, adolescents benefit from learning how to navigate through challenges in a

healthy way. Students need to learn different strategies which increase resilience, positive emotions, engagement and meaning to positively develop their character where they live a life that has meaning, purpose and fulfilment (Seligman, 2009). Immanuel College has a pastoral care approach and wellbeing model that positively supports students' academic learning and personal growth. As we educate the whole student it is important for them to learn different life skills so they can grow and flourish. In this talk, Trina will share the wellbeing coaching process and five key strategies to help students manage anxiety.

Presenter Information

Trina is the inaugural Director of Counselling at Immanuel College, Adelaide, South Australia where she oversees and provides counselling/mental health services across the school. She has more than 21 years' experience in managing and leading various wellbeing, counselling and mental health programs across different school sectors (government and independent) in America and Australia.

As a trained psychologist and educator, Trina has worked as a licensed counsellor, behaviour specialist, teacher, educational consultant and speaker/trainer. Previously she was the inaugural Director of Wellbeing & Counselling at Wilderness School, Adelaide SA, where she was a member of the Senior Leadership Team and oversaw the wellbeing and mental health programs across the school (ELC-12).

Workshop 8

ADHD - Understanding for Practical Management and Successful Treatment

Professor Wai Chen

Outline

Attention Deficit Hyperactivity Disorder (ADHD) and comorbid conditions can impact students in diverse and unexpected ways. ADHD often co-occur with other neurodevelopmental disorders, such as autism spectrum disorders/traits (ASD), tics, language disorders, specific learning disorders, and other psychiatric conditions, such as anxiety, depression, attachment disorders and post-traumatic disorder.

These conditions interact to intensify, alter or disguise the expression of ADHD in the classrooms and playgrounds. Depression for instance can mimic ADHD, with distractibility, forgetfulness, disorganised thinking, rumination driven inattention and irritability. ASD traits can mask ADHD, as these children can hyper focus for long period of time on topics of their circumscribed interests. Sluggish Cognitive Tempo (SCT) is increasingly recognised as new variant of ADHD, characterised by a stagnant form of inattention (instead of distractibility), hypoactivity and low efforts/motivation. SCT is often under-recognized and does not readily respond to conventional ADHD treatment, but causes severe impairments. ADHD seldom comes alone; understanding the interplay of comorbidities is essential in practical management and successful treatments; and they impact on learning, classroom behaviours and social functioning differently. This workshop introduces the audience to this knowledge and their practical application in school settings.



Session Outcomes

By the end of this session participants will:

- Have an increased understanding of the interplay of comorbidities essential in practical management and successful treatments of ADHD
- Gain insights into the different impacts of ADHD on learning, classroom behaviours and social functioning
- Consider practical applications in school settings.

Presenter Information

Professor Wai Chen, BM, MPhil(Camb.), PhD, DCH, MRCP, MRCPsych, FRANZCP, is Professor of Child Psychiatry at University of Western Australia; Head of Service of the tier 4 statewide Complex Attention and Hyperactivity Disorders Service (CAHDS), at the Department of Health, Western Australia, and consultant child & adolescent psychiatrist. He completed his medicine degree (BM Bachelor of Medicine) at Southampton University, a MPhil (Master of Philosophy) degree at Corpus Christi College, Cambridge University, before completing a PhD (Doctor of Philosophy) at the Institute of Psychiatry. He received his psychiatry and child psychiatry training as a lecturer at the Maudsley Hospital and Institute of Psychiatry, Kings College London. He also gained clinical experience in adult ADHD at the National Adult ADHD Clinic (Maudsley Hospital) during his research fellowship. He is a member of the Royal College of Psychiatrists (MRCPsych, UK); a member of the Royal College of Physicians (MRCP, UK); and fellow of the Australia and New Zealand Royal College of Psychiatrists (FANZCP). His publications include peer-reviewed research articles and book chapters. He has been awarded competitive research grants in the areas of ADHD, Recovery and Sleep Problems. His research is in the areas of ADHD, neurodevelopmental disorders, emotional dysregulation, their treatments, resilience, subjective well-being and social recovery in CAMHS. He was jointly awarded with other co-authors a BMA Medical Book Award in 2010 for 'Living with ADHD'. Between 2012-2014, he also served as a Peer Reviewer for the *DSM5 Clinical and Public Health Committee* (CPHC) during DSM5 revision.

Workshop 9

Practical Strategies for Organisational Change

Sonia Sharp

Outline

Sustainably changing the mindset, behaviours and habits of people across a whole organisation is challenging, and yet it can be done in a way that is motivating for all. This session will explore the dynamics of leadership and 'followership' and how the dance between the two can be orchestrated to deliver profound transformation that will endure over time, providing a platform for continual improvement on previous best. In this session we will try out some dynamic, human centred practical tools for designing and delivering whole system change.



