

RAP NEWSLETTER



Volume 6

April, 2008

Special points of interest:

- RAP-T Program to promote school connectedness ready for Distribution
- Alternative delivery of RAP-A in development
- RAP in Geneva

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Our RAP-T Program to promote School Connectedness is at the Printer and will be ready for sale soon! Contact us to register your interest!

As you may remember from previous RAP newsletters, School connectedness, where students feel included and valued by the school, is a vital protective factor for adolescent well being. The RAP-T Program consists of 3 core workshops and 3 refresher workshops which can be delivered to teachers over 2 years. There are also newsletters which can be distributed weekly to teachers and act as "continual refreshment" for ideas to promote school connectedness.

The program revolves around the 4 main components of school connectedness which form the acronym, **WISE**

Warm relationships, including empathy, respect and developmental understanding

Inclusion and the importance of finding a role and a sense of belonging;

Strength focus, including noticing, identifying and encouraging students' strengths; and

Equity and fairness, including not only a lack of discrimination but a support for difference and a strong sense of fairness.



You may be interested in knowing about an alternative delivery mode for RAP-A that we are developing. As many of you will be aware, timetabling issues can sometimes be very tricky when implementing RAP-A. We are developing a CD ROM which is intended to be run with the whole class with groups of 3 students per computer. The CD will deliver most components of each session with the teachers role being to facilitate discussion. We have developed a prototype of sessions 3 and 4 and will be trialling it early next term.

We will keep you informed of progress.

RAP in Geneva

In August last year, the director of RAP, Professor Ian Shochet and I were lucky enough to visit the International School in Geneva. The International School has been running the RAP-A program as part of their curriculum for the last 4 years. What makes the program work so well is the way the staff at the school have taken “ownership” of the program and adapted it to suit the needs of their students and their curriculum.

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The school has one class period a week for Personal Development. RAP is run during this time. However, the staff use the allowed time and the structure of the program to meet the needs of the students at any given time. For example, if a particular class is experiencing social problems, the teacher uses the RAP material to discuss what is happening in the classroom and how the students can change the situation, e.g. seeing the other person’s point of view, what is a risky response, what is a resourceful response?

The school psychologist “drives” the program and has gathered together a RAP team, who implement the program with their home-room classes. The team meets before they implement the program and continue to meet regularly through the school term to share notes on how the program is going with their particular group.

The principal of the school remarked that when he has to go into a class to deal with a problem, classes that have been through the RAP Program are much more responsive and easier to deal with.

We were very impressed by this remarkable, dedicated group of teachers at the International School in Geneva and congratulate them on their achievements at the school.

“Classes that have been through the RAP Program are much more responsive and easier to deal with.”



The Geneva RAP Team together with Professor Ian Shochet and Astrid Wurfl from the RAP Office

Changes to the RAP Training Team

We would like to take the opportunity to welcome **Dianne O'Malley** to the RAP training team. Di ran RAP for many years in her former role as school counsellor and has consented to share her experience in her capacity as a RAP Trainer. Although Di has been training for us for some time

now, we would like to formally welcome her to the team. Welcome Di!

We would also like to welcome **Anne Lazarus**. Anne is based in Geneva and will be running RAP training in Europe. Welcome!

Lorraine Cushing, who was based in Europe, is

now in Sydney, and continues to offer her excellent services as a RAP trainer.

We also welcome **Tanya Graham** and **Belinda Wainwright** who will be providing RAP training to the North Western reaches of WA.

RAP in Indigenous Communities

Last year I was fortunate enough to run several training days in our Indigenous Parent Program. The training days were well received. Last year they ran in Tamworth, Moree, Inverell, Townsville and Armidale. We are always interested in hearing from people about their experiences in running the program.

Just a reminder that we do have a RAP-A Indigenous supplement which can be used in conjunction with the RAP-A Group Leaders Manual.

Housekeeping notes

Kyran has a few requests to help ensure that you get your materials in a timely fashion;

Please allow at least **two weeks** for orders to be processed. This allows time for postage etc.

When enrolling for **training**, please follow up at least one week prior to training if you have not received confirmation of your registration, or any materials you may have ordered.

Remember that the RAP Office is open on Tuesdays and Thursdays from 9:30am till 4:00 pm

Building Resilience

For those of you that missed it ...last year Prof Ian Shochet delivered a lecture on building resilience in teenagers. The talk gives a good outline on what RAP is, why prevention is important and on current research. You can watch it at:

<http://www.hlth.qut.edu.au/psyc/>

You will find it on the bottom left of the page under News and Events.

Resourceful Adolescent Programs

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Resourceful Adolescent Program

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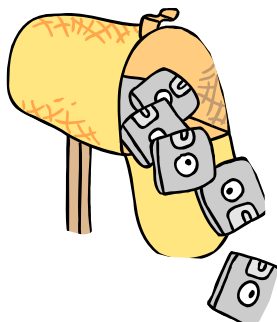
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INTERNATIONAL

Anne Lazarus

Emile Rivet



We Want to Hear From You!!!

Do you have any
tips for imple-
menting RAP?

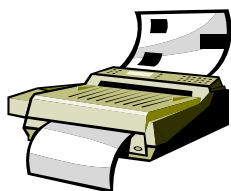
How did you get
your school staff
interested in RAP?

We want your in-
put for the next
newsletter.

What changes
have you made to
RAP to suit your
population group?

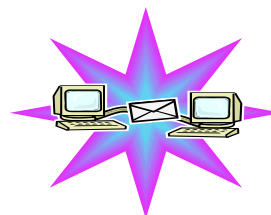
What success
have you had in
"whole school"
implementation?

Email or fax your
stories and ques-
tions.



What ideas have
you got on recruit-
ing parents for
RAP-P?

What questions do
you have regard-
ing RAP?



**Next edition due
December 2008.**