

# Behaviour for Learning Action Plan

New Zealand Government

## RTLB conference

September 2009





Challenging and disruptive behaviour in children can't be ignored. It is a barrier to their learning and takes a serious emotional and educational toll on them and everyone around them.

- It is a major barrier to learning and a consequence of failure in learning
- For society the costs can be substantial
- For those with severe behavioural difficulties *"life is miserable"*
- Addressing this issue is a necessity, not an option.



---

We have the evidence. We *know* what works and we *know* what we have to do:

---

- get in early to prevent problem behaviour (“early in life of the child and in the life of the problem”)
- focus on prevention
- focus on a few evidence-based programmes and deliver them well
- focus on whole school programmes
- improve support for teachers and improve teacher training.

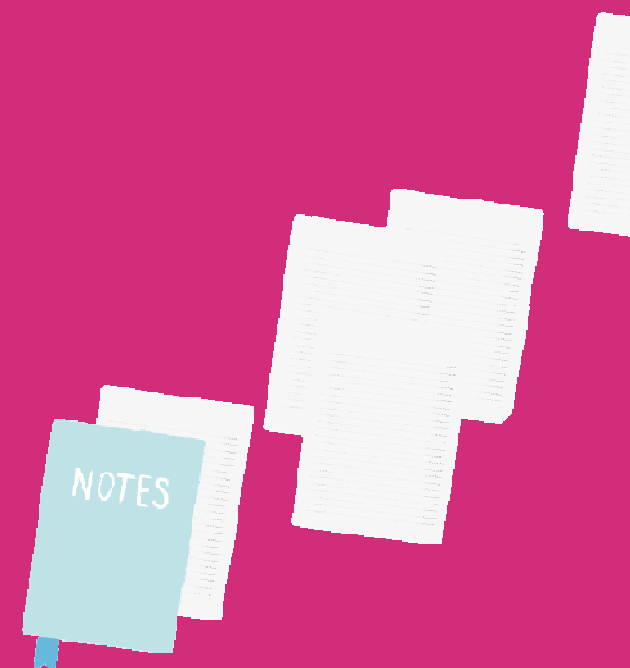


Prevention is at the heart of this plan. This means more effective programmes to be expanded to more children, more parents and more educators

The aim is to reduce disruptive behaviour and improve teacher satisfaction, student engagement and student achievement.



# Our Vision



The outcomes of what is proposed will see at least 12,000 parents in at-risk families supported in lifting their parenting skills; 5,000 teachers will receive training in effective classroom management; and at least 400 schools will have had the opportunity to participate in a Positive Behaviour for Learning initiative.



What we're going to  
do



# What we're going to do

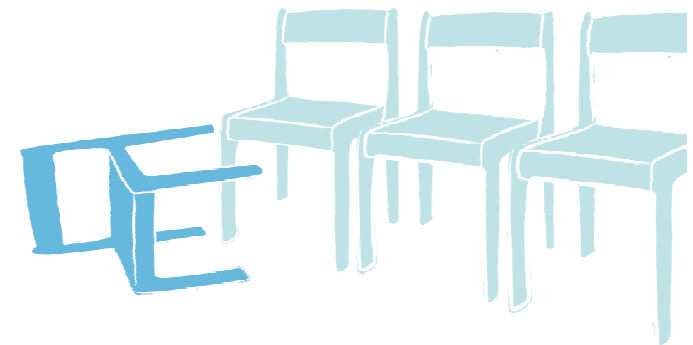
---

## For schools/teachers:

- Incredible Years programme for teachers (flagship programme)
- Positive Behaviour for Learning programme in schools (flagship programme)
- restorative practice
- climate and bullying surveys
- training and developing teachers
- rapid response service

## For parents:

- Incredible Years programme for parents (flagship programme)





The evidence that  
has informed our  
approach





**“If students are learning successfully, if they are feeling connected, if they know that people care, they are less likely to behave in ways that jeopardise their opportunities to be part of that.”**

**Ngaire Ashmore, Principal, Tangaroa College**

# The solutions as told to us at the Taumata are:

---

## George Sugai:

*Invest in a continuum of evidence-based practice.*

## Christine Richmond

*Provide teachers with excellent professional learning in behaviour management*

## John Langley

*Plan for a preventative science model-early intervention model*

## David Fergusson

*Universal school based programmes decrease rate of violence*



## Dr Steve Aos – his input is a major influence on our thinking

---

What would an economist know?

