 safe, smart, prepared

Cnr. Fowler Rd., & Matthew St., MERRYLANDS. 2160.
Telephone: (02) 9681 4054 Fax: (02) 9892 2529
email: fowlerroad-s.school@det.nsw.edu.au
<table>
<thead>
<tr>
<th>Fowler Road Staff</th>
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<tbody>
<tr>
<td><strong>PRINCIPAL:</strong></td>
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| **ASSISTANT PRINCIPAL:** | Ms. Lisa McGeown  
 |                     | Miss Amanda Barton |
| **CLASSROOM TEACHER:** |                       |
| **SCHOOL LEARNING SUPPORT OFFICER:** |                       |
| **SCHOOL ADMINISTRATION MANAGER:** | Mrs. Adrienne Gear   |
| **STUDENT:** |                       |
| **HOME SCHOOL STAFF** |
| **PRINCIPAL:** |                       |
| **DEPUTY PRINCIPAL:** |                       |
| **ASSISTANT PRINCIPAL:** |                       |
| **CLASSROOM TEACHER:** |                       |
| **SCHOOL LEARNING SUPPORT OFFICER** |                       |
WORKING WITH HOME SCHOOLS
The overall aim of our work with students is to develop their capacity to make a successful return to less restrictive settings, particularly regular schools. Each student who is referred to the program is seen by the school counsellor at the home school. This is to facilitate the student's transition to the appropriate program at the appropriate time. After a student is offered placement the AP or Principal discuss details of student and programs with staff from Fowler Road before student is enrolled.

After the student is enrolled the AP or class teacher visits the home school to discuss expectations, exit outcomes, time-line for student's attendance at home school and communication processes with Fowler Road. Staff at home schools complete and return information on the student's progress in a negotiated format so that appropriate reinforcement can be implemented at Fowler Road.

Staff at home schools need to:
- provide information for the formal review of students twice each year
- maintain links with parent/carer through, for example, sending home the School Newsletter and notes for parents
- organise application for regional funding to support the student, if necessary. The Fowler Road Teacher will provide the program necessary for the home school to apply for funding
- complete follow-up form after the student has exited Fowler Road program.

Staff at Fowler Road:
- facilitate interactions with home schools
- develop a learning program for students to complete in the afternoons when they may not, initially, be in attendance at either school
- inform parents/carers of home school attendance pattern and inform the Office Manager of the attendance pattern and updates so these can be updated on the Filemaker data base
- put key information relating to home schools, for example, principal, teacher, contact numbers on the front of students' ILPs
- put key information relating to Fowler Road, for example, principal, teacher, contact numbers on the front of students' ILPs
- develop an ILP for students containing information on the student's assessments, network, strengths, likes/dislikes and particular issues impacting on the student's integration. The ILP is accompanied by a Risk Management Plan designed to assist staff at home schools in understanding management issues relating to the student in the home school setting.

The following package aims to facilitate communication, understanding and planning between Fowler Road and home schools. The package contains the following.
- Collecting information sheet
- Working with Home Schools guidelines
- Attendance Guidelines
- Information sheet on 'What Might Happen' outlining a process students might engage in at Fowler Road
- Information sheet on what students and staff 'might be thinking' about a student return to the regular school setting
- Social skills inventory
- 'Things to think about' when considering a transition class
- A home school behaviour plan proforma
- Samples of communication sheets that can be used by home schools
- Vouchers that might be used by home schools
- A program evaluation proforma
- A home school review proforma
- A transition plan proforma
Fowler Road School Attendance Guidelines

Fowler Road School is intended as a 12 to 18 month intervention that supports students in regular public schools close to their homes (home schools). The program has an emphasis on working with home schools to facilitate students’ attendance there with minimal difficulties.

Students attend Fowler Road School from 9.00am to 12.30pm, Monday to Friday. They attend their home schools during the afternoon. Students are dropped at home school by DET approved transport (taxi).

