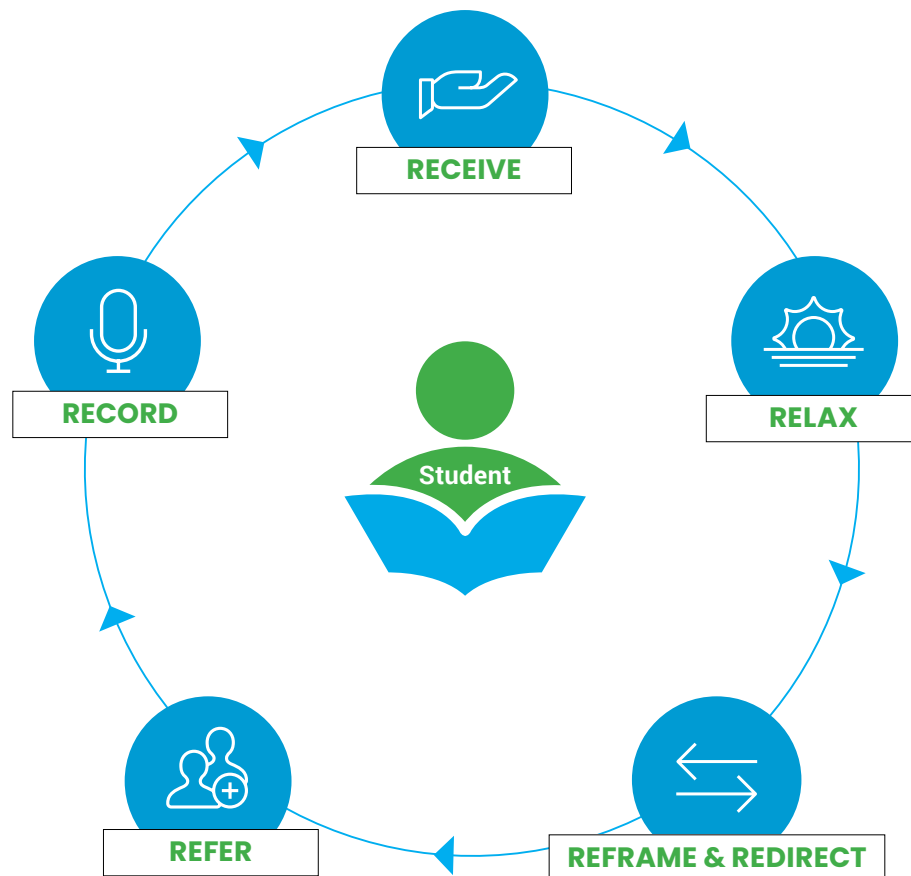




The 6Rs Framework for School Leaders

As school leaders, you are frequently faced with students who experience various levels of distress related to a range of different needs including academic, social, emotional, and behavioural. Sometimes the needs are straight-forward and on other occasions, the problem is more complex and requires a comprehensive approach to supporting the student. The following 6Rs framework is adapted from the *6Rs Guidance Teacher Resource* and provides an example of an approach that can be used with students seeking help.

The following flowchart provides a visual overview of the steps included in the 6Rs framework:



6Rs for School leaders:

Receive
Relax
Reframe
Redirect
Refer
Record



RECEIVE

| Considerations | Talking tips |
|---|--|
| Welcome the student with your verbal and non-verbal language. | "I'm so glad you came in to see me today." |
| Determine the focus and level of need. | "I really appreciate that you came to see me today." " I'll do my best to help you." |
| Determine if there is a safety risk. | |

RELAX

| Considerations | Talking tips |
|--|---|
| Assist the student in managing their intense emotions. | "I'm noticing that you seem overwhelmed/stressed/ anxious/upset. I'm wondering if we can try some strategies together to help." |
| Model calmness and validate feelings. | |
| Respond without judgment. | "It can be hard to think clearly when you are feeling upset/stressed. Would it be helpful to walk through some strategies that might help?" |

REFRAME

| Considerations | Talking tips |
|--|--|
| Validate feelings. | "I can appreciate why you might feel that way." |
| Support student to see other ways of looking at the problem. | "I know it's hard. Have you thought about other ways of looking at the situation?" |
| Follow a problem-solving model to help the student identify the issue to be worked on. | "Am I missing anything that is important to you?" |
| Consider student coping strategies for moving forward. | "What kind of advice might you give your best friend if they had this problem?" |
| | "Would there be any further problems created by this solution?" |
| | "How would you know that things are getting better if you choose this solution?" |



| REDIRECT | |
|---|--|
| Considerations | Talking tips |
| Consider if the student is in the right frame of mind to continue to problem-solve. | “Sounds like you may be ready to return to class. Is there anything I can do to help support that?” |
| Consider if a return to class or an alternate work space would be most helpful for the student at this point. | “I hear you saying that you don’t want to talk more today and that’s ok. Is there anything I can let your teachers know that might help them support you?” |
| Ensure student is aware and acknowledges next steps and actions. | “I understand that you aren’t ready to talk today. “You are always welcome to come back if you change your mind. My door is always open.” |

| REFER | |
|---|---|
| Considerations | Talking tips |
| May be necessary when complexity of need requires additional support. | “It sounds like it might be helpful for you to access some extra support right now. Would you be open to meeting our school social worker to hear about what support they can offer?” |
| Consider consulting with other professionals and colleagues when necessary. | |
| Ensure student understanding related to the referral and obtain appropriate consents. | |

| RECORD | |
|---|--|
| Considerations | Talking tips |
| Document follow-up required and any steps that you may have committed to. | “Let me just review what we talked about today and what steps each of us have agreed to take.” |
| Follow relevant board procedures for record keeping. | “Sounds like we have a plan, but know that you are welcome to come back and see me any time.” |
| Follow any relevant board policy and procedures related to issues such as child protection, violence threat risk assessments, concern regarding threat of student suicide, etc. | |

Students’ needs may vary and responses may include redirecting or referring for additional support. Their initial connection and the support they receive lays the foundation for trusting supportive relationships and encourages help-seeking behaviour. When you record your interactions, it provides for meaningful and effective follow-up.

If during your conversation you become concerned that there is an immediate safety risk, follow your school board protocol related to risk of student suicide, crisis response, child protection, Violence Threat Risk Assessment, etc.

