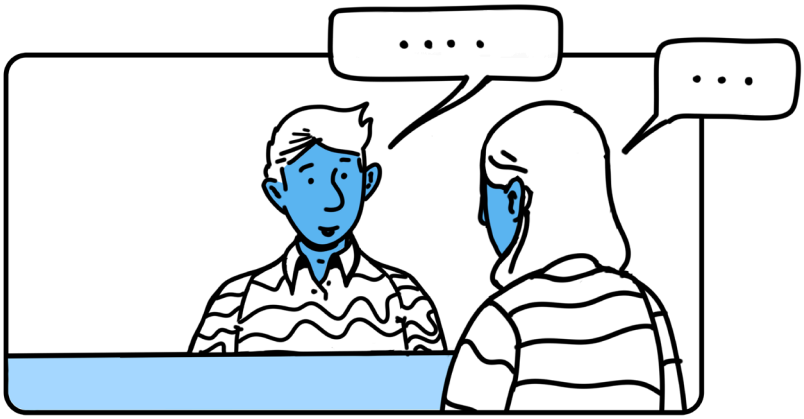
The Komodo Conversation Guide



This document is designed to assist in your conversation with students about their Komodo results.

While we want to normalise conversations about wellbeing, some students might be reluctant to have these conversations for varying reasons. What is most important is approaching the conversations with an open, non-judgemental mind to ensure the student feels safe and heard, and that adequate time has been allocated.

As a guide, most students will only require a brief conversation to touch base. This is to ensure they know that their surveys matter, their results have value, and their student voice is important and acknowledged.

Other students might require some help or intervention. The important part here is not to jump straight into solutions or problem solving. The first step is to listen, reflect and validate, then where appropriate collaborate to come to a next step. This is essential in building a supportive relationship and empowering students to take self drive action.

Some students might need specialist intervention. In this case, follow your school's chain of pastoral care and make the appropriate referrals or parent/ caregiver contact.

Staff considerations

While some staff members may welcome these conversations, others may find them challenging for various reasons. While these conversations shouldn't be the responsibility of a select few, it is also important to acknowledge your staff's level of comfort and capability to engage in what can sometimes be difficult conversations. Komodo's information is there to guide conversations, give clues as to what students may be struggling with and allow “a foot in the door” when it comes to student wellbeing. When staff engage with students around their wellbeing, we are teaching students that there is a trustworthy and non-judgmental process when it comes to accessing support. We also provide a guarantee that the information collected is used appropriately, allowing students to fully engage with Komodo and understand and take control of their own wellbeing.

It is important as staff members who are supporting student wellbeing that you have access and support for your own wellbeing. We cannot pour from an empty cup. If something is troubling you or making you feel uncomfortable within the wellbeing results, or interactions with your students, make sure you access additional support and guidance from your pastoral care chain.



Komodo's conversation starters

The following are scenarios that might occur and ways in which you can approach the conversations. They are not intended as a script but can provide a scaffold to support the students and guide conversations. Remember to communicate to the student in an age appropriate way, while remaining open, empathetic and non judgemental.

Remember to communicate with your wider team on actions taken with students through notes and records on the “pastoral note” tab in Komodo. These notes are stored about the student, not for the student.

The connection conversation

This conversation can happen with a handful of students once a term, to see how students are finding Komodo, and to ensure the surveys are being answered honestly. This also helps with continued engagement with Komodo and allows students a voice if there questions or suggested changes. As much as possible, try to keep these questions open ended to facilitate the student voice.

Opening:

I wanted to have a quick chat about the wellbeing survey we have been doing.

Follow up question ideas:

- How are you finding using Komodo? What are you finding helpful/ unhelpful?
- What do you think the benefits have been so far of using Komodo?
- Have you noticed any changes in your wellbeing over the term?
- Do you find you are able to be honest in your answers?
- Something I have noticed is..... why is this/what do you think is happening there?
- Are there any questions you wish were in the survey?
- Are there any questions you don’t like in the survey?
- Is there anything about Komodo you would change?



The requested check-in conversation

At the end of each Komodo survey, students have the option to request a check-in, or they can also request a check-in at any time simply by logging in to the Komodo platform on their device, computer or phone. This conversation needs to occur as soon as possible, as when a student is requesting a check-in, as they are communicating that they need and/or want extra support. Again, we want to keep these questions open-ended as much as possible, but it may also be appropriate to be a bit more direct to gain an understanding of what is going on, and what support the student needs.

Opening:

I saw that you requested a check in on (insert day). I wanted to follow up with you to see how you are.

Follow up question ideas:

- Is now a good time to talk, or would you prefer to make another time?
- I see that you have requested a check-in, and I am wondering what has been going on for you recently.
- That makes sense that you are having difficulties in that area, given (insert their reflection).
- Does this happen often, or has it happened before?
- What did you do about it last time?
- If a friend came to you with this issue, what would you say to them?
- What can I do that would help you today?
- What do you think the next step is from here?
- Who is an adult you trust who we can contact to help support you?
- How can we work together on this?
- Do you think you need some additional support for this?

The recommended check-in conversation

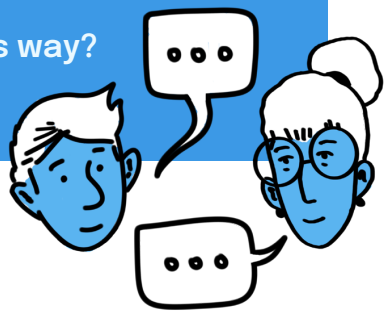
If the student is deviating from their ‘normal’ scores, or beginning to track lower than usual in any given area, Komodo will recommend a check in. This conversation needs to be delivered promptly, helping you to be proactive and support students in early intervention and prevention strategies. There are times where a check in may not be warranted, for example, if this issue is being addressed on a cohort level.

Opening:

I noticed in your last survey/last few surveys you have scored lower than you usually do in (insert category here).

Follow up question ideas:

- Tell me about the score you gave for (insert question/section).
- What was going on for you that day that lead to your score?
- That makes sense that you are having difficulties in that area given (insert their reflection).
- Does this happen often, or has it happened before?
- What did you do about it last time?
- Do you think you need some additional support for this?
- What can I do that would help you today?
- What do you think the next step is from here?
- How would you support a friend who was feeling this way?
- How can we work together on this?



The student who has left a concerning comment

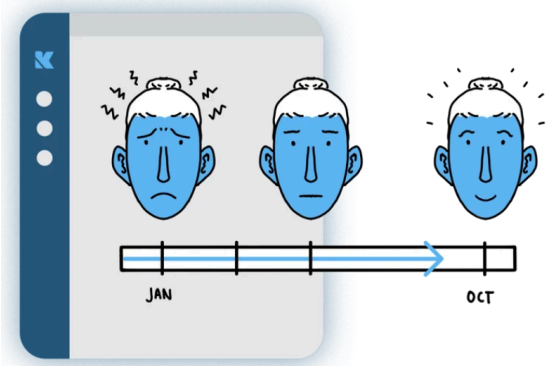
At the end of each Komodo survey, students are prompted to leave any other comments about their wellbeing. Teachers who are assigned to this student are able to communicate with students and their comments in the “feed” feature. Sometimes students use this as an opportunity to communicate about a difficulty that needs to be followed up.

Opening:

I have seen the comment you left at the end of your survey this week, let’s make time to catch up this week

Follow up question ideas:

- Tell me more about what is going on for you at the moment?
- What can I do to support you today?
- Validate how they are feeling.
- Remember that you can also make use of the “request check in” button in Komodo if you need support around this.
- Who is an adult you trust who we can contact to help support you?



For more advice on approaching conversations with students check out our Writing Effective Wellbeing Notes resource

komodo

How to respond to a feed comment (virtual response)

If the student is deviating from their ‘normal’ scores, or beginning to track lower than usual in any given area, Komodo will recommend a check in. This conversation needs to be delivered promptly, helping you to be proactive and support students in early intervention and prevention strategies.

Student comment in feed:

I really miss my home

Follow up comment ideas:

It can be really hard when we miss our family, would you like to organise a catch-up to talk?

Student comment in feed:

I am so worried about the end of year exams

Follow up comment ideas:

Exam time can be really stressful, it’s understandable you are worrying. If you would like to connect to go over some classwork or to see what other supports we can put in place, lets arrange some time to create a study plan.

The student who has consistently low/below-average scores

Some students will have a consistently low scoring style. This may be because of personality style, interpretation of the questions/answers, personal ability to reflect on wellbeing or a reflection of ongoing wellbeing difficulties. These students may also consistently be flagged for recommended check-ins because of their scoring style.

Opening:

I notice that in your wellbeing survey your scores for (insert category) tend to sit between (insert the scores that are concerning)

Follow up question ideas:

- I am just wondering if everything is ok?
- What's going on for you at the moment?
- What would an 8 or a 9 out of 10 look like for you in academics, home life, wellbeing?
- Have you ever been above (insert score) in this area before?
- What did this look and feel like for you?
- What would help you to feel better/improve in this area, even just by one point? Is there anything I can do today to help you take the first step?
- What could you do to make changes in these areas?
- Do you understand how to use the platform?
- Do you feel like you have been answering honestly when you complete the surveys?

The student who has consistently high scores

Some students will have a consistently high scoring style. This may be because of personality style (perfectionism), wanting to please others, fear of action or retribution, interpretation of the questions/answers, personal ability to reflect on wellbeing or, a reflection of strengths in their wellbeing. These students are not likely to be “seen” on Komodo so keep these students in mind when completing your Connection Conversations each term.

Opening:

I have noticed that your wellbeing scores are always really high, which is great. It looks like things are going really great for you, and that’s awesome. Sometimes students can worry about how teachers may respond when they answer surveys or don’t want their results to dip. I just wanted to check in and see how you are doing, and if there is anything you would like to talk about or get help with?

Follow up question ideas:

- Are these results a true reflection of your wellbeing?
- Has there been a time where your wellbeing has dropped, but your results didn’t show it? What did it look like? What was happening?
- How are you doing at the moment?
- Are you finding any of these areas hard?
- What do you need to do to continue your wellbeing on this track?
- Are there any areas of wellbeing that aren’t covered in the survey that you are struggling with?
- Are there any areas of wellbeing you would like to see tracked in our Komodo surveys?

The student who is not completing surveys

Some students may choose not to complete surveys for a variety of reasons. Students may be reluctant to answer questions on their wellbeing out of concern as to who will see their information or what actions may be taken. Students may struggle to understand what is being asked of them or, it could be that students are forgetful and/or are not prioritising completing their surveys. Depending on the underlying reason for a student's behaviour there are a number of different conversation approaches to take.

Opening:

I noticed that you haven't completed your Komodo survey this term, is there anything getting in the way?

Follow up question ideas:

- Is there anything you can do that will remind you to complete the survey?
- Is there anything I can do to make the process easier for you?
- Tell me more about your hesitancy It makes sense that you feel (insert emotion) about sharing your information. Just so you know, the only teachers that see your information are (insert staff members). The reason for these surveys is so we can support your wellbeing. Your answers are not going to get you in trouble
- What questions would you have in the survey? (If a student gives a valid reason), That makes sense. Remember, you have a week to complete the survey, so try and find some time tomorrow to fill it out; it should only take you a couple of minutes.

Need further support? Reach out to your School Success Lead or message our support team at support@komodowellbeing.com