Session Outcomes

By the end of this session, participants will have:

- Insight into the latest research and thinking into organisational change applied to school systems
- Experimented with human centred design approaches that help build a consensus for change and a roadmap for implementation
- Identified the pre-conditions for successful organisational change and explored some of the common barriers

Presenter Information

Sonia Sharp has dedicated over 30 years to education and is internationally recognised for her academic research, her thought leadership and her proven track record in whole system improvement across all phases of education. With a background in educational psychology, Sonia is recognised for her ability to create whole system change that increases inclusion, improves wellbeing and lifts student outcomes generally as well closing the equity gap for traditionally underperforming groups. Sonia has led numerous whole of organisation and whole of system change programs, always delivering an improvement in performance based upon a strengthened culture and cohesive team structure.

Career Highlights

Sonia has supported many organisations to deliver success - from strategic planning through to workforce alignment. Sonia brings multiple perspectives – she has led and supported/advised organisations through substantial change. Sonia understands why and how change works and can share the stories of success and the moments of despair.

Workshop 10

Wellness Initiative: Wrap Programme for Youths

Kristie Ferguson

Outline

Youth WRAP is a Wellness Recovery Action Plan by and for Youth. WRAP provides a system that helps young people make their lives more the way they want them to be, to choose and enjoy more of the things they want to do, and to get through the hard times that can come with finishing school, finding work, and moving into new situations for home, school and family. WRAP is an internationally recognised evidence-based mental health recovery program. It is held over 8 weeks for 3 hours per week and facilitated by people who share a lived experience of mental illness.

Session Outcomes

By the end of this session participants will:

- Have insights into the WRAP Programme for Youths
- Understand how the intervention supports personalised recovery support to improve quality of life, relationships and wellbeing
- Gain knowledge of the research and outcomes achieved using the WRAP wellness initiative

Presenter Information

Kristie Ferguson works for RUAH, a mental health and wellness service that is funded by state and federal governments. RUAH provides personalised recovery support to improve life, relationships and wellbeing. She is a qualified trainer in the Wrap Programme for Youths. RUAH's mental health support services encompass face-to-face contact in the home or choice of location to connect people to their community; intensive one-to-one support for people with higher or challenging needs; a peer program for people with mental illness to learn practical mental health recovery skills; recreational and leisure services; and an early episode psychosis program.

Workshop 11

Bullying in an Aboriginal Context is Different

Professor Julianne (Juli) Coffin



Outline

Professor Juli Coffin will discuss the effects of bullying in the Aboriginal context and draw the distinction between the experience of Aboriginal young people in comparison to non-Aboriginal children and communities. Stemming from her research into conceptualising bullying in an Aboriginal context, she will outline her findings and how they inform the development of a bullying prevention approach that is culturally sensitive to the need of Aboriginal students.

Juli is passionate about helping Yamaji kids be happy and healthy and has been involved with the Solid Kids, Solid Schools project since it started. As a chief investigator and project director, Juli has worked closely with Yamaji community members to represent their stories and experiences of bullying.

Session Outcomes

By the end of this session participants will be able to:

- Have an increase understanding of the Aboriginal context of bullying
- Identify bullying prevention approaches that are culturally sensitive to the needs of Aboriginal students.

Presenter Information

Professor Julianne (Juli) Coffin is an Aboriginal Western Australian who has traditional ties to her grandparents' country in the Pilbara region (Nyangumarta). Juli was born in Ngala, Western Australia and has lived the majority of her life in the Pilbara. She is the proud mother of three children. Juli is a graduate of Edith Cowan University (Western Australia) and James Cook University (Queensland). Juli lives in Geraldton (Yamaji Country) and works at the Combined Universities Centre for Rural Health as an Associate Professor in Aboriginal Health.

Professor Coffin is a prominent Aboriginal researcher with research expertise in cultural security, education and research across a diverse range of chronic diseases, nutrition, contextualising bullying, and health promotion. Professor Coffin holds a degree in education, a Master of Public Health and Tropical Medicine (with distinction) and a PhD with an award in excellence. With a keen interest in Aboriginal languages and ways of learning, Professor Coffin combines her education and cultural learnings to deliver the outstanding translation of research into practice that is always of an impeccable standard. She is highly regarded by her peers as being creative and innovative around some of the particularly controversial and complex areas in Aboriginal health and education. Professor Coffin is an accredited Equine Psychotherapy Practitioner.

CONFERENCE DAY 2

Friday 27 September

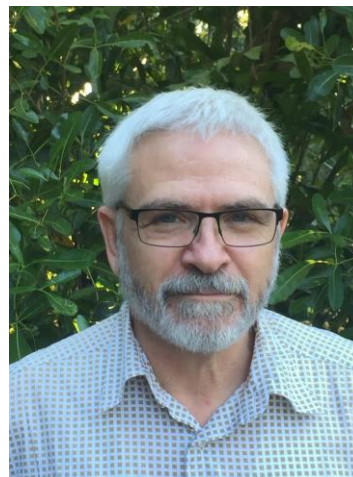
Keynote Address 4

Pillars of Transformational Care

Dr Howard Bath

Outline

From the rapidly growing literature on developmental trauma and the impacts of severe adversity on neurodevelopment, Howard will highlight the three central needs of affected children and how these needs, when unmet, can compromise school attendance, behaviour, and academic performance. He will outline a number of practical ways that school personnel can integrate trauma-sensitive approaches into their practice to address the needs of their students.



