



Responding to psychosocial challenges

What are psychosocial challenges?

Psychosocial challenges are personal, social, emotional or environmental factors that affect a learner's ability to participate in training, engage in learning, complete assessments or achieve their goals.

REMEMBER: Teachers are not expected to diagnose or treat psychosocial challenges. Their role is to **recognise, respond, refer, support and review**.

The psychosocial support cycle

A simple 5-step cycle to help you recognise and respond to psychosocial challenges and support learner participation and success.



1 RECOGNISE

Notice signs affecting learning

- Changes in attendance, engagement or behaviour.
- Assessment difficulties or withdrawal risk.
- Impacts on the learning environment.



2 RESPOND

Have a safe and supportive conversation

- Focus on learning impacts.
- Listen without diagnosing.
- Explore support needs with the learner.



3 REFER

Connect the learner with support

- Explain available support options.
- Provide referral information.
- Follow RTO policies and procedures.



4 SUPPORT

Continue supporting learning

- Use inclusive teaching strategies.
- Implement reasonable adjustments.
- Maintain communication where appropriate.



5 REVIEW

Monitor progress

- Review learner progress.
- Review adjustments and support arrangements..
- Escalate if required.

What should I do?

Consider the impact on learning to determine your next steps.

If the impact on learning is...

Teacher action



MILD

The learner is participating with minimal impact on learning.



Adjust teaching approaches and monitor. Use inclusive strategies and keep the learner's progress under review.



MODERATE

The learner is at risk of disengagement or experiencing difficulties.



Adjust teaching approaches and discuss support options. Have a supportive conversation and consider referral options together.



HIGH

The learner's wellbeing or safety is at risk, or they are likely to withdraw.



Refer and escalate according to RTO procedures. Connect the learner to appropriate support services and escalate as required.

Key principles



Focus on impacts on learning



Stay within your teaching role



Follow organisational procedures



Refer when specialised support is needed



Prioritise safety and escalate when required

Recognise • Respond • Refer • Support • Review

Working together to support learner participation, wellbeing and success.