

# JOSH

## PROFILE:

Josh is a 17-year-old student who is studying Certificate II in Electrotechnology to meet his future goal of becoming an electrician. He is in the 1<sup>st</sup> week of his course and is struggling with understanding the theory. The course runs 8am to 4.45pm Monday to Friday for 7 weeks. Josh has been diagnosed with schizophrenia and his thinking ability is affected.

## IMPACT ON JOSH

- Disorganised thought processes
- Difficulty in making decisions
- Difficulty in organising and planning ahead
- Difficulty concentrating and remembering
- Lack of confidence and low self esteem
- Difficulty in decoding language
- Difficulty in reading and writing

## IMPLICATIONS FOR LEARNING

- Difficulty in recalling information
- Memory lapses
- Struggles to write notes in class
- Issues with concentration and focus
- Problem with summarising written and verbal content
- Lack of confidence in class
- Reads and re-reads information without processing content
- Takes a long time to understand written content
- Struggles to spell and use correct punctuation
- Struggles to read diagrams and navigate maps (difference between left and right)

## EVENT

Josh has not disclosed his schizophrenia. He directly enrolled on the morning on the first day and went into class without any time for preparation. Josh's teacher notices that Josh is struggling. He assumes Josh just needs to brush up

on his maths and he refers Josh to attend the nighttime learning support tutorial on the Wednesday night. The teacher notices Josh is not progressing and submitting any work. What should he do?

**Discuss with your table and nominate 5 important priority strategies.**

<b>Inclusive Educator Strategies</b>
Have patience with student's decision-making process; reframe or redirect the topic
Set realistic achievable tasks and outcomes
Provide extra time to complete learning activities where appropriate
Help with study and organisational skills and learning to learn strategies
Ensure opportunities to revise what was covered in the previous class
Provide different types of learning activities in a session that show early success
Allow for frequent rest breaks – if needed
Minimise distractions in learning setting
Prepare a quiet space for students to work if necessary
Simplify task instructions - one task at a time- smaller steps
Help with identifying key information; class discussion and scaffolding the learning
Empathise where a student is experiencing difficulties and challenges
Use a consistent teaching approach and keep variations to a minimum
Make clear to all students upfront that you are available for any issues and concerns
Provide opportunities for interaction in pairs or small groups rather than just the whole class
Give oral feedback in a positive manner supported by written feedback on assignments/assessments
Acknowledge and understand that behaviour is often related to our well-

being and mental health
Always be ready to encourage students to participate even where it may be challenging
Work to include all students in all activities
Acknowledge frustration and try to understand/empathise with the cause
Be calm, patient and empathise with how the student is feeling 'I can see that you are upset. Is there something I can do?'
Be ready and flexible to accommodate a student needing a break, coffee or a walk to calm down
Acknowledge student diversity and perspectives
Show genuine interest in the student's well-being: seek common interest to connect with the student
Understand that disinterest in classroom activities is not necessarily a criticism of your teaching
Ensure the student has a reliable and effective system to communicate with you and if necessary, set aside a time each week to meet
Have a structured daily or weekly timetable and prepare students adequately for changes to schedules
Plan for consistent strategies to deal with inappropriate behaviour, accepting that behaviour may relate to a communication need
Focus on positive behaviour and the student's strengths
Use and support a study mate system in class
Negotiate with student an option to take work home if needed
Identify and discuss alternative formats with the student prior to assessment: e.g. oral or practical demonstrations of competency
Set realistic achievable goals and outcomes. Provide extra time to complete learning activities and reduce the number of activities if appropriate
Contact Student/Equity services immediately If concerned about a student's general wellbeing
Explore supported pathways (internal and external) for a student to build

language skills
Facilitate ongoing enrolments with the capacity for students to re-enrol next semester if work not completed
Make expectations clear about all aspects of training including standards of work and assessment requirements
Provide lesson notes prior to training delivery (electronic and/or hard copy) to help student prepare
Provide opportunity for the student to withdraw from the group when necessary
Model positive behaviour, self-talk and problem solving
Make sure a student is not put on the spot by being targeted to do things they feel uncomfortable doing
Review progress, goals and student expectations periodically
Minimise any unnecessary requirements regarding oral presentations if the student feels uncomfortable
Arrange to show students around the campus/facilities if they missed induction
Respect a student's need to work on their own
Understand that some may need to negotiate to arrive late so they can come in when everyone is settled and quietly settle themselves
Demonstrate flexibility and show respect if a student needs to leave early (planned and unexpected)
Direct safe questions to group and don't single out individuals
Reduce anxiety by giving prompt feedback
Maintain contact with students and be observant of any unexpected withdrawal from participation
Provide seating near the door and freedom to leave if a student is feeling panicky
Design assessment tasks where possible to allow students to have choice about how they will present their learning
Other strategies:

