

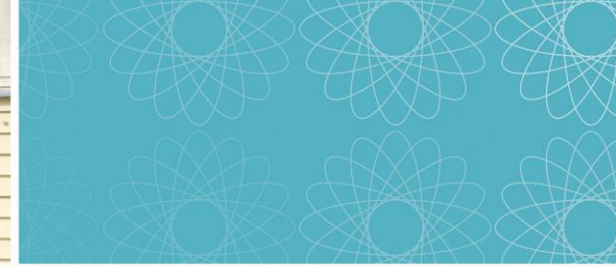
POSITIVE BEHAVIOUR FOR LEARNING

*Wraparound for students receiving
comprehensive services from RTLB,
Ors Fund holder Schools & MOE.*

2016

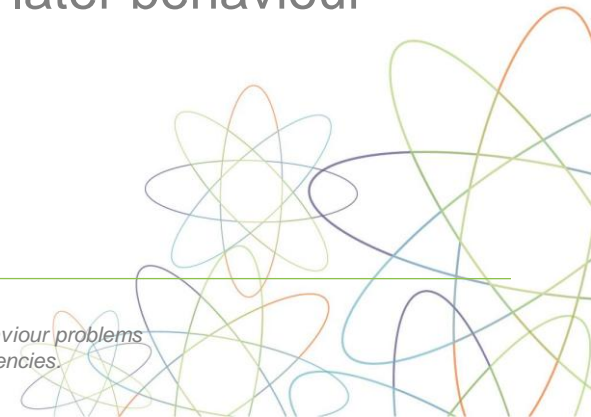
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Social Learning Theory & Research

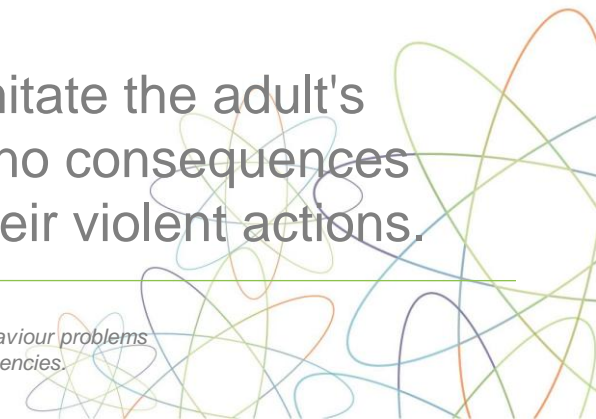
- Social learning theory has shown that children learn through observing others modelled behaviour
- 75-90% learning happens from observing models
- This modelling goes on to serve as a guide for later behaviour decisions





Social Learning Research

- Bandura's "Bobo Doll" experiment (1961) demonstrated that young children would imitate the violent and aggressive actions of an adult model.
- Children observed a film in which an adult repeatedly hit a large, inflatable balloon doll. After viewing the film clip, children were allowed to play in a room with a real Bobo doll just like the one they saw in the film
- Bandura found children were more likely to imitate the adult's violent actions when the adult either received no consequences or when the adult was actually rewarded for their violent actions.









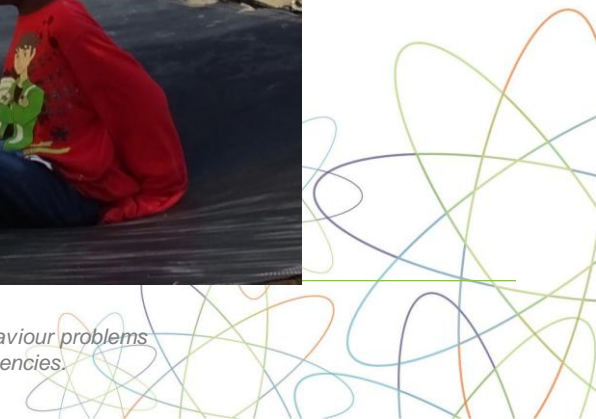




Providing better environments



Positive Behaviour for Learning is a series of programmes and initiatives being delivered across New Zealand to address behaviour problems in schools. Positive Behaviour for Learning is a collaboration between the Ministry of Education and other education sector agencies.





