



SenseAbility

www.beyondblue.org.au/senseability



SenseAbility

- Strengths based ‘resilience’
- Developed from previous Secondary School Program (Schools Research Initiative 2003-2007)

Where does SenseAbility fit on the Mental Health Continuum?

OPTIMAL MENTAL HEALTH by focusing on developing the following:

- Helpful and Optimistic thinking
- Life Management Skills
- ‘Life Senses’ for strong values



Young People with these skills/attributes...

- better able to cope with daily life challenges
- have better relationships with parents, teachers and peers
- perform better academically
- less likely to experience mental health issues

(Shortt and Spence 2006)

www.atypon-link.com/AAP/doi/abs/10.1375/bech.23.1.1

SenseAbility = Essential Skills + Six Senses



Essential Skills (Helpful Thinking and Self Talk, Emotion Recognition and Regulation, Life Problem Solving, Communicating Effectively, Planning and Time Management and Keeping Well)



Sense of Future (Hopefulness about the future)



Sense of Control (Coping with life's challenges)



Sense of Belonging (Feeling valued)



Sense of Purpose (Finding meaning in life)



Sense of Self-Worth (Belief in one's strengths)











Sense of Humour (The funnier side of life)



Important Concepts Behind SenseAbility

- Based on cognitive behavioural principles (our thoughts have a central influence on our feelings and our behaviours)
- Seeks to increase students' awareness of 'thinking patterns' and empowers them to challenge unhelpful thoughts

When an event (A) happens, it is our thoughts and interpretations (B) of the event, and not the event itself, that lead us to experience certain emotions and feelings (C), and to act or react in particular ways (D).

ANTECEDENTS Event/Situation	BELIEFS Thoughts	CONSEQUENCES Feelings	DO Actions
A	B	C	D
<p>David asks a girl he likes to a party, but she says she is too busy</p> 	<p>She must think I'm boring or ugly.</p> 	<p>DESPONDENT UNHAPPY</p> 	<p>David stays at home and mopes</p> 
<p>David asks a girl he likes to party, but she says she is too busy</p> 	<p>Well, maybe she is busy. I'll ask her out another time.</p> 	<p>PHILOSOPHICAL NEUTRAL HOPEFUL</p> 	<p>David goes to the party anyway with a friend</p> 

A B C D model illustrating the cognitive behavioural process



Each module consists of:

- Foundation session covering core activities, personal reflection activities and real life applications
- Classroom activities and reference guides
- Suggested film and text exploring the sense