---

We didn't need to build a prison!

The costs in health, well being, education and justice without intervention in the lives of families and individuals is too high for society.



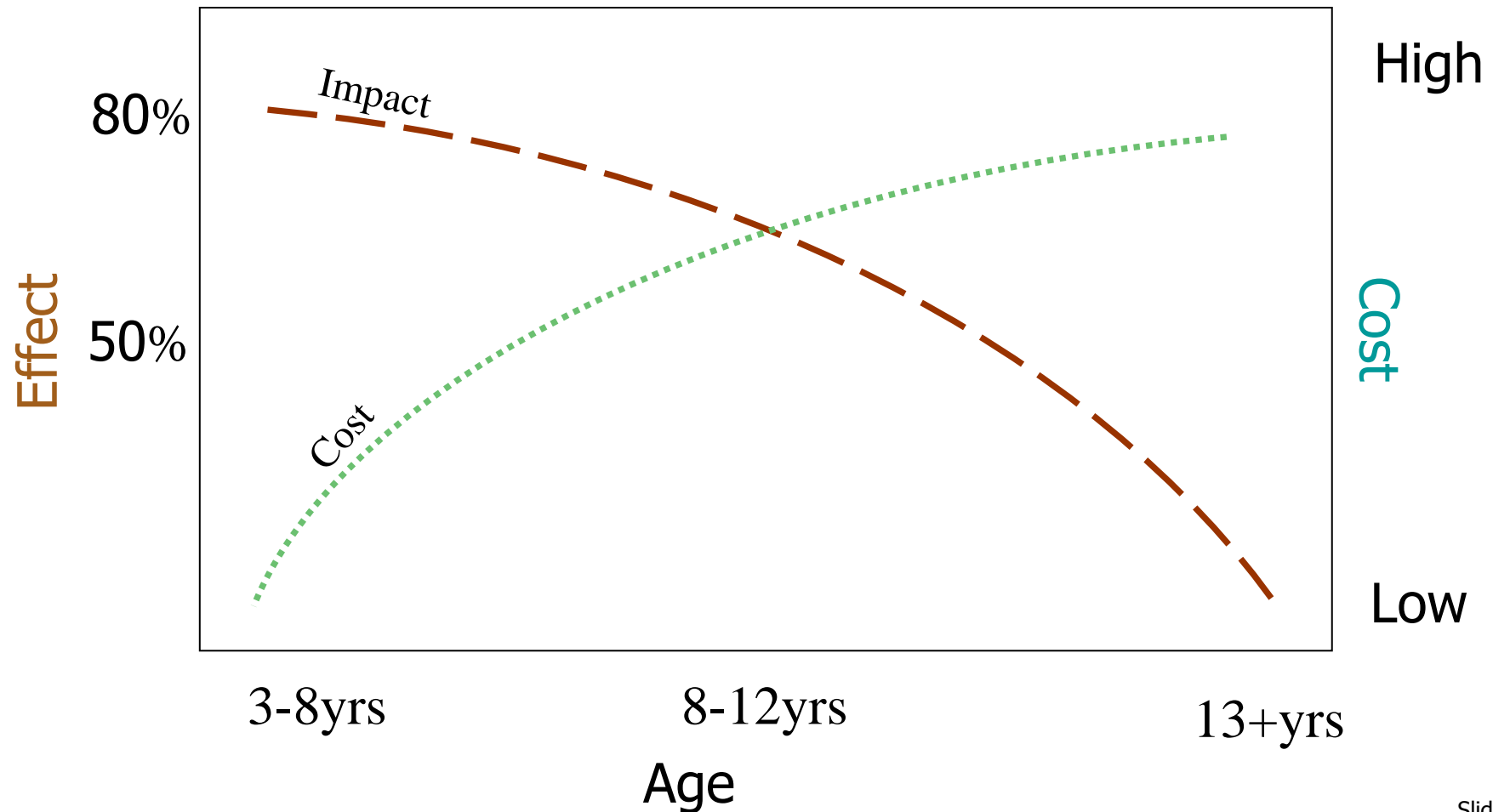
## What Can Early Childhood Education Achieve?