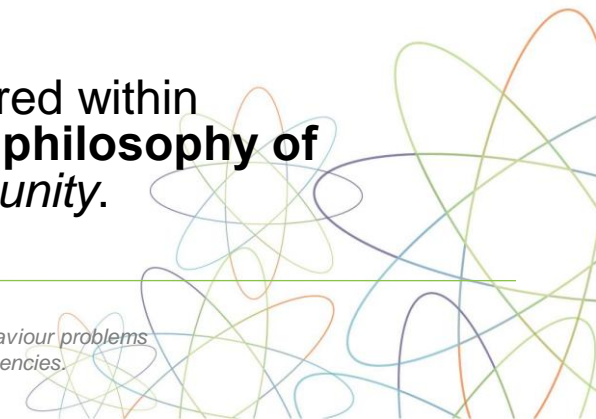
What is wraparound 'social learning' approach?

A child's behaviour is heavily influenced by the interaction with the child's environment and by the **reciprocal interaction of systems within that environment** (Walter & Petr, 2011).

In the MoE wraparound service, this model is enhanced by incorporating **cultural practices and knowledge**.

The intervention logic of a wraparound programme is that it attempts to change a **negative social context** into a **pro-social context** for the young person.

Wraparound service delivery processes are delivered within normalised settings. It is a **'planning process and philosophy of care'** (Walter & Petr, 2006) *Family, school & community*.

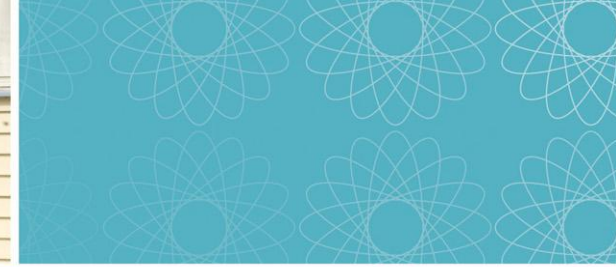




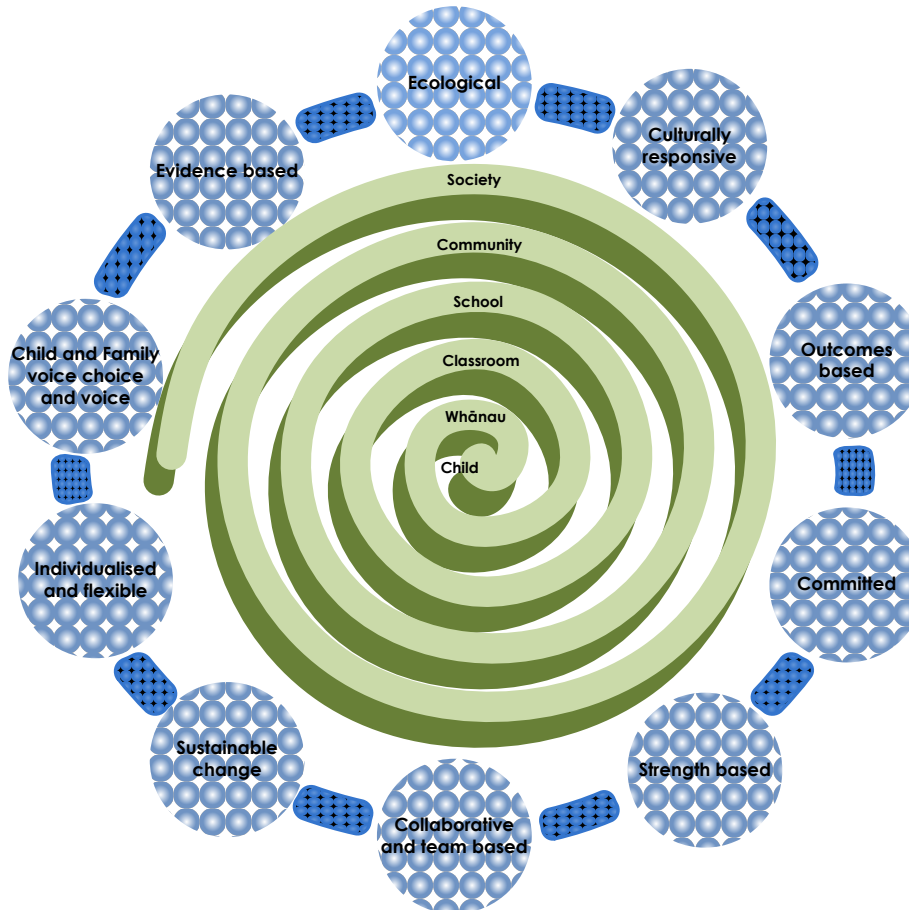
Four key elements of Wraparound provision:

1. **Strengths based perspective.**
2. The planning process is **driven by the student's and whānau's underlying needs.**
3. Wraparound is the **active and collaborative investment of a team approach.**
4. Wraparound is defined by being **family determined.**





IWS 10 Principles

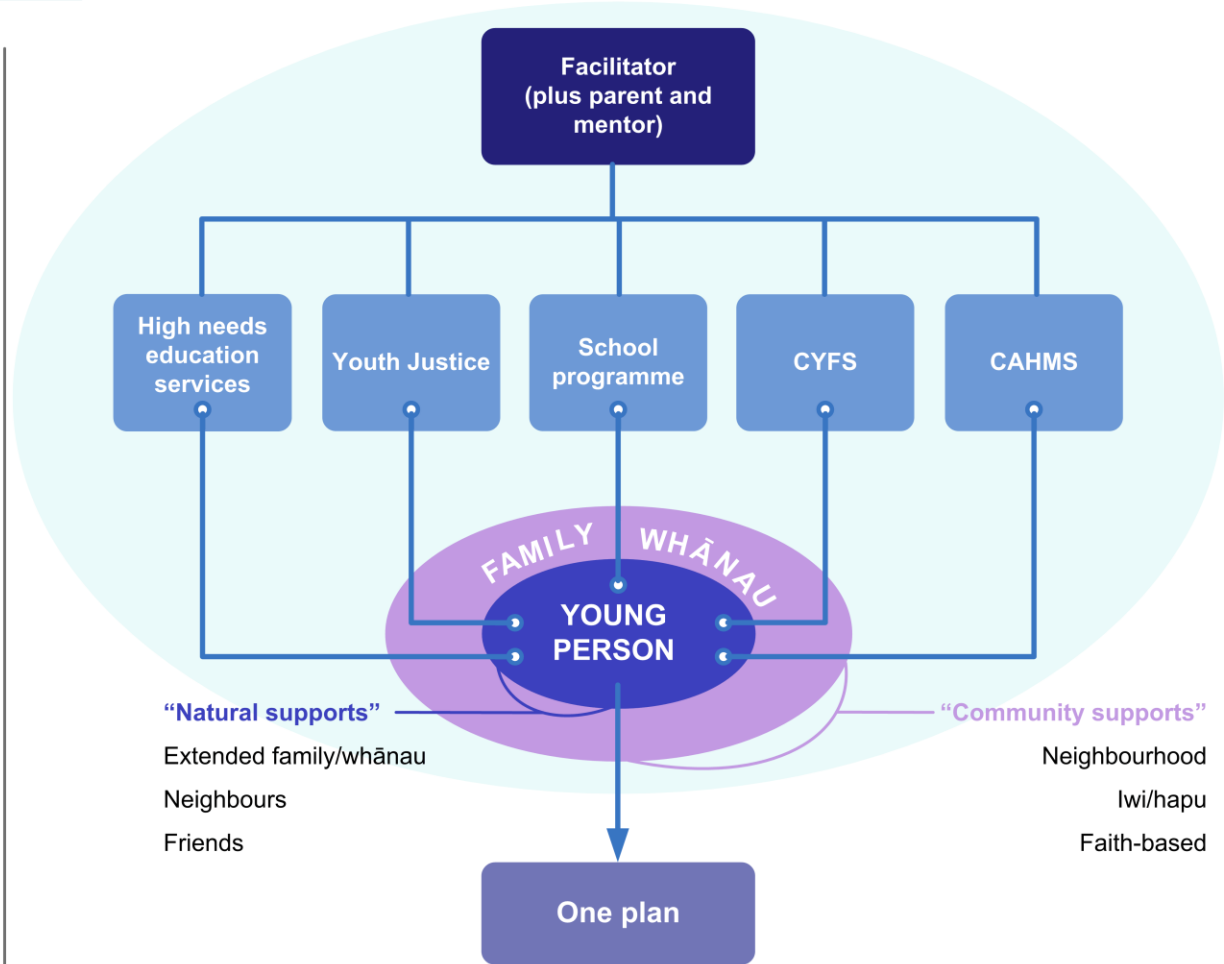
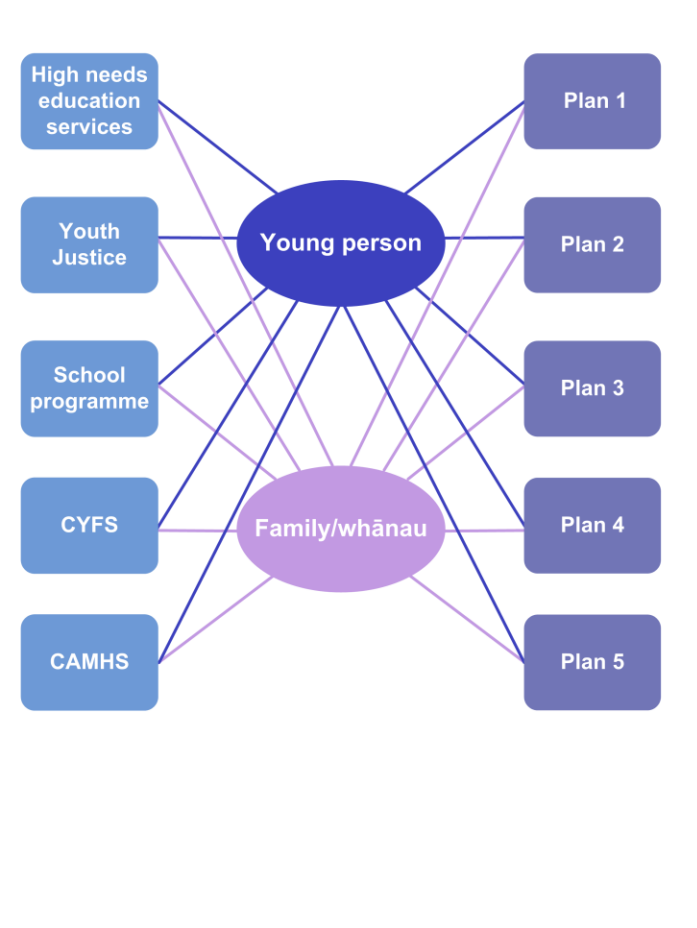


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Traditional services rely on the availability of agency professionals and result in multiple plans

In **Wraparound integrated care models**, a facilitator coordinates the work so there is one plan





Student's work to be published

By ARIELLE MONK

Halswell Residential College (HRC) is set to launch the next potential Kiwi Man Booker prize-winner next Thursday, with a book presentation for young author Chevaughn Mangu.

Chevaughn, known as Chevy, wrote her first story over last term. The soon-to-be book, entitled *The Roller Coaster of My Life*, began as an project in class, but blossomed into something more special.