Speaker Information

Dr Howard Bath has had a long career working with children and young people in the child welfare and youth justice systems. He has been a youth worker, house parent, program manager and agency director. Trained as a clinical psychologist, Howard has also provided direct clinical services for young people and their families as well as training and program support for agencies and schools. He has authored professional papers and reports on child protection, out of home care, family preservation and developmental trauma and is co-author (with John Seita) of the recent book: *The Three Pillars of Transforming Care: Trauma and resilience in the 'other 23 hours'*, written for care workers, teachers, kinship carers and other mentors who interact with children exposed to developmental trauma.

From 2008 to 2015 Howard was the inaugural Children's Commissioner in Australia's NT with a mission to promote the wellbeing of vulnerable children. Through Allambi Care in NSW he now provides a range of consultancy and training services across Australia and internationally, focusing on the impacts of severe adversity, interventions that promote healing and growth, and the processes of organisational change.

Howard can be contacted at: howard.bath@allambicare.org.au

Keynote Address 5

Autism Spectrum Disorder Update: Review of Biology, Ecology and Practical Implications

Dr John Wray

Outline

This session will review the current understanding of the biology of the autism spectrum disorders, early identification and treatment and management throughout childhood, noting that any concept of a disorder is dependent on the ecology surrounding the child.



Advances in understanding the biological underpinnings of ASD continue apace but have not yet delivered in terms of diagnostic practice or treatment practice. However, we have seen significant practice advances in early identification and treatment of children at risk of ASD.

The contemporary movement for the recognition and respect for neurodiversity encourages a more tolerant, flexible and individualised approach to people with ASD. How is this going in our schools?

Session Outcomes

By the end of this session participants will:

- Have knowledge of the biological aetiology of ASD
- Have knowledge of the early identification and treatment of children at risk of ASD
- Will have further understanding of the ecology of function and maladaptive behaviours of children with ASD

Speaker Information

Dr John Wray is a Developmental Paediatrician. He trained in Perth and Philadelphia, USA. Dr Wray cares for children with neurodevelopmental disorders and has a special interest in the care of children with autism spectrum disorders.

John is one of the authors of *A National Guideline for the Assessment and Diagnosis of Autism Spectrum Disorder in Australia* (2018) by the Centre for Child Health Research, UWA Medical School. John is particularly interested in the controlled investigation of complementary and alternative therapies, and in longitudinal studies of the biology of the Autism Spectrum disorders. Other professional interests include developmental disorder prevention and enhancement programs. John contributes to the assessment and management of a large number of children with autism spectrum disorder and other neurodevelopmental difficulties. He is the previous Clinical Director of the Child Development Service, Perth, the largest single service of its kind in Australia and is active in numerous community and professional organisations

Career Highlights

John was pivotal to the amalgamation and subsequent reform of Perth's Child Development Service, and development of research culture in the service.

CONCURRENT SESSIONS DAY 2 – Friday 27th September

Workshop 12

Understanding the Complexities in the Presentation of Refugee Students

Karen Lee Seymour

Outline

Refugee children are a uniquely identifiable group in schools as they have typically experienced war, displacement, trauma, and loss, in addition to poor living conditions, food insecurity and limited or disrupted schooling. These numerous and significant stressors increase the risk of health, emotional, behavioural, cognitive, and academic difficulties while in temporary housing; frequently refugee camps, and later, when they are resettled. School psychologists frequently work with refugee children upon resettlement when children must adapt to a new environment in a different culture, learn a new language, and navigate a distinct school system.



This session will provide an overview of the refugee experience; describe the unique factors, stressors, and hardships that affect refugee children's development, and offer the practitioner understandings of the complexities in evaluation of and intervention with such children, and will provide an overview of the stages of second language acquisition unique to many CaLD students.

Session Outcomes

Practitioners will have an enhanced understanding of the complexities in the presentation of refugee children: the impacts of trauma on the body/brain, malnutrition and adverse conditions on the developing child, with implications for memory, learning and cognition, acquisition of a second language, and behaviour. Systematically exploring these will enable the practitioner to better understand the impact on children's learning and behaviour in order to adequately assess and intervene with this population.