Whilst Fowler Road School supports a student focused approach, daily afternoon attendance at Home School is an essential part of every student’s intervention. This provides consistent daily opportunities for students to practice and generalise social skills learnt at Fowler Road School to the real world regular school environment. As a general guideline the following support procedures apply to home school attendance as part of each students Fowler Road School intervention:

Assessment and Settling In
On starting Fowler Road School it is suggested that the student not to return to home school for a period of up to four weeks, as negotiated with the parents. The following must occur within the students first four weeks at Fowler Road School:

- Fowler Road School Teachers are to complete curriculum and behavioural assessments and write individual learning plan and behavioural risk assessment.
- An arranged visit for the home school teacher (and teachers’ aide) to Fowler Road School to gain an understanding of the Fowler Road School program and to reconnect with the student in their Fowler Road Class.
- Fowler Road staff to make contacted with Home School to confirm date within the settling in period for student and the Fowler Road Teacher to visit home school. As part of the student’s reconnection with their home school it is important that the student introduce and show around the Fowler Road Teacher. The Fowler Road teacher is to provide copies of ILP, risk assessment and fax back sheets to the Home School Teacher. This visit is usually 30minutes maximum.

Starting Home School Attendance
At the end of the four week settling in period the student will start attending home school a minimum of two afternoons per week supported by a teacher or teacher’s aide from Fowler Road School for up to four weeks. During this period of supported attendance the following will occur:

- Students will arrive with a member of staff at a time negotiated with home school teacher (possibly during the lunchtime period to simulate student arriving on taxi).
- Fowler Road Staff member will provide playground and classroom support during afternoon at home school. This gives Fowler Road School staff and home school staff an opportunity to assess playground/student needs and further develop/modify the students’ individual program to assist success.
- Fowler Road School staff will reduce the time spent directly with student on the playground and in classroom, allowing the student to become independent of Fowler Road staff member.
- Home school teachers are required to fax back student behaviour feedback form by the morning after the student attends home school on 98922529. This assists the student to know that the two school are linked and behaviour at home school will be followed up at Fowler Road School.
- Fowler Road School staff will show student how they will be dropped by taxi transport and what the student needs to do when arriving at school as per procedure indicated by home school (eg. go to office, sign in etc).
- Home school staff will make necessary application for any additional support through Funding Support or RSSSP that they require to support student’s attendance as Fowler Road School staff support is reduced.

*Home schools requiring further support will need to negotiate with the principal of Fowler Road School. This may require a review meeting of the students program and placement.*
Increasing Home School Attendance
After first four weeks of home school attendance students will increasing their attendance on additional afternoons until they are attending five afternoons a week within a 6-8 week period. During this period of increasing attendance the following will occur:

- Students will travelling to school on approved DET transport (taxi) and home school is responsible for the supervision of the procedure for the students arrival.
- Fowler Road School Staff will provide initial support for each additional afternoon as they occur. This support should last up to 4 weeks for each additional afternoon, so that students do not become dependant on Fowler Road School staff.
- Home school teachers are required to fax back student behaviour feedback form by the morning following each of the afternoons the student attends home school on 98922529.

Variations from this attendance pattern will need to be negotiate with the principal of Fowler Road School. This may require a review meeting of the students program and placement.

Ongoing Intervention Program
Once student is attending five afternoons at home school, Fowler Road School staff will provide ongoing support through:

- Consultancy/resource support via phone, email, fax and arranged meetings with home school teacher;
- Programming and review meetings as arranged with home school teacher;
- Assisting with curriculum modification and development of individual programs;
- Assisting student with the development of prior knowledge and preparing them for activities that will be occurring at home school;
- Following up fax back sheets from home school teacher with student;
- Negotiating/identifying targeted behaviours/social skills for student’s ongoing development and achievement at home school.
- Additional in school support through visits to classroom or negotiated short term support for a targeted area of the student’s development at home school (eg playground support).

Once students are experience successful progress during their afternoon attendance at home school, attendance for whole days at home school may be negotiated as a recognition of this success. Whole days allow for the generalisation of learnt skills to other parts of the day at home school while still student is still being supported within the Fowler Road Program.