School administrator Anne Askey said school staff have collectively worked to help Chevy on her way to becoming an author.

"The strength of this school is that we try to find what works for the student, instead of forcing the student into what works for us, and this book is an example of that."

The specialised college focuses on setting students with intellectual, social, or behavioural challenges, nurturing them or returning them into the education system. It currently has a small roll of 23 pupils.

Chevy, 13, struck a deal with the college's associate principal, Papa Solomon, to start her project. She would trade each page of writing for a \$1 coin.

"She started writing and just got pages and pages down. Traditionally, students hate writing - I've never seen anybody at this school write so much before," Askey said.



Tenacious teen: Halswell Residential College student Chevy Mangu and school administrator Anne Askey negotiate details over pages of Chevy's original book manuscript.

The young author soon became too costly and a new agreement was brokered.

"Her goal was she wanted a real book, and she definitely didn't want something stapled together or bound. So, that's what we promised her."

"I love writing, so I was like 'I'll do it!'. I just thought 'I might just keep going with this and see where it takes me'" Chevy said. "I wanted to show how much I could share, and actually produce."

Chevy worked with Askey, also the school's NZQA literacy and numeracy specialist, for

hours to edit the draft, and was adamant it wouldn't look like a "kiddie" book.

The school is holding a Festival of Words on November 5, at which Chevy will be presented with a professionally printed and bound copy of her story.

Other classes and students will work with speeches and poetry on the day, and be treated to a presentation by a poet on staff.

Askey believes getting her memories down has helped Chevy settle.

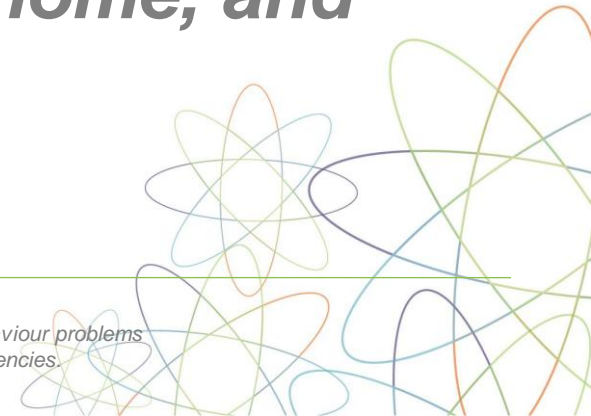
"You can see there's a spark there."



Who is IWS for?

The child/young person has behaviour, social and/or learning needs that are

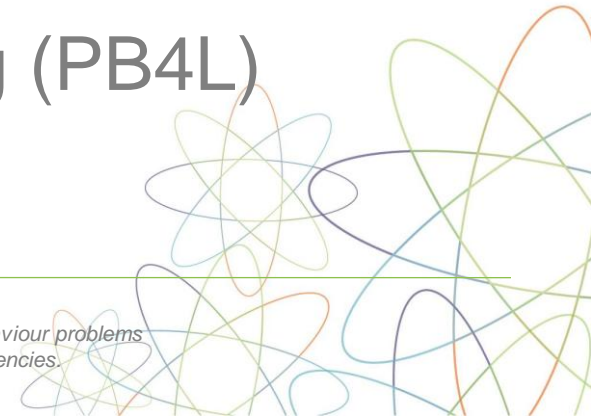
“highly complex and challenging (and may have associated intellectual difficulty) and requires support at school, at home, and in the community.”





Who is on an IWS local regional panel ?

- a school principal
- a Special Education manager
- an RTLB Cluster Manager
- a practice advisor
- an IWS service manager
- a Positive Behaviour for Learning (PB4L) coordinator or manager





The IWS local regional panel prioritise in order of need

- a. Is there evidence that intensive support is required at school, at home, and in the community?
- b. Is there evidence the child's needs have been challenging to manage and support over an extended period of time?
- c. Is there evidence that the child's needs are significantly impacting on their engagement and participation in the classroom, at school, at home, and in the community?
- d. Is there evidence that the child's needs are impacting on their family/whānau, school and community?