We conducted a systematic review of every rigorous evaluation in the United States since 1965

Outcomes for <u>LOW INCOME</u> 3 & 4 year olds	Number of Studies	Average Result
High School Graduation	10	On-time graduation increases from 62% to 68%
K-12 Grade Repetition	24	Percent repeating a grade drops from 13% to 8%.
K-12 Special Education	23	Percent using special ed drops from 12% to 8%
Standardized Test Scores	27	2 to 4 percentage point increase in pass rates
Crime	8	Pct. with conviction by age 30 drops from 24% to 17%
Public Assistance	3	No significant effect
Teen Births (under 18)	4	No significant effect
Child Abuse and Neglect	1	Pct. with a substantiated case drops from 12% to 7%

## The Case for Early Intervention :

---



# Fergusson A PROPOSED MENU OF INTERVENTIONS

---

Intervention	Age		
	3-7	8-12	12+
Parent Management Training	✓	✓	—
Teacher Management Training	✓	✓	✓
Combined Parent/Teacher Programmes	✓	✓	—
Classroom Based Intervention	✓	✓	—
Cognitive Behaviour Therapy	—	✓	✓
Multi-Systemic Therapy	—	✓	✓
Functional Family Therapy	—	✓	✓
Treatment Foster Care	✓	✓	✓

# George Sugai

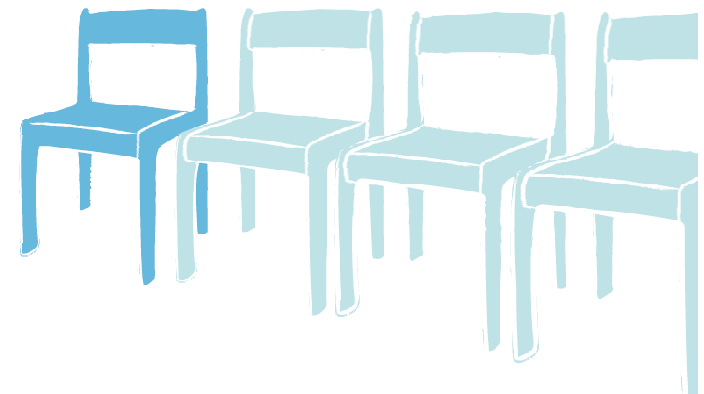
---

School- wide Positive Behaviour Support is an approach for school wide behaviour management.

It is based on the idea that successful individual student behaviour support is linked to host environments or school climates that are:

- Effective - achieve desired outcomes
- Efficient - are doable
- Relevant - in terms of culture and context
- Durable - are long lasting
- Scalable - are transportable

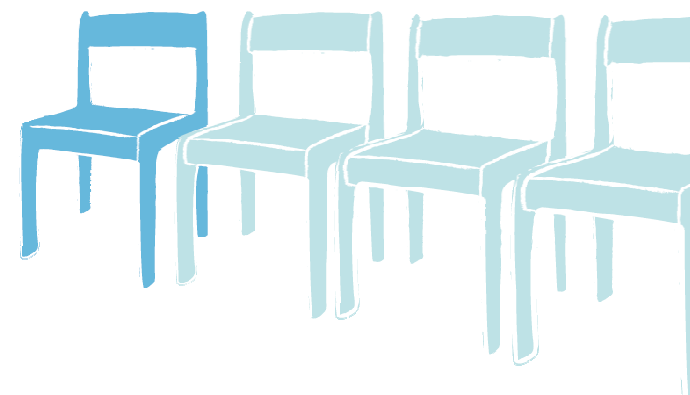
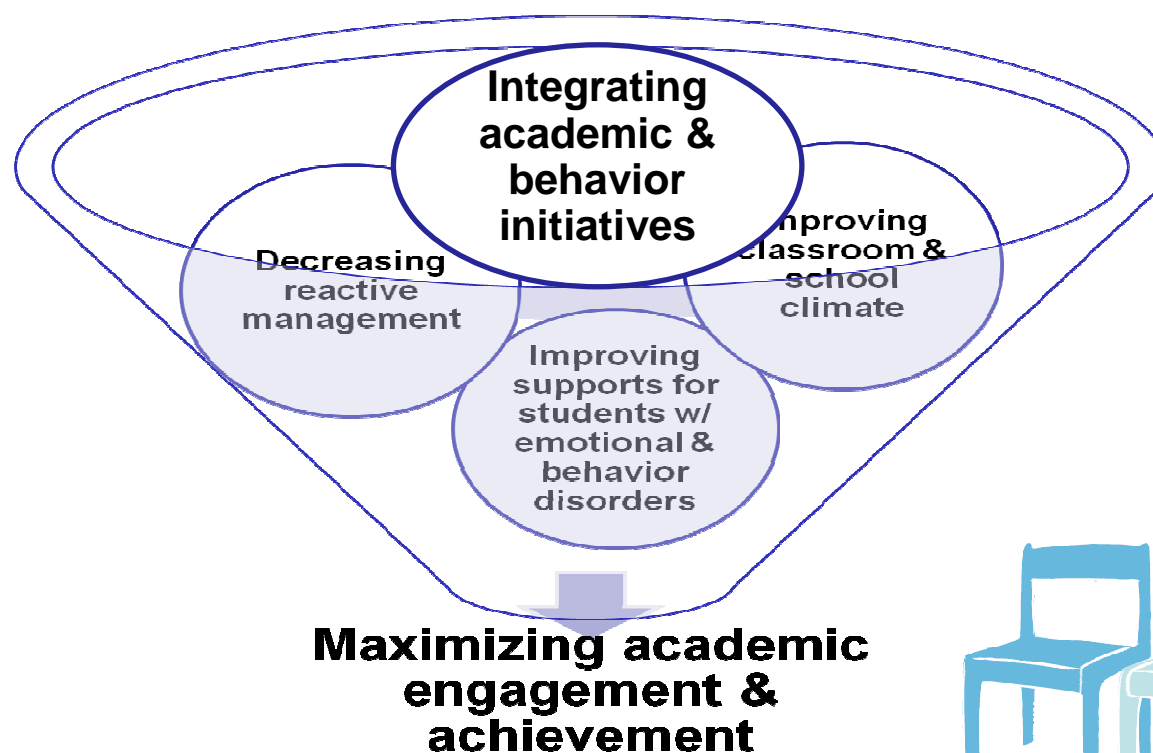
(Zins &Ponti, 1990)



