

Resource Teacher: Learning & Behaviour Service

2 August 2013

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From the editor



I'm devoting the second half of this newsletter No.16 to **Gateway Assessments and Referrals**.

Gateway referrals – for children and young people *entering* State care – are priority RTLB referrals, and as such bypass normal RTLB cluster referral/request for service processes. The long term social, mental health and educational outcomes for this group of children and young people are dire when compared with other children. Putting priority RTLB support around these students and their teachers for at least a month is absolutely necessary to support these significant, and often traumatic, transitions.

I know that in addition to completing assessments for children entering care, many of your RTLB are also completing assessments for children already in State care and around Family Group Conferences (FGCs). While these types of Gateway referral are not priority RTLB referrals, they are greatly appreciated by CYF and the DHB when you make the time to do them. I want to thank you sincerely for the additional work you do in support of these very vulnerable children and young people.

Anne Tuffin, Project Manager, RTLB Transformation

Cluster Manager Forum: Friday 6 September (Auckland)



This September CM Forum is a combined North/South one, with all CMs invited to Auckland for the day.

The day before (Thursday 5 September) is set aside as a day for working groups to meet.

Evaluation of SLS Amalgamation

Attached is a summary of the findings from the *'Amalgamation of the Supplementary and Resource Teacher: Learning and Behaviour Services report – Evaluation of the transition planning and implementation process'*:

[http://rtlb.tki.org.nz/content/download/6274/60299/file/Summary%20Report%20SLSRTLB%](http://rtlb.tki.org.nz/content/download/6274/60299/file/Summary%20Report%20SLSRTLB%20)

A big 'thank you' to all of you who provided feedback to our requests for information as part of this exercise.

2012 Annual Reports

All Lead School boards of trustees, principals and CMs have been sent feedback on progress towards the transformation.

The 2013 templates are currently going through the final review process, and will be sent out to clusters early in Term 3. As well, we are now collating and analysing the quantitative data that was included in your 2012 reports, and will provide feedback as soon as we have pulled it together.

Ethnicity



A query from a cluster manager asked for an official Ministry list of Pasifika people and ethnicity. The following is a response from a Ministry senior research analyst:

The second page of the RS61 questionnaires should give a broad idea of how the ethnic groups are aggregated. Have a look at any of the questionnaires in the following link:

http://www.educationcounts.govt.nz/data-services/collecting-information/collection-forms/ece_roll_returns/annual-ece-child-and-staff-return-july-2013

In regard to "Pasifika", they consist of the following seven Island groups: Tokelauan, Fijian, Niuean, Tongan, Cook Island Māori, Samoan, and Other Pacific Peoples. Indian and South East Asia are grouped under "Asian".

If you want an even finer breakdown of the ethnic groups (e.g. "Other Pacific Peoples" includes: Admiralty Islander, Austral Islander, etc.) then have a look at the "Priority Report Level 4" Excel file link on the following page:

http://www.educationcounts.govt.nz/data-services/collecting-information/code_sets/ethnic_group_codes

IYT – News from around the regions

Great to hear that another 17 RTLB have completed the Incredible Years Teacher group leader training. Sarah Aiono (Hawkes Bay) and Jennifer Browne (Auckland) are the two Accredited IYT Peer coaches from the RTLB service.

And a couple of reminders:

- Please consult the IY Teacher Practice and Operations Manual each time you undertake an IYT course.
- All Group leaders are expected to attend a Consult Day and a Supervision Day each year. These are advertised through the regional coordinators.

Ministry of Education Library



The Ministry Library staff report that RTLB are very active users of the Ministry's library. It is great to hear that RTLB are requesting literature searches, and fully utilising the resources held by the library.

Return postage costs



Just a reminder that when you borrow a book from the library, it is your responsibility to pay the return postage costs. The Library does not pay return postage for any of its users. If postage is an issue for you, there are still plenty of online full text resources that are available free of charge on the Education Library website at <https://library.education.govt.nz/>. Postage costs do not apply to journal articles.