Exiting Fowler Road
Once students are attending five afternoons at home school unsupported by Fowler Road School Staff an exit plan will be negotiated between Fowler Road School and the Home School involving an increase in the student attending additional full days at Home School over an agreed period no longer than one term (ten weeks). During this period the following will occur:

- Fowler Road School staff will arrange a review meeting with home school to negotiate the students exit/transition plan to fulltime attendance at Home School. Fowler Road Staff will provide home school with a copy of “What to Expect” and discuss with home school the stages the student will experience as they exit Fowler Road Program at this meeting.
- Fowler Road School staff will provide a written copy of the exit/transition to fulltime attendance plan as signed by Fowler Road Principal to Home School Principal and teacher.
- Home school teacher will liaise closely with Fowler Road School Staff over changes in students behaviour during exit so that Fowler Road School Staff can provide appropriate behaviourual support to student as they progress through the stages of exit.

Any changes to the exit plan will need to be negotiate with the principal of Fowler Road School and will require a full review meeting to discuss exit plan.

Available Funding Support for Home Schools
- RSSSP funding available through the home schools regional office
- Funding Support for Students with Disabilities in Regular Classes available through Disability Programs as ongoing support once student is attending home school more than half the time.
WHAT MIGHT HAPPEN

STARTING FRESH
Students leaving their schools to come to Fowler Road often do so at a crisis time where their behaviour has been of real concern to the staff, other students, their families and themselves. It is helpful if staff, other students, their families and they themselves see coming to Fowler Road as a necessary 'break' for everyone - that they are coming to a place which will help them to get back on track with their learning and their behaviour. When a student is offered a place at Fowler Road, a staff member will visit to talk to staff and the student about what Fowler Road is like. Students and their families will also have the opportunity to find out about Fowler Road when they come to enrol. It is helpful if the 'break' from home schools is marked with a farewell event, for example, a card from the students and staff and wishes of good luck in working on their learning and their behaviour. As students will, in most cases, be returning to their home schools it is important that they leave the school on positive terms. It may be a month or so before they begin again at their home schools.

SETTLING IN
Students starting at Fowler Road will often be very unsure about what to expect and have mixed feelings of fear, anger, and uncertainty. Some students may behave very appropriately and not present the same behaviours they presented in the previous context. If this is the case, then we build on this appropriate behaviour and the students may start their return to the home school to build further on this changing pattern. Others may begin acting-out almost immediately and stick with inappropriate patterns. Here we help students develop more helpful learning and behaviour patterns. We may extend the time students start again at their home schools to ensure that their first return to home schools is positive and appropriate. In this stage of settling in, academic and behavioural assessments are carried out. Individual Learning Programs are written to focus on developing those behaviour and learning patterns the students will need to be successful at starting back at their home schools. In settling in, students receive positive consequences for appropriate learning and behaviour patterns and learn about the possible loss of these if they persist with negative behaviour patterns.

EXPERIMENTING
Once students have settled in, they continue to experiment with patterns that work for them - in both negative and positive ways. Students experiment with different ways of making sense of their learning and behaviour. Staff experiment with ways to help build on positives. This can be a difficult time with students testing limits and at the same time making some very positive gains. Students receive intense positive consequences for appropriate learning and behaviour and negative consequences are implemented for extreme behaviours. Individual Learning Programs are refined in this time to build on gains in both learning and behaviour.

Students have the opportunity to experiment with ways to see themselves differently and build on a positive sense of themselves. Classroom learning activities, playground activities, outings, school camps and sporting events are all used to help students experiment with positive experiences of themselves, and their interactions with peers and adults. Students also experiment with appropriate and inappropriate ways of getting on at their home schools and communication between home schools and Fowler Road is critical in developing the best strategies to help students make positive gains.

ADAPTING
During this stage students will settle into and adapt to school and class routines and make great gains in their learning and behaviour. They come to see themselves positively and, for the great majority of the time, will follow school rules and use their appropriate behaviour patterns more and more. This is a time when students significantly increase their time at home schools. For the great majority of the time, they will behave appropriately in the home school setting. It is really helpful at this time for home schools to help build upon the gains students are making. Some students may not trust the gains they are making and lapse into the old patterns which had served them well in the past. While responding to extreme behaviours, we focus on the gains made and help students to develop a sense of themselves as successful and able to stand up against old behaviour patterns.

