



Child Training Scenario - Noah

Noah is a 9-year-old boy who lives at home with his mother (Amy), father (Ross), and 10-year-old sister (Jesse). Amy and Ross both do shift work and are low-income earners.

Noah attends a mainstream school and receives additional support for his educational needs. Noah has been diagnosed with dyslexia and he is on an education support plan created by the Special Learning Team and implemented by his classroom teacher. Noah mainly requires instructions to be repeated and visual prompting to complete activities. He enjoys school and likes his teacher and the Teacher's Aid.

Domain 1 – Symptom severity and distress

Noah's behaviours have become somewhat more challenging over the past year. His parents are finding it difficult to settle him down to bed at night and he wakes around 5 am. He is arguing with his sister more and displaying frustration and overwhelm after school at times.

There were two incidents at school early in the year where Noah pushed another student - during transition from his classroom teacher to another subject e.g., music, but no further incidents for the past 6 months. Overall, Noah seems more irritable and seems less able to tolerate change.

Domain 2 – Harm

Noah's teachers have told his parents that Noah's behaviour can be annoying to other children. There have been no recent instances of harm caused to Noah, his sister or other children in relation to his behaviour.

Domain 3 – Functioning

From Kindergarten Noah struggled to separate from his mum during drop off and responded well to the strategies put in place by the classroom teacher. Over the past year, his teachers and family have noted that he requires more one-to-one support, repeated instruction and prompting to complete activities as he becomes easily distracted or restless.

During times of change (e.g., having a casual teacher), Noah displays some defiant behaviour and can be difficult to manage in the classroom setting.

His family and support people are able to manage these with additional behaviour support strategies.

Domain 4 – Impact of co-existing conditions

Noah is dyslexic and previously experienced separation anxiety. Noah really enjoys learning Mandarin and playing in the school yard with his two close friends.

Domain 5 – Service use and response history

Noah accesses behavioural supports through the school in association with his learning. He has also accessed early intervention support services for separation anxiety and responded well to these interventions. Noah has not accessed mental health services outside of this.

Domain 6 – Social and environmental stressors

The family has previously sought help from welfare agencies to feed the children. At present both parents are working, so they can afford the basics.

Domain 7 – Family and other supports

Noah's sister, Jesse, has developed some mental health difficulties (anxiety and tic disorder). She and Amy have been attending a psychologist for support around these for about 6 months.

Most of the extended family live interstate, except for Amy's mother, who was once extremely helpful to the family but is ageing and developing health problems of her own.

Domain 8 – Engagement and motivation

Both Amy and Ross expressed a preference for the school to arrange specific mental health support for Noah and for any additional services to be introduced within the school environment. Amy is unsure if she could get time off work to get Noah to appointments as she is already taking time off work to support Jesse with her psychology appointments and is worried further absences would mean she would lose her job.