New Resource



Title: *Moving research into practice: can we make dissemination stick?*

Authors: By Bryan G. Cook, Lysandra Cook, and Timothy J. Landrum

Article: Article in *Exceptional children* 79 (2), 2013, p. 163-180.

Proposes a framework for improving the dissemination of research findings and evidence based practices in special education.

Gateway Assessments and Referrals



Recently, the Ministry analysed a sample number of Gateway Assessment Education Profiles.

Feedback for Educators who complete Education Profiles



At any one time there are approximately 4000 children and young people in the care of Child Youth and Family in NZ. Most of these children have experienced a range of adverse and potentially harmful experiences. Their educational experiences often include transience, multiple placements, sporadic attendance and high rates of stand-downs, and suspensions. These experiences contribute to a range of poor outcomes including school performance and emotional and behaviour problems. Often the complexity of problems means that no single agency is able to provide the full package of care and services required.

Gateway Assessments aim to ensure that every child or young person entering care receives an assessment that helps build a complete picture of the child or young person's needs, and sees that they get access to the right health and education services to address their needs. Identifying and responding to children and young people's education needs is a critical step in enabling them to participate and achieve in EC, school and training contexts. As part of the overall process, Educators (RTLb and Teachers) are required to complete the Gateway Education Profile. The Education Profile is one of the first parts of a process to develop intensive support for the child over the first month of them transitioning into care and informs the education components of an individualised intervention plan.

A sample of education profiles

Child Youth and Family have carried out a separate analysis of Gateway Assessments in which completion rates and aggregated data is discussed. The present paper is an examination of a small sample of the Education Profiles.

The *Ministry of Education* requested a small sample (21) of Education Profiles from *Child, Youth and Family*. These were randomly selected from the total number of Education Profiles completed between August 2012 and March 2013. The analysis was carried by the Ministry of Education's Professional Practice Unit and the purpose was to provide formative feedback to educators on the quality and utility of the completed education profiles.

The children profiled, ranged in age from 4 years to 13 years. However, most of the sample were attending school and so the profiles had been completed by RTLb.

Feedback is provided below according to the sections of the form. In most cases most sections of the profiles had been completed. A completed form provides Gateway coordinators with a comprehensive picture of the child's needs and strengths. Although the absence of one tick here, or a small comment there might seem insignificant, it can often be the missing piece of information that, if provided, would allow a more thorough analysis of the child's needs.



Strengths and Difficulties Questionnaire:

These were mostly completed. In some profiles some SDQ sections were incomplete. When this occurs the whole SDQ score for this child is rendered useless. It is important to complete all sections of the SDQ even if the educators perceive there to be few or no behaviour difficulties.

Learning & Achievement:

Most educators referred to standardised assessment results in this section and some provided some additional comment. This combination of quantitative and qualitative information about a child's learning is helpful for planning. In some forms little or no information was provided about some areas.

Gateway Assessments and Referrals cont.

Factors impacting on their learning:

This chart in the form tries to capture some of the individual skills (motor, communication, sensory etc). This section is important as it contextualises and/or explains some of the information in the *Learning and Achievement* section and informs adaptation/differentiation of programming. Most forms only indicated a level only (+ = strength, 0 = typical, - = concern). Some profiles provided comment especially when an area was identified as “of concern”. It would be expected when concerns are identified, educators would elaborate on these with some text to explain the source of the concern.

Summary

This section in the profile requests the educator to summarise what they know of the learner under a number of subheadings. In many cases the information in this section was written sensitively, in a strengths based manner and in ways that could be directly used to inform interventions. Quality summaries were clearly written by educators who had taken the time and gathered the information that meant that they understood the child’s needs.