MOVING ON
As students move into this stage their behaviour may fluctuate. They may worry about whether they will really be able to 'make it' in the 'real world' and may cling to the security of the staff and routines of a special setting. They may begin to threaten to use, or actually use, old, inappropriate behaviour patterns so that they will not have to move on. Some may also see this as the student ‘regressing’ and feel overwhelmed by this. Once again, this is a time for committed communication. An exit plan is developed so that moving on is achieved as positively as possible and new behaviour patterns are taken up more and more.

Difficulties at this time include students’ sadness, feelings of being rejected by Fowler Road, fear of whether they will really succeed once they have left and a lack of confidence that they really will be able to make it. This time is often made more difficult by the transition from Year 6 to Year 7 and this major change in children's lives. Moving on from Fowler Road often involves intense work and events to remind students of their progress and to celebrate their achievements. Often, follow-up visits are helpful once students have completed the program to assist students and staff at home schools to deal effectively with possible lapses.
MIGHT BE THINKING...

Will the teachers have forgotten the things I did?

Will my friends still want to know me?

I’m still behind in everything!!

I’d like a fresh start.

The work will be too hard.

I don’t know if I can last a whole day at school?

What if no kids like me?

I’m still not OK yet!

I hope I do a better job this time!

The work will be too hard.

We remember how terrible it was before.

What if they do the same things again?

We’ve got two others that are real problems.

They have no friends here – who will they play with?

What if they influence the others the same way?

What if we can’t meet their needs?

Are they really fixed?

What if things get worse than they were before?

What if they can’t keep up with the work?
### SOCIAL SKILLS INVENTORY

**Student** __________  **DOB** ______  **Year** ____  **Completed by** __________  **Date & Times** ________

#### CLASSROOM SKILLS

- Listening to the teacher:  
- Following teacher requests:  
- Doing best work:  
- Staying on task:  
- Following classroom rules:  
- Working in groups:  
- Brings materials:  
- Does homework:  
- Wears uniform:  
- Adapts well to different teachers:  
- Uses free time constructively:  

#### BASIC INTERACTIONS SKILLS

- Using the right voice:  
- Starting to interact:  
- Listening:  
- Answering:  
- Taking turns talking:  
- Asking a question:  
- Continuing an interaction:  
- Swearing:  

#### GETTING ALONG SKILLS

- Using polite words:  
- Sharing:  
- Tolerance:  
- Following rules:  
- Assisting others:  
- Appropriate touching:  

#### PEER-PREFERRED SOCIAL BEHAVIOUR

- Initiates conversation with peers in informal situations:  
- Asks information-type questions of others:  
- Keeps conversations going:  
- Invites peers to play and share activities:  
- Interacts with a number of different peers:  
- Voluntarily provides assistance to peers who need it:  
- Is socially perceptive (reads situations accurately):  

#### COPING SKILLS

- Resilience:  
- Relates actions to consequences:  
- Dealing with someone saying no:  
- Expressing anger appropriately:  
- Dealing with being teased:  
- Dealing with someone trying to hurt them:  
- Dealing with someone asking them to do something they can't do:  
- Dealing with things not going right:  

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**Fowler Road School**
# THINGS TO THINK ABOUT

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<tr>
<th>School</th>
<th>Teacher</th>
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<td>Teacher’s name</td>
<td>Teacher’s name</td>
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**Year** | **Class** | **Number of students in class**
---|---|---