Presenter Information

Karen Lee is an Advanced Skills School Psychologist with the School Psychology Service of WA and has worked extensively with Culturally and Linguistically Diverse students and families; particularly those hailing from a refugee and/or trauma background. I have provided specialist consultation to colleagues, schools and educators in relation to educational provisions and pedagogy, and behavioural, social, and emotional and well-being-interventions with CaLD students. My experience combined with the scope and nature of my practice and passion for research led to me being approached by the American Psychological Association to write a chapter specifically devoted to the complexities in the presentation of refugee students and again to be joint first author with an international leader in the field, a chapter on culturally competent school psychology. I have further translated this knowledge and contemporary understandings into practice promoting evidence-informed processes and knowledge writing several supporting documents for the SPS, these contributing to the skill and cultural competence of school psychologists across the service, Australia and internationally. Karen Lee has achieved a Diploma of Teaching, B.A (Psych), B.ED (Couns), 95% Master of Clinical Psych, and currently completing the Postgraduate Certificate In Autism Diagnosis, at UWA to specialise in autism diagnosis in the CaLD field.

Career Highlights

Karen Lee has been incredibly privileged to work in the CaLD field which she refers to as an ongoing career highlight. Karen Lee was awarded the School Psychologist Association of WA Researcher of the Year 2013 in recognition of outstanding research and training which contributed to evidence-based research practice which promoted the school psychology profession, and the School Psychologist of the Year 2018. Other highlights include presenting at the American Psychologists Association 121st Conference, Hawaii 2013; the 1st International Australian Childhood Trauma Conference, Melbourne 2014, and being the guest speaker alongside Australia's Race Discrimination Commissioner, Dr Tim Soutphommasane, at the Multicultural Mental Health Conference in 2017.

Abstract Presentation 13a** *please note: you must select 13a & 13b as one session.*

Suicide prevention and response within the Be You whole school approach to mental health.

Dr Helen Butler and Denise Wilson

Abstract

From 2012-2017, **headspace** School Support (hSS) worked with Australian school communities to *prepare for, respond to and recover from* the death of a student by suicide. *Preparation and recovery* involved encouraging schools to incorporate suicide postvention planning into their whole school approach to mental health and wellbeing. Learnings from this world first initiative were captured in the *Delivering Effective postvention in Australian Secondary schools communities* report. Key learnings highlighted the need for: effective collaboration across education, health and community organisations working with schools; consistent guidelines for postvention processes and messages but with responsiveness to particular contexts/population groups; the embedding of postvention within a comprehensive whole school approach to mental health; and the critical importance of postvention planning to building the capacity of school staff to effectively support students and colleagues through response to recovery. The importance of these learnings from practice, evaluation and research was recognised in the incorporation of the approach developed by hSS into the nationally funded Be You initiative, led by Beyond Blue, with **headspace** and Early Childhood Australia as delivery partners. Importantly, Be You now offers all Australian schools and early learning settings a comprehensive range of services, professional learning and support across promotion, prevention, early intervention and responding to critical incidents, including suicide. This presentation shares learnings from the *Delivering effective postvention in Australian secondary school communities* and explores how these have been incorporated into the Be You initiative.

Presenter Information

Dr Helen Butler is the Be You National Education Advisor, headspace National Youth Mental Health Foundation. Beginning her working life as a teacher and student welfare coordinator in secondary schools, Helen has pursued her passion for promoting mental health and wellbeing through teaching, teacher education, and research. Her PhD explored educators' stories of their experience of student wellbeing as educational practice. Since 2015, Helen has worked as National Education Advisor with headspace National Youth Mental Health Foundation, helping to build the capacity of school communities to improve mental health outcomes for young people. She currently undertakes this role as part of the headspace team within the Be You national mental health initiative led by Beyond Blue.





Denise Wilson is a headspace (National Youth Mental Health Foundation) National Education Advisor within the Be You national mental health initiative, which assists to build the capacity of school communities to improve mental health outcomes for children and young people. This work spans prevention, early intervention, and suicide postvention. For 5 years prior to this role, Denise was the WA state coordinator for headspace schools support, a service assisting secondary school communities prepare for, respond to and recover from a suicide death. Denise's career began as an educator working in both primary and secondary school settings and within independent and Government schools. Denise has a passion for the mental health and wellbeing of children and young people and has completed postgraduate studies as a psychotherapist. Her career as a clinician prior to joining headspace saw her work for 8 years as a clinical supervisor, a children's counsellor for children and young people 3-18 years and their families, in the area of trauma, family violence and sexual abuse. Denise established children's family and domestic violence counselling services in several locations in the Rockingham and Peel region of WA and supported separating families as a child consultant.

Abstract Presentation 13b **

The High School Mental Health and Curriculum Guide: Evidence of effectiveness of an Australian edition of an internationally developed universal mental health literacy resource.

Paul Russell

Abstract

It is clear that far fewer young people seek and receive professional treatment for psychological distress and mental illness when needed. Stigma and ignorance have been identified as key barriers for young people and therefore mental health literacy is seen as a potential effective remedy. Schools are ideal places for this type of intervention, however teachers often feel unprepared and under-qualified to be able to address this need. Adapted for the



Australian context from a successful international initiative, *The Guide* is a highly flexible and cost-effective universal, curriculum-based and teacher-led intervention which provides school staff with the resources, confidence and skills to be able to deliver effective mental health information. *The Guide* aims to increase knowledge about how to attain and maintain good mental health, knowledge about illness and effective treatment options, and, both decrease stigma and increase help-seeking efficacy in high-school aged young people. This session will present the results of a recent pilot of the new materials and explore *the Guide* resource itself.