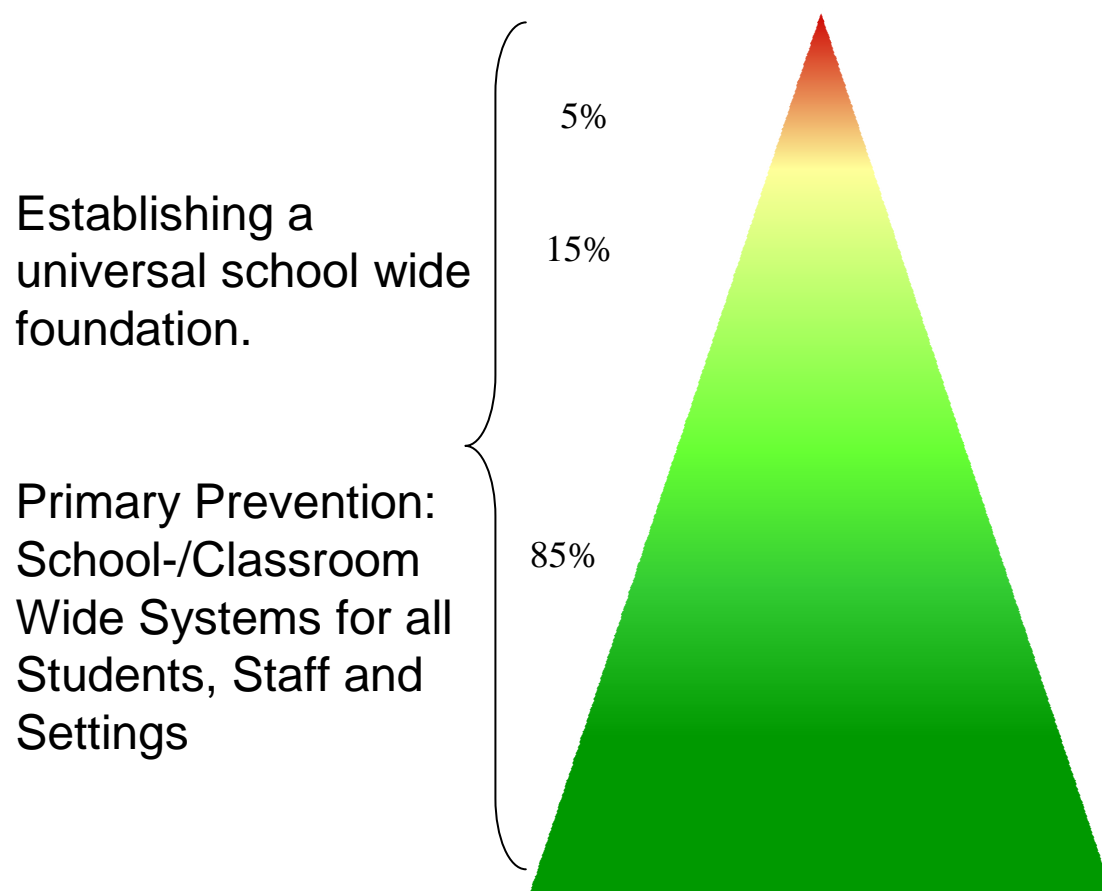


# It is about behaviour integrated with learning (Sugai)

---



# A three level Public Health Approach – Tier 1



Leads to:

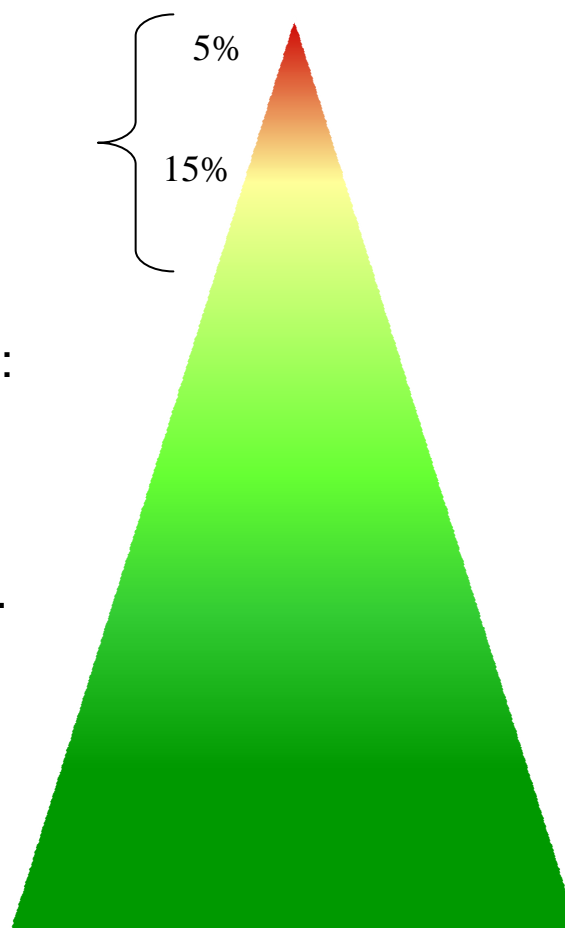
- Reduced incidence of problem behaviour
- Makes it easier to identify students who require early intervention
- Reinforce learning within more intensive programmes
- Improved learning outcomes and teacher satisfaction



## A three level Public Health Approach – Tier 2

Early identification & intervention

- Secondary Prevention:  
About 15% require  
Specialised Group  
Systems for Students  
with At-Risk Behaviour.