- How is the classroom seating organised?
- Where will the student's desk be located?
- Will most of the time the student be seated alone/with a partner/in a small group?
- Is there a computer in the classroom?
- How much movement or activity is allowed in the class?
- How much talking among students is allowed?
- Is the focus of the teaching in the class on whole class/small group?
- From where does the teacher spend most of the time teaching?
- Which classroom methodologies are used most? Whole class/small group/individual?
- How does the teacher usually assist students who are having trouble with learning?
- In the class are students mostly given work:
  - that is the same for all
  - that differs in amount and type
  - to complete in school at a specified time
  - that, if unfinished, are assigned as homework
- How is work most often assessed?
- Where do students usually do their work, for example, in subject books, in a general work-book, in folders, on work-sheets?
- Is homework given? If so how much and how often?
- When is assembly and is it a good idea for students to participate?
- What will be the student's timetable/activities while they are there?
- What is the class/school timetable for special activities, for example, dance/sport/PE?
- How and when do students order lunch?
- How does teacher usually assist students who are having trouble with behaviour?
- Are there classroom rules? What are they?
- What typically happens when students keep the rules?
- What typically happens when students do not keep the rules?
- How will other students react to the student's return?
- How can other students be prepared to have the student in the class?
- What support network can be set up for the student?
- Does teacher think that integration support would assist the student?
- What does the teacher want of the support person?
- What communication strategies between the home school and Fowler Road will work best?
- In what ways can Fowler Road help best?
- Any other issues?
BEHAVIOUR PLAN

STUDENT ____________ CLASS ____________ HOME SCHOOL ________

HOME SCHOOL STAFF __________________________________________

FOWLER ROAD STAFF __________________________________________

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<thead>
<tr>
<th>CLASS BEHAVIOUR</th>
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<th>INTERACTION WITH ADULTS</th>
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<th>INTERACTION WITH PEERS</th>
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TO: ___________________________  AT FOWLER ROAD  

STUDENT: ___________________________

DATE: ______________  TEACHER: ___________________________

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Comments

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<th>Student Rating</th>
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STUDENT: ________________  TEACHER: ____________________  DATE: _______

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TO: ___________________________ AT FOWLER ROAD

STUDENT: _______________ TEACHER: _______________ DATE: ________

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<thead>
<tr>
<th>TEACHER RATING</th>
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<tr>
<td>1. Participated in class activities</td>
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<td>2. Followed teachers' directions</td>
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<td>3. Showed respect for others' space</td>
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<td>4. Showed good manners</td>
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<td>5. Got on with others</td>
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*Note: The table contains placeholders for names, home school dates, and signatures.*
PLEASE CIRCLE THE NUMBER INDICATING YOUR RATING
Use NA column if not known or not applicable.

1. How helpful did you find the program at Fowler Road overall? [ ]

2. How helpful was the assessment/referral process to Fowler Road? [ ]

3. Do you feel the student's problem behaviours changed in a positive way? [ ]

4. How helpful to your school was the time the student spent at Fowler Road? [ ]

5. How helpful was the support from the student's Fowler Road class teacher in helping the Home School staff to deal with the student's problem behaviour? [ ]

6. How helpful was the advice given/program developed in having the student increase time at the Home School? [ ]

7. How helpful was the time at Fowler Road in assisting the student academically? [ ]

8. Is the student behaving more appropriately now? or [ ]
   - was the student behaving more appropriately when student moved on from the home school? [ ]

9. Were there other ways the Fowler Road program may have helped? ______________________________________________________

10. Were there any problems with the process? ______________________________________________________

11. Comments. (Attach further comments, if desired.) ____________________________________________________________
## INTEGRATION/TRANSITION PLAN REVIEW

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<th>STUDENT</th>
<th>CLASS</th>
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**HOME SCHOOL STAFF**

**FOWLER ROAD STAFF**

**Plan**

**Support strategies**

**Worst case**

**Monitoring**

**Review**
NSW Department of Education and Training
Transition/Partial Attendance Plan

Student:  
DOB:  
Grade:  

Home School:  
Program: Fowler Road School  

Attendance Pattern

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<tr>
<th>Week</th>
<th>School Attendance</th>
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This transition/attendance plan was negotiated with my involvement.

Parents Name  Signature  Date  

Comment

Principal Program School  Signature  Date  

Comment

Principal Home School  Signature  Date  

Comment

School Education Director  Signature  Date