Presenter Information

Paul Russell is an endorsed Educational & Developmental Psychologist and an AHPRA approved supervisor with school based as well as clinical experience. He has worked as a psychologist in Catholic, Independent and Government schools and in the tertiary sector. Paul is currently the Lead Psychologist and Coordinator of the Association of Independent Schools WA (AISWA) School Psychology Service. He has experience working both in schools and in a clinical environment. Paul has also worked in Defence and in 2012 was awarded the Australian Service Medal. He travelled to Canada as part of the 2017 ANIKA Foundation Grant to meet and work with staff there on mental health literacy initiatives. Paul has published a number of journal articles ranging in topics from values education to the false consensus effect and in system approaches to school psychology. He is currently pursuing a Doctorate in Clinical Psychology at California Southern University.

Workshop 14 & Workshop 19 (*repeat sessions)

Collaborative & Proactive Solutions (CPS)

Anna Dedousis-Wallace

Session Outline

Collaborative & Proactive Solutions (CPS) is the non-punitive, non-adversarial, trauma-informed model of care Dr. Greene originated and describes in his various books, including *The Explosive Child*, *Lost at School*, *Lost & Found*, and *Raising Human Beings*. The CPS model is recognized as an empirically-supported, evidence-based treatment by the [California Evidence-Based Clearinghouse for Child Welfare](#) (CEBC). The model is based on the premise that challenging behaviour occurs *when the expectations being placed on a kid exceed the kid's capacity to respond adaptively*, and that some kids are lacking the *skills* to handle certain demands and expectations.



This 1 ½ hour training session provides a brief introductory overview of the key themes in the CPS model as well as the assessment procedure for identifying lagging skills and unsolved problems.

Session Outcomes

By the end of this session participants will:

- Understand the concepts and skills of CPS
- Be provided with an overview of an alternative, research-backed approach
- Gain insights into the assessment procedures for identifying lagging skills and unsolved problems and tools to use when traditional systems of discipline are not working with challenging students

Presenter Information

Anna is a senior clinical psychologist at The Kidman Centre, University of Technology Sydney. She has extensive experience working with adolescents, their parents and teachers, both on the front line as a high school teacher and in her roles as a clinical psychologist at UTS. Anna specialises in disruptive behaviour disorders, psychotic disorders, depression and anxiety. She has co-authored several peer reviewed articles including a training manual for health professionals titled “Moving Forward: Introduction to Psychosis” and has trained thousands of teachers, parents, students and welfare workers over the years on various mental health issues. Anna has undergone intensive training in Collaborative and Proactive Solutions (CPS) by Dr Ross Green and is one of two certified trainers of CPS in Australia. She has used CPS to treat children with Oppositional Defiant Disorder, within a large randomised controlled trial, and more recently enjoyed training school staff in the CPS model across rural and regional NSW.

Workshop 15

Attention and working memory interventions with children: Memory Mates

Professor Susan Colmar, Linda Sheldon and Nash Davis

Outline

In this workshop we will:

- Introduce the ten Memory Mates' strategies with explanations
- Display the booklet developed for teachers, emphasising that the school psychologist/counsellor will be the link person introducing the work in schools
- Provide an overview of the key theories and research from which our program of work was developed
- Give an overview our series of four research studies

Session Outcomes

The key learning outcomes will include a:

- Knowledge and understanding of the set of attention and working memory strategies, known as Memory Mates
- Capacity to implement Memory Mates in schools
- Relevant understanding the importance and significance of working memory in students' academic progress and engagement in classrooms

Presenter Information

Professor Susan Colmar is the Program Director of School Counsellor/ Psychologists' training at The University of Sydney, with more than forty years' experience as an educational and developmental psychologist. Susan is the author of over 60 publications. Susan initiated and is the Editor of *Applied Practices of the APACS Journal of Psychologists and Counsellors in Schools* published by Cambridge University Press.



Linda Sheldon has over 30 years of experience as a (registered) psychologist and, like Susan, is also a member of the College of Educational & Developmental Psychologists and also trained in New Zealand. Linda heads up a team of school counsellors as a District Guidance Officer in South-East Sydney.

Nash Davis is an experienced school counsellor and registered psychologist, who leads a team of school counsellors in Inner West Sydney. Nash developed the innovative Memory Mates' strategies with Linda Sheldon in 2011.