Local special education services

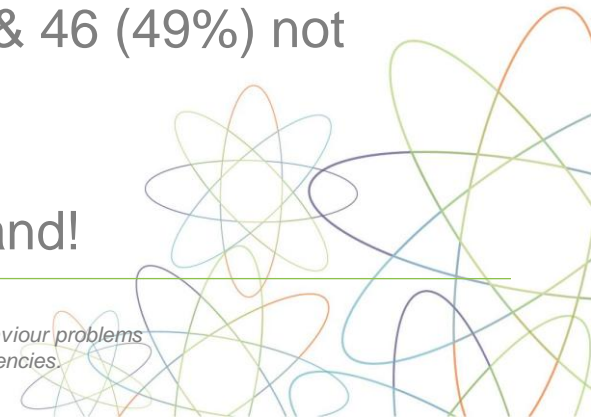
- a. Is there evidence that all available supports that the child is eligible for have been fully explored and accessed?
- b. Is there evidence that the child/young person's needs are ongoing despite appropriate interventions being planned and implemented?
- c. Have local supports been provided for an appropriate length of time to fully assess need and begin implementing a programme?
- d. If a local service provider has been working with a young person for less than 6 months, is it clear a more intensive service is required?





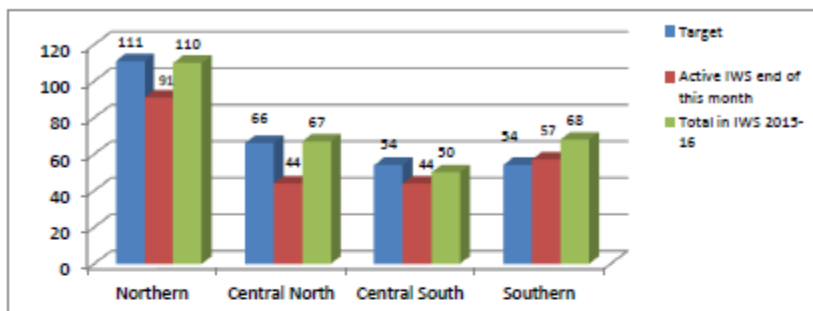
RTLB Referrals to IWS in the last 12 months

- 23 referrals were eligible (met criteria)
- Of those 7 (30%) were prioritised & 16 (70%) not prioritised
- 6 RTLB referrals did not meet the criteria
- MoE 116 referrals 26 did not meet the criteria & of the eligible referrals 47(51%) were prioritised & 46 (49%) not prioritised.
- We need more IWS capacity to meet demand!



IWS Status Report February 2016

Regional targets and numbers in service



Residential Schools



Gender



IWS Performance Summary FY 2015-16

1 IWS in Schools

In January 16, 81 young people in 69 schools received a total of \$1,036,614.

2 Targets

There are currently 236 young people (YP) in IWS. 295 have received IWS so far during 2015-16. This is at 103.5% of IWS target 285. YP in service include 50 SBI cases engaged in IWS in 2014-15 year.

3 Prioritisation

5 Referrals were received in February. 4 were prioritised. Will continue to take on cases as IWS has capacity.

4 Residential Special School (RSS) component

Enrolment in RSS is at 39% of the notional roll of 102.

5 Ethnicity

Maori and Pasifika, currently in service, together make up 48% of IWS cases.

6 Gender make up of IWS cases

In February of the 236 YP in IWS, 20% were females and 80% males. 35% of all females and 43% of all males were Maori.