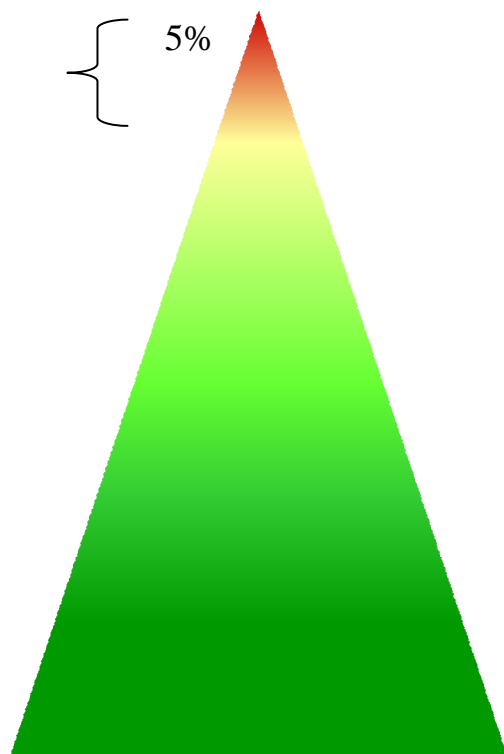


# A three level Public Health Approach – Tier 3

---

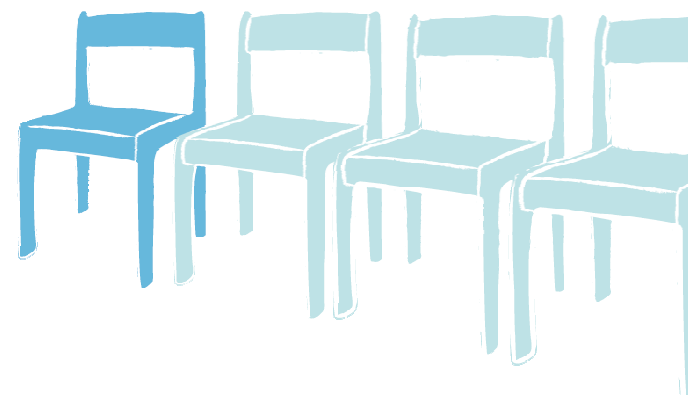
Intensive  
services

{ 5%



Tertiary Prevention:

Specialised Individualised  
Systems for Students with  
High Risk Behaviour



# Christine Richmond

---

Most students, for most of the time are relatively sociable and cooperative, but are off task, misbehaving or disruptive on occasion.

Students who often and regularly demonstrate poor sociability and are uncooperative need sensitive, persistent, deliberate managing with excellent instruction.

..these students will engage more productively with teachers who can forge and sustain relationships with them over time and who are interested, interesting and assertive.



## Christine Richmond cont.

---

Talks about the two main types of questions that teachers have:

Learning Conversations and Managing Conversations



# John Langley Behaviour in the NZ Context

---

John Langley Behaviour in the New Zealand Context

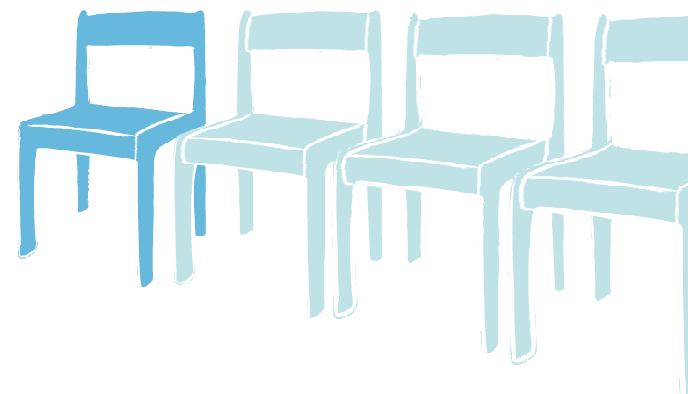
---

Intervention Success 0-8yrs up to 80%

9-13yrs up to 45-50%

13yrs+ varies but tends to fall away

.....(Walker 1987)



# John Langley Behaviour in the NZ Context

---

Intervention Success 0-8yrs up to 80%

9-13yrs up to 45-50%

13yrs+ varies but tends to fall away

.....(Walker 1987)

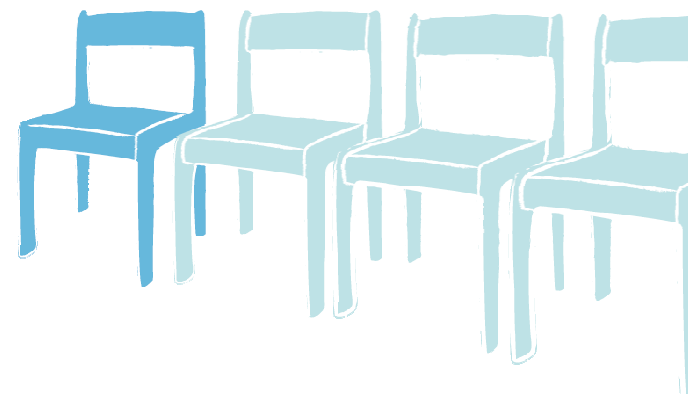
6% of the total compulsory sector i.e. 47,000 students demonstrate significant behaviour problems.

Conduct problems

Causes

Why we should intervene

Without effective intervention at the earliest possible stage nothing will change





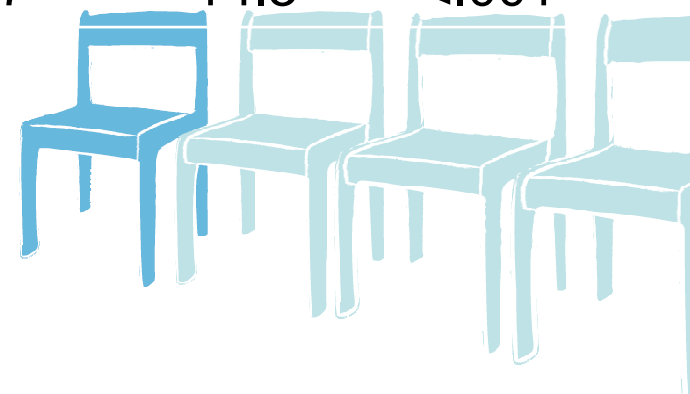
# David Fergusson OUTCOMES AT AGE 25 CRIME