Workshop 16 ** *please note, this is a whole day workshop.*

Dialectical Behaviour Therapy (DBT) for Adolescents

Dr Sian Jeffrey



Outline

Dialectical Behaviour Therapy (DBT) is a psychotherapeutic treatment developed by Marsha Linehan, an American psychologist, in the 1990s. DBT has been shown to help people manage emotions, improve relationships and enhance decision-making abilities. Adolescents face numerous social, emotional, developmental, academic and family challenges during their school years. The therapy aims to teach skills to improve emotional regulation which includes interpersonal skills, mindfulness and distress tolerance skills. DBT also focuses on motivational issues and seeks to balance skill development with a supportive context that validates the person's experiences.

This 1- day workshop will cover an introduction to the DBT model and DBT skills for emotionally dysregulated adolescents. This workshop is intended for clinicians who are familiar with, as well as those with little or no previous exposure to DBT or cognitive behavioural therapy. The format of the training includes lecture material, videotapes of treatment, and practice exercises to teach the principles and strategies of DBT.

This workshop aims to provide an overview of Dialectical Behaviour Therapy (DBT). We will discuss information regarding the principles guiding this treatment, as well as the structuring DBT -informed approaches within the school setting. Special focus of this session will be on the application of teaching DBT skills to adolescents. Practical examples and exercises focusing on teaching adolescents Mindfulness, Interpersonal Effectiveness, Distress Tolerance and Emotion Regulation skills will be completed. A summary of the DBT Skills Training for Emotional Problem Solving for Adolescents (DBT STEPS-A) program will be presented. DBT STEPS-A is specifically designed for adolescents to assist them in developing their emotional management, interpersonal and decision-making skills (Mazza et al, 2016). The DBT STEPS-A program was designed to be run within the school setting. Research data on the DBT STEPS-A and DBT Adolescent programs will be presented. Finally, referral pathways for individuals presenting with emerging borderline personality disorder and/or difficulties with emotion regulation will be discussed.

Session Outcomes

By the end of this session participants will:

- Understand the Dialectical Behaviour Therapy model;
- Understand the rationale for using this model with adolescents who present with emotional and behavioural dysregulation and interpersonal difficulties;
- Present a biosocial model of emotion dysregulation to an adolescent and their family;
- Understand and apply a dialectical approach to working with adolescents with emotion dysregulation; and
- Understand the four DBT skills modules and be able to teach some of the core DBT skills to adolescents.

Presenter Information

Dr Sian Jeffery is a Clinical Psychologist and has been the Coordinator of the DBT programs at Fremantle Mental Health Service (FMHS) since 2009. Dr Jeffery was involved in the establishment of both the comprehensive yearlong DBT program and a 20-week DBT skills group at FMHS. Dr Jeffery

has completed DBT training with Behavioral Tech (Marsha Linehan's research and training organisation), as well as with the Portland DBT Institute. Dr Jeffery has been trained in Adolescent DBT by Dr Jill Rathus, one of the developers of this treatment. Dr Jeffery has a keen interest in personality disorders and was involved in the establishment of a state-wide Personality Disorders Interest Group in Western Australia and was the inaugural chair of this group. Dr Jeffery is the current chair of the Personality Disorders Sub Network Steering Committee, part of the Mental Health Network. She has been an invited reviewer for journal articles in this area and has provided numerous presentations and workshops on working with borderline personality disorder and DBT around Australia and overseas. Dr Jeffery provides regular supervision in DBT and has consulted to a number of public and private services across Australia as they established and run their own DBT programs.

Abstract Presentation 17a ** please note: you must select 17a & 17b as one session.

Supporting the wellbeing of school psychologists in the Kimberley region of WA.

Elizabeth Kent and Clara Kashara

Abstract

Supporting school psychologist wellbeing is a priority in the Kimberley region of WA due to multiple challenges such as complex job demands, working in and travelling to isolated locations and working in a cross-cultural context. These multiple demands create a need for a focused approach to support Kimberley school psychologist wellbeing and to minimise the risk of staff burnout.



Kimberley School Psychology Team of 2019

The Kimberley School Psychology Service (KSPS) wellbeing team was founded in 2016 and aims to support the wellbeing of KSPS team members. The wellbeing team utilises the PERMAH-Profiler survey once a semester to monitor KSPS team members' wellbeing. The wellbeing data is then used to guide wellbeing activities during team meetings, evaluate the effectiveness of ongoing wellbeing interventions and inform future wellbeing focuses.

Results from the 2017 Statewide School Psychology Service survey indicate the KSPS team has the highest staff morale in WA, which in part can be attributed to the work of the wellbeing team. Data collected since the establishment of the KSPS wellbeing team has also demonstrated improvements in focus areas of PERMAH for KSPS team members. This presentation aims to share the KSPS wellbeing team learnings and to encourage a focused approach to support school psychologist wellbeing.

Presenter Information

The Kimberley School Psychology Service wellbeing team was established in 2016 and aims to support and promote the wellbeing of school psychologists across the Kimberley region. The team includes Elizabeth Kent, Clara Kashara, Melissah Adams, Penny Angwin, Jessica Cox, Tanya Harding, Clara Kasahara, Sophie Mackin and Maxwell Swaney.

