



## CRASHING INTO POTENTIAL TECHNICAL REPORT #2

### How was the program implemented?

CRASHING INTO POTENTIAL was implemented over 10 weeks with a cohort of 19 students. The students started by reading, CRASHING INTO POTENTIAL: Living with my injured brain, a memoir written by Scott B Harris. Over the 10 weeks, while the students read his book, they completed outcomes in the resources accompanying the book, which was specified by the CRASHING INTO POTENTIAL program. These outcomes covered skills in the VCAL/VCE-VC curriculum of Reading, Writing and Oracy, which fitted well beside other units of work being completed by the students. While the book was being read, students listened to Scott present an hour keynote presentation, and finished the 10-week OVERCOMING ADVERSITY Workshop in the program. We scheduled several short-term goals and milestones to ensure a timely finish of the program and assigned roles and responsibilities across the teaching team at different stages of the program.

### Where it worked and didn't

The keynote presented by Scott was fantastic, with all students being fully engaged for the hour that he was with us. Scott was able to inspire the students, add value to their learning by sharing his knowledge and experience, offer a new perspective, and break up the more routine aspects of the classroom. We believe engagement and success is due in part to reading Scott's book CRASHING INTO POTENTIAL: Living with my injured brain, as this allowed students to develop a greater understanding on Scott's story and gave the Keynote Presentation a more 'personal' touch. All aspects of the program, with a few tweaks, would be suitable for any cohort of students.

### Recommendations to improve CRASHING INTO POTENTIAL

The teaching team believe there is an opportunity to further expand the workbook that supplements the OVERCOMING ADVERSITY Workshop. It might be possible to expand the workbook to cover other areas of the curriculum. For example, resilience be covered, using the CRASHING INTO POTENTIAL framework, further in the context of other VCAL/VCE-VM stands such as work-related skills, and other subjects studied in mainstream schooling.

### What was the nature of curriculum implementation?

CRASHING INTO POTENTIAL fit into our literacy curriculum very well as we had the opportunity to cover all the outcomes we needed to complete. The program would be able to fit into any curriculum taught as the implementation process is clearly outlined in the guides.

### Moments where students tuned in and out?

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Students remained fully invested during Scott's Keynote Presentation. However, when it came time to complete sections of the OVERCOMING ADVERSITY Workshop (generally the booklet) some students decided this was a better time to do anything else instead of their work. Sometimes, students were unable to communicate their long-term goals effectively, which caused some to tune out at times. The personal story told in Scott's book ensured students remained engaged, with some students going as far as to take the book home and read in their personal time.

### **What other improvements were seen in the students outside the program and scales we used?**

On completion of the program, the teaching staff were able to identify improvements among some students. Particularly, students were able to cope with personal challenges in a healthy way rather than using unhealthy coping mechanisms (e.g., aggression or negative self-talk). One student developed a desire to do things in return and spread gratitude throughout the class. As this was one thing that Scott emphasised in the program, that helped him overcome adversity, Students also demonstrated kindness and appreciation for those around them (i.e., other students and teachers). For some other students, it assisted them to process emotions and adapt to stressful situations (e.g., at school and home) without overreacting or panicking. Finally, we would also suggest the program is also be tied to students achieving academic success.

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