---

## Extent of Early Conduct Problems

Outcome 21-25	Low 1	2	3	High 4	p
% Violent Offending	3.2	6.4	11.6	34.8	<.001
% Arrested	3.0	6.5	15.0	32.6	<.001
% Imprisonment (ever)	0.2	1.0	5.7	14.3	<.001

With increasing early conduct problems there were increases in rates of offending, arrest and imprisonment

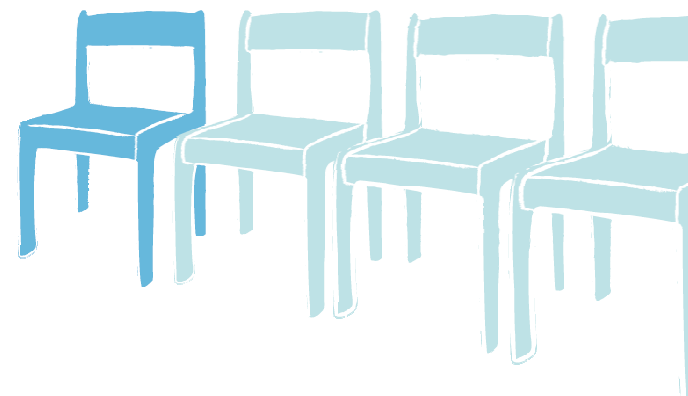


## The Incredible Years series of programmes were...

---

- developed by Professor Carolyn Webster-Stratton, University of Washington, Parenting Clinic
- the product of 30 years of quantitative and qualitative research
- evaluated by a panel of national experts for the Office of Juvenile Justice and Delinquency Prevention 2000.

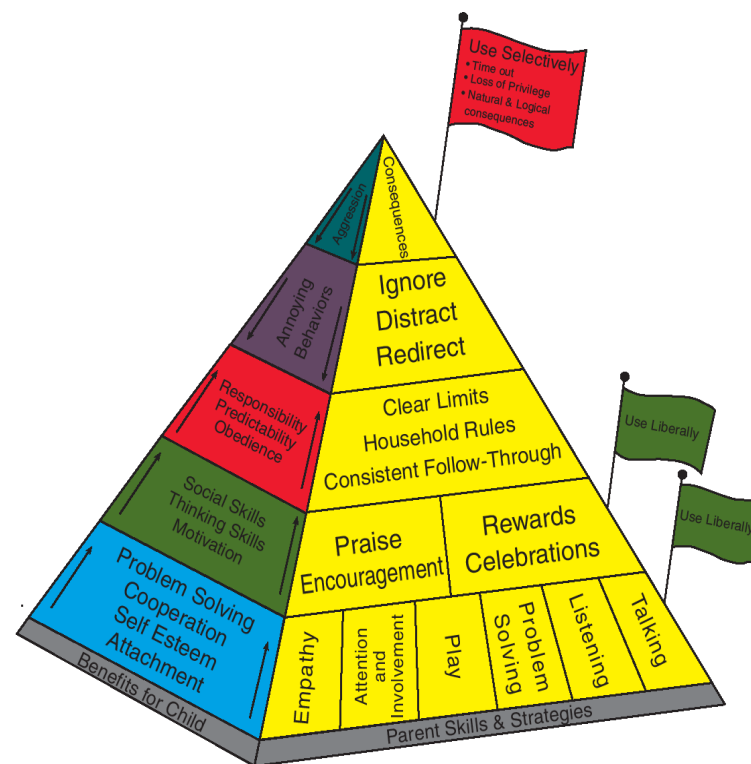
The programme series had been classified as 'exemplary best practices'.



# Incredible Years – Parenting programme

The Incredible Years Parenting programme is a 12-16 week programme for parents of children aged 3-8 years.

Parents develop strategies to build positive relationships with their children and to manage problem behaviours.