Abstract Presentation 17b **

Learning to Breathe: Mindfulness in Schools

Sandra Wiggins

Abstract

Mindfulness is widely used to enhance many aspects of psychological health. It is well suited for use in schools as it enables children and adolescents to develop skills to assist them to manage their own emotional states and also has been shown to be to improve learning generally.

This presentation will introduce participants to the general concepts of Mindfulness, including some of the scientific research underpinning its use. The use of Mindfulness in educational settings will also be discussed, and its applicability and benefits in a school setting. The program Learning To Breathe, will then be detailed.

The Learning to Breathe (Broderick, 2013) program is a school-based manualised program that can be used with primary to upper secondary students. The program can be easily delivered using the book and its associated support material. I will detail the experience of delivering the program at the Friends' School, Hobart, and also how this program, and Mindfulness generally, has been integrated more widely into the school and its practices.

The presentation will include specific examples of Mindfulness training, and experiential tasks that the participants can be involved in.

The learning outcomes of this presentation include:

- Increase participant's knowledge of Mindfulness, including contemporaneous research on the subject
- Introduce participants to the Learning to Breathe program
- Demonstrate specific examples of Mindfulness activities applicable to school-based settings
- Assist participants to consider how Mindfulness can be integrated into their school settings

Presenter Information

Sandra Wiggins has been a practicing School Psychologist in both Victoria and Tasmania for 22 years. She is currently completing her Master of Teaching. Sandra was the State President of the Tasmania School Psychology Association (formerly AGCA Tasmania) from 2009 until 2014. She is currently the Tasmanian State Representative on the APACS Executive, and in the past has also been the APACS Membership Secretary.

Sandra has a background in Acceptance and Commitment Therapy, which is where her interest in Mindfulness started. In 2013, thanks to a grant from her employer, The Friends' School, Hobart, Sandra attended the Mindfulness in Education Network conference in Boston, Massachusetts in the USA. During this trip she also trained in the Learning to Breathe program, with the author, Trish Broderick, in Philadelphia, Pennsylvania. Since then she has trained teachers and helped run the program with Year 7 students and been involved in follow up programs in Years 8 to 10. Friends' School is a K to 12 co-educational day and boarding school founded in 1887 based on Quaker values.



Abstract Presentation 18a ** please note: you must select 18a & 18b as one session.

Therapeutic Crisis Intervention in Schools (TCI-S): A Trauma and attachment-informed approach to behaviour in WA

Stella Rodgers

Abstract

Therapeutic Crisis Intervention - *in Schools* (TCI-S) is a therapeutic framework for working with students to develop systems of care to respond to challenging behaviour in the school setting. TCI is used internationally across 584 sites including child protection organisations, juvenile detention sectors, mental health settings and more recently within specialist and mainstream school settings.



At TCI's core lies the principle that successful resolution of a child's crises depends on the environments and the staff's therapeutic and developmentally appropriate response. Based on attachment and trauma-informed theory, the TCI model uses mentalization - the ability to reflect upon, and to understand one's and others' states of mind - as an organising framework for integrating evidence-based practices to reduce critical incidents and to enhance wellbeing at school.

This presentation will summarise some of the work in TCI being implemented internationally in schools and the local implementation of TCI-S in Western Australia's School of Specialised Behaviour and Engagement centres.

"While teachers do engage in caregiving behaviours with students in need, unlike clinicians, teachers are not exploring the mind of the student, but rather are needed to 'hold' the mind of the child" (Verschuere and Koomen, 2012).

Presenter Information

Stella Rodgers is a registered teacher and psychologist and has worked in a range of roles specialising in behaviour consultancy, systemic behaviour therapy, counselling and mental health across the metropolitan Perth, Midwest, Pilbara and Kimberley regions.

She is a trained facilitator in Therapeutic Crisis Intervention (TCI), Circle of Security (COS) and Mentalisation-based treatment for parents. Stella is an active member for the Australian Association for Infant Mental Health (AAIMH) and received a scholarship to explore reflective practice between infants and parents.

Stella is passionate about trauma-informed practice, attachment and coaching the learning of adults to better support our young people. Stella recently received the Anika Foundation Scholarship to support research into adolescent depression and suicide and completed a study tour of the application of Therapeutic Crisis Intervention (TCI) systems in schools internationally.