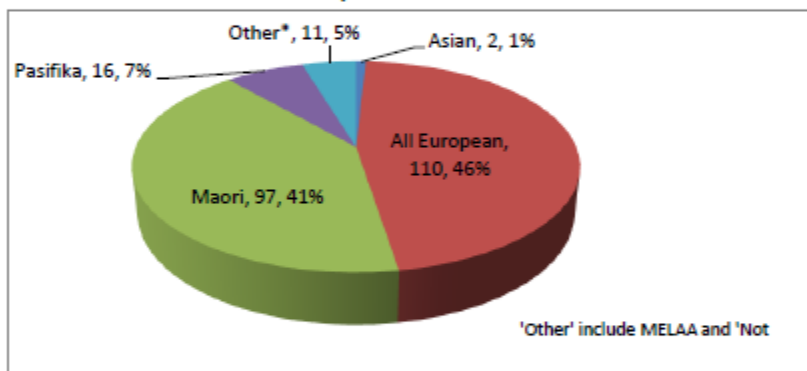
7 Working with other agencies (CYF and CAMHS)

In Feb 16, of the 236 YP, currently in IWS, an estimated 28% had CYF involvement, 10% were in CYF care, 36% had CAMHS involvement and 15% had CAMHS and CYF involvement. Around 50% in CYF (involvement or care) were likely to be Maori.

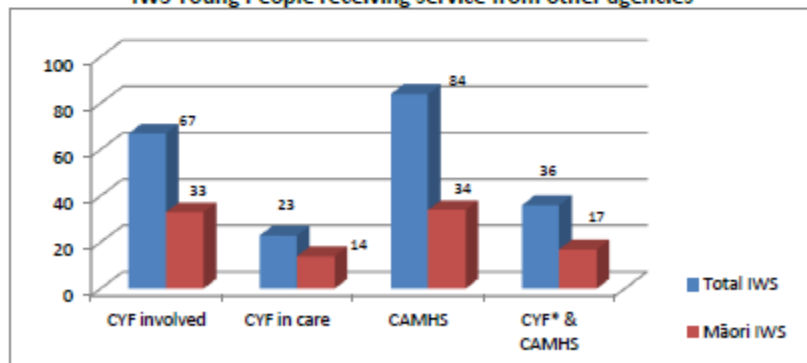
8 IWS Staffing

IWS is currently recruiting Psychologists. Southern Region now has a Service Manager on secondment until end of Term 2. Central North has recently appointed a psychologist.

Ethnicity of IWS students



IWS Young People receiving service from other agencies





Monitoring and Reporting IWS Outcomes

IWS matches Govt & MOE vision & key directions

What are we going to collect & why are we collecting it?

- We are going to record the operations of 'best practice'
- We are going to record the outcomes of the programme goals
- We are going to show that IWS operates a high fidelity wraparound programme





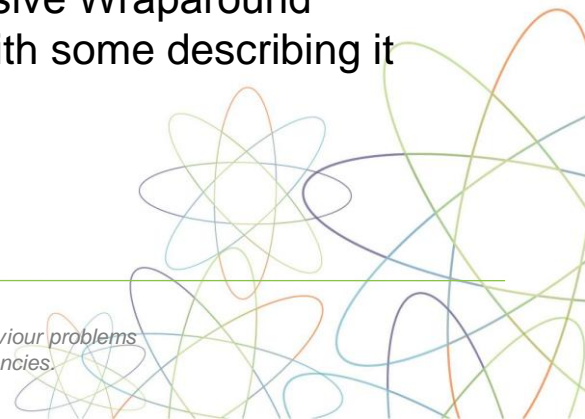
NZCER Review

- **Education Minister Hekia Parata** taken from the review:

“Many students are making significant progress thanks to this service – progress that is remarkable in a number of cases.”

“This service helps parents and whanau support their young people to work with schools and other government agencies. It is changing these students’ behaviour from anti-social to pro-social.”

“Almost all the families involved in the study saw the Intensive Wraparound Service (IWS) as a major improvement for their children with some describing it as a life-saver,” says Ms Parata. (March 2016)





New Zealand Government

Positive 
Behaviour
for Learning