Recommendations

Breadth plus depth: The Education Profile form requests a wide range of information in order to establish a comprehensive picture of the child. When using the form Educators are recommended to provide assessment information beyond the quantitative. Knowing that a child is reading at a 7 year old level or that their motor skills are ‘of concern’ is inadequate in a comprehensive profile. Providing context to problems and concerns with examples where necessary, is recommended and provides the extra depth to the assessment that can make a real difference to planning.

Form completion: The Education Profile Form was developed in consultation with RTLB and other educators. Completing all the sections in the form is the minimum required from which to inform planning. Incomplete sections will result in an incomplete profile of the child, and their needs may not be met. If sections are incomplete because of the need for further assessment this needs to be stated on the form.

Needs: The higher quality profiles were those that made the link between identified concerns within the child’s profile and their learning needs for future planning. The summary sections; *What learning needs have you identified?* and *What steps is the school taking to address these needs?* are very

important and should link directly to any concerns highlighted in the first part of the profile.



Gateway Guidelines – reminder of process

Two sections of the *Gateway Guideline* have been reproduced below by way of a reminder to educators of what the Gateway process expects of them.

RTLB

RTLB and schools work together to provide an intensive short term intervention for children who have recently come into care. This intervention has a focus on the first

month after the child has come into care, followed by a period of monitoring for up to a year to ensure the child continues to make progress.

When the RTLB cluster manager receives the request from the social worker to complete an Education Profile, they:

- check to determine that the child or young person is in care or liaise with the local Child, Youth and Family site office to establish if the child or young person is heading towards a care and protection FGC
- assign an RTLB to the child or young person.

The RTLB in the Gateway Assessment process:



- facilitates a meeting between the teacher and social worker within four working days of receiving the referral for an education profile
- develops a plan that addresses the immediate needs of the child or young person and covers the first month with provision for ongoing monitoring

Gateway Assessments and Referrals cont.

- works with the teacher to complete the Education profile and return it to the social worker and Gateway Assessment coordinator within seven working days is the lead worker during the first month, if the child or young person is not a client of Special Education
- is the lead worker during the first month, if the child or young person is not a client of Special Education
- works with the classroom teacher on strategies to ensure the child or young person settles and succeeds in class and undertakes any assessments that are necessary.
- is a key member of the interagency group, including contributing to the Interagency Services Agreement (ISA)
- works to strengthen the link between education and other agencies that are supporting the child or young person
- provides ongoing high quality education information and feedback to the social worker
- attends multi-disciplinary clinical meeting (where one is required).
- completes the Education Profile on attendance, development, learning and achievement, social interaction and any specialist education assistance ensures the child or young person's National School number is included on the Education Profile
- works with RTLB to develop a plan to meet the immediate education needs of the child or young person
- where the child is new to the school, contacts the previous school to request that they complete the education profile or provide sufficient information for the current teacher to complete the profile
- identifies any assistance that may be needed to support the child or young person in their learning
- attaches any reports available from RTLB or Special Education
- if consent has been indicated on the education profile form, the teacher sends the completed profile to the social worker and the Gateway Assessment coordinator.
- If consent has not been indicated the education profile should only be sent to the social worker
- assists in identifying the needs of the child or young person with the social worker and Gateway Assessment coordinator
- works with the social worker and Gateway Assessment coordinator to develop the ISA
- works with the child or young person and their family to address the educational needs that are identified in the ISA
- may attend a multi- disciplinary clinical meeting (where one is required) with the social worker, RTLB, and health assessor to agree the ISA for complex children
- follows up on the education recommendations from the ISA.

Teacher

The key role of the teacher is to identify the child or young person's education needs and provide information for the social worker, the family and the health assessor. This will help

inform planning to meet the needs of the child or young person. The Education Profile needs to be completed within seven working days of receipt of request.

The teacher in the Gateway Assessment process:



- accepts the request from the social worker or Resource Teacher Learning and Behaviour (RTLB) to complete an Education Profile summarising what is known about the child or young person

For more information, see Section four: Guide for Teachers.

Education is not the filling of a pail, but the lighting of a fire. William Butler Yeats