Abstract Presentation Abstract Presentation 18b **

Promoting Psychological Flexibility in School-aged Children using Acceptance Commitment Therapy (ACT)

Iva Filipovska, Tracy Klonowski & Naomi Terpsis

Abstract

Approximately 6 to 14% percent of children and adolescents experience a mental health problem, ranging from feelings of depression, anxiety, and stress, through to school refusal (Lawrence et al., 2015). Teaching coping strategies is a common approach used in schools to help address these presentations (Bowden, 2012). Coping strategies may not work for all students, resulting in psychologists feeling despondent about the lack of progress and ongoing psychological distress experienced by students, and teaching staff attempting to support them. Described as the Third Wave of Cognitive Behaviour Therapy, Acceptance Commitment Therapy (ACT) focuses on helping students learn effective psychological skills to handle painful thoughts and feelings impacting negatively on their learning and living (Harris, 2009). Based on Relational Frame Theory, ACT challenges the 'healthy normality' assumption by not 'pathologising' the normal human experience. ACT emphasises acceptance and mindfulness practices that assist individuals in a given present moment to move towards a values-consistent pattern of behaviour, rather than responding to thoughts and feelings in an unhelpful way. ACT helps individuals experience psychological flexibility that can be applied in other contexts such as the classroom, school, peer relationships and family life. Utilising experiential exercises and metaphors, similar to teaching methods already used in the school setting (O'Brien, Larson, & Murrell, 2008), ACT is proving to be especially suited to children and adolescents (Hayes., et al 2009).

Presenter Information

Iva Filipovska is a Senior Psychologist based at Mount Lawley Senior High School with over 10 years of experience working with children, adolescents, and adults across various educational settings, private practice and not-for-profit organisations. She works with a range of clinical issues including anxiety, depression, suicide and self-harm prevention, bullying, academic and behaviour support, attachment, trauma, parent/child conflict and parenting skills training. Her interests include process consultancy and facilitating change on a systems-level. Iva has a special interest in Acceptance and Commitment Therapy (ACT) and uses it predominantly alongside aspects of Cognitive Behavioural Therapy (CBT),



Solution Focused Therapy, Mindfulness-Based Cognitive Therapy (MBCT) and Motivational Interviewing techniques to guide individuals in meeting their therapy goals for change, while promote psychological flexibility.



Tracy Klonowski is a school psychologist currently employed in the Department of Education. Tracy facilitates Triple P and Teen Triple P and uses ACT/Contextual Behaviour Science(CBS) to influence change at an individual, group, systems and community level. Tracy is also trained in Narrative Therapy and Cognitive Behaviour Therapy techniques.

Naomi Terpsis is a school psychologist in the WA Education Department with a broad range of professional experiences in primary and secondary schools. She supports clients from diverse cultural backgrounds with mental health disorders, very challenging behaviours, and special education needs. Naomi provides direct and indirect services at the individual, group and whole school level and within the school psychology service. Her focus is on building others' capacity in responding to challenging behaviours (using ACT in particular), providing professional guidance and targeted training to students, parents, school staff, colleagues and UWA school psychology students.



Workshop 19 ** (repeat of Workshop #14)

Collaborative & Proactive Solutions (CPS)

Anna Dedousis-Wallace

Workshop 20

Drug Addiction and Evidence-based Practice as Applied to the Role of School Psychologists

Michael Tunnecliffe

Outline

Addiction is a serious issue in our community and in the school environment, in particular. In the past year, around 80% of the clients who have participated in the WA Matrix Intensive Treatment Program for Methamphetamine (Ice) addiction, commenced their drug use while at school, some as young as 12. This is highly problematic as research shows the individual's emotional development ceases from the age that person first used Meth. Most other drugs have some form of damage trajectory due to the impact on the developing brain. This seminar will cover what is addiction and current issues around addiction, as it impacts on the school-aged population and their parents. In particular, the session will include potential roles the school psychologist may have in working with students affected by an addictive behaviour and advising parents on helpful actions to take and avoid. Also included will be the problem of party drugs, mythology around addiction, ways in which school psychologists can assist their clients, the problem of addiction co-morbidity and treatment options.



Session Outcomes

By the end of this session participants will:

- Gain an appreciation of the issues around drug-use with school-aged individuals
- Understand more about the development of addiction behaviours in the individual and gain insight into addiction co-morbidity with other issues
- Gain greater insight into the drugs commonly used beyond nicotine and alcohol
- Be able to discuss addiction issues with concerned parents and provide advice, based on research and best practice
- Have an overview of what are currently the most effective prevention and treatment options.

Presenter Information

Michael is endorsed by the Psychology Board of Australia as a Clinical Psychologist and also as a Developmental and Educational Psychologist BA (Hons), M.App.Psych., Dip Teaching, Dip Crisis Intervention.

Michael is a Clinical Psychologist who has worked in the profession for more than 30 years. He has held senior positions in both government and non-government agencies during that time. Prior to completing his psychology degrees, he was a classroom teacher. Michael was one of the first school psychologists in WA non-government schools. He has been an invited presenter at numerous conferences across Australia and overseas on topics related to the treatment of trauma, addiction and mental health in the workplace. Michael was an Adjunct Senior Lecturer in Trauma Counselling at the University of Notre Dame Australia for 10 years. He has trained with the Matrix Institute in California to supervisor level in the Matrix Model of Intensive Outpatient Addiction Treatment and now works exclusively with the WA Matrix Program in the area of addiction treatment.