



Department of Education and Training
Government of Western Australia

Fremantle-Peel RaP Program

Fremantle-Peel Retention and Participation Program

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REFERRAL INFORMATION - 2007

The Fremantle-Peel RaP Program provides a specialist outreach support service to assist government primary and secondary schools in the Fremantle-Peel Education District to manage and engage students with alienated and /or severely challenging behaviour. Alienated being disengaged in the educational process. This may vary from failure to attend any educational program to attending but not participating. Severely challenging behaviour is defined as those behaviours that threaten the safety of staff or students (including self-harming behaviours) or those disruptive behaviours that are ongoing in nature, and are not modified using whole class/generic behaviour management strategies.

The RaP Program is a resource providing intensive, targeted support to individual schools. Support is usually provided on a short-term basis and aims to assist schools to establish effective behaviour management processes and strategies for referred students. The service compliments School Psychologist interventions provided through the District Education Office.

Intervention is varied to meet the needs of the individual, group or whole school. The majority of our work is conducted on an outreach basis which has obvious benefits for generalisation/transfer and maintenance of skills. The RaPP Team operates a flexible, broad based model of service delivery and offers -

- Interagency consultation.
- consultation, at the school and community level.
- moderate outreach intervention,
- intensive outreach intervention,
- preventative group or whole school interventions.
- Capacity Building, of staff, students and parents.
- Professional development.

NOTE: Individual case management is only one of a range of strategies provided to assist students and will only occur after due consideration to the impact of that strategy on the student, family of the student and the school. If an appropriate short term or crisis intervention strategy is implemented, the decision must be made with the informed consent and support of the parents.

In most cases RaPP intervention is directed towards the establishment and implementation of Individual Behaviour and Educational Plans (IBP's and IEP'S). These are developed using a collaborative problem solving solution focussed approach.

REFERRAL PROCEDURE

Referrals are made when the school and the School Psychologist consider they have exhausted their resources. School Psychologists refer students to the RaPP Team (Youth Workers, Teachers, Attendance Officers, Psychologist.) for consideration and assessment as to suitability for RaPP Team involvement and/or intervention.

The following procedure exists in the case of an individual referral:

1. Principal, Class Teacher, Parent and School Psychologist agree to refer a student for additional support. School Psychologists, Student Services Managers or Directors consult with the Rapp Team Coordinator, prior to formally referring a student. The Referral form is completed and signed by all parties.
2. Additional information, as outlined on the referral form, is collected and attached to the referral form. All attachments **must** be included with the referral before it can be considered. Incomplete referrals will be returned. The completed referral is posted to the Fremantle-Peel Education District Office. Attention RaPP Team. If the referral is faxed, the original is to be forwarded by post.
3. The Team will assess the referral on its needs and suitability for involvement. At their weekly meeting.
4. If the referral is accepted a letter of acknowledgement will be sent to the School Psychologist and Principal or delegate. Schools that have demonstrated that they have exhausted all avenues will have priority.
5. The referral will be discussed at the intake meeting. Intake meetings are convened weekly. Referrals will be actioned as soon as possible.
6. The referral is allocated to a RaPP team member as soon as the most appropriate one becomes available. The team member will contact the school to arrange an appointment. During this period it is critical that time is made available for the RaPP staff member and the classroom teacher to meet to discuss and begin planning behavioural or learning strategies.
7. Once sufficient data has been collected a case conference involving all relevant parties will be convened. The purpose of this meeting is to negotiate RaPP involvement and intervention.
8. When RaPP staff are working intensively with a student, case review meetings are conducted every two to four weeks, where appropriate. All relevant personnel (Student Services, parents, teachers, administrators, other agencies) review the student's progress and collaboratively plan strategies for the next intervention phase.
9. Given the short-term nature of RaPP intervention a fade-out plan will be developed once effective strategies have been established. Referred students will be placed on 'maintenance' for a period, with the intention of closing the case at the end of this time.
10. When RaPP intervention has ceased a letter will be sent to the school and school psychologist to officially close the case.

NOTE: During Term 4 there will come a time when it is no longer possible (due to existing waiting lists for service and the length of time taken to establish effective interventions) to provide a 'hands-on' service. New referrals will close, however students already referred will continue to be managed. The RaPP Coordinator will notify School Psychologists. The RaPP Team will begin accepting new referrals at the commencement of the new school year.

EXPECTATIONS OF SCHOOL PSYCHOLOGISTS

PRIOR TO REFERRAL:

1. Class teacher has identified target behaviour(s) and implemented strategies.
2. Class teacher has consulted senior staff and administration at school and made adjustments to their class management.
3. School has referred to School Psychologist as a priority case.
4. School Psychologist has collected relevant background information.
5. School Psychologist has observed the student in class / outside area. Or gathered relevant information.
6. An Individual Behaviour Management or Educational Plan has been written with input from School Psychologist.
7. School Psychologist has provided other interventions as appropriate.
8. School Psychologist discusses with school the need to access System (eg CIS, Psych Health Trial) and/or District (eg Social Worker, Aboriginal Education Team, Curriculum Team, SPERC, EA funding) resources and the appropriateness of referral to community based agencies.

WHEN REFERRING:

The School Psychologist is responsible for completing and submitting the referral form and attachments.

As part of the referral process School Psychologists are required to provide a psychological report / summary of intervention as one of the essential attachments. It is expected that this information will contain details regarding:

- History of School Psychologist involvement
 - Date of referral to School Psychologist
 - School Psychologist interventions
 - Assessment if appropriate.
 - Referral/s to other agencies
- Current Involvement
 - School Psychologist interventions
 - Liaison with other agencies

DURING RaPP INVOLVEMENT:

It is also assumed that School Psychologists will continue their involvement in the case (eg consultation, short term counselling, inter-agency liaison) whilst RaPP is involved. Clarification of roles will be negotiated between RaPP case worker, School Psychologist and parent/school informed.

MARGARET SHOOTER
RaPP Team Co-ordinator
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