Parenting Pyramid

## Incredible Years – Teacher programme

---

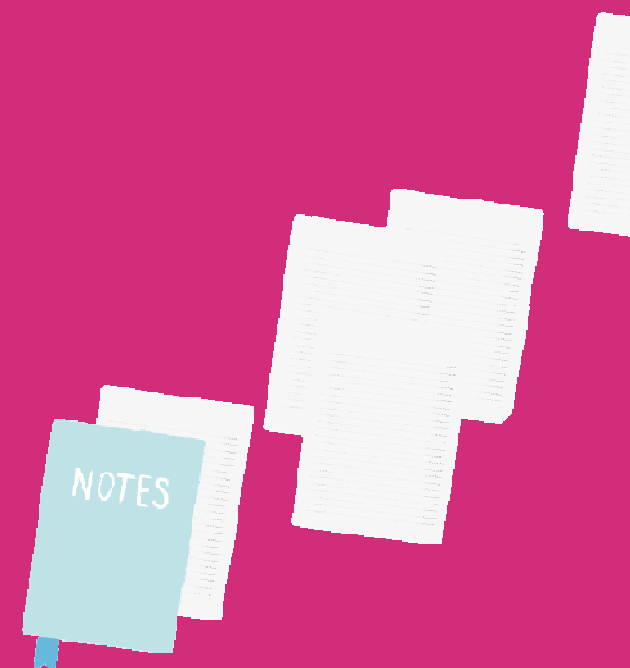
Incredible Years teacher programme focuses on strengthening teacher classroom management strategies, promoting children's pro-social behaviour and school readiness (reading skills), and reducing aggression and non-cooperation with peers and teachers.

---

It includes components on:

- teacher attention, encouragement and praise
- motivating children through incentives
- proactively preventing behaviour problems
- decreasing students' inappropriate behaviour
- building positive relationships with students, and problem solving.

## Bringing it all together

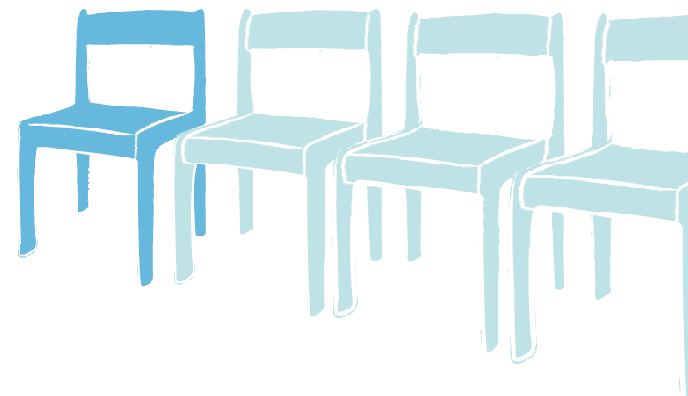


---

We have the evidence. We *know* what works and we *know* what we have to do:

---

- get in early to prevent problem behaviour (early in life of the child and in the life of the problem, with a focus on prevention)
- focus on a few evidence-based programmes and deliver them well
- focus on whole school programmes
- improve support for teachers and improve teacher training.

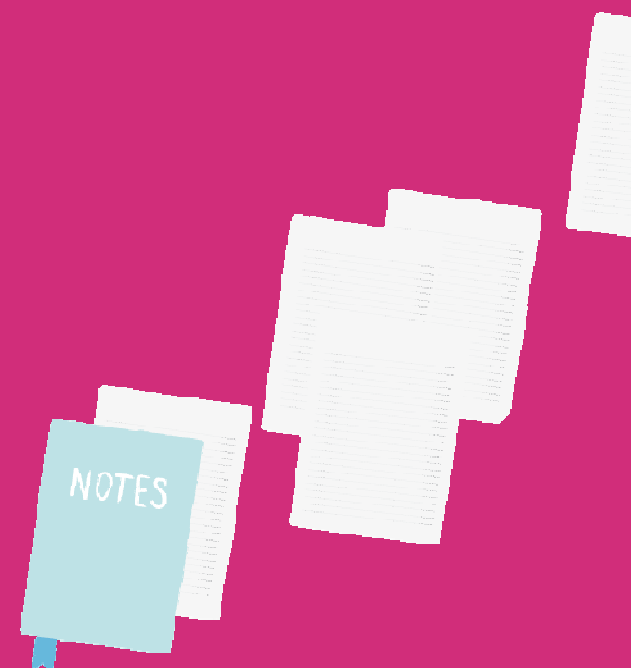


# Change the system to make change for kids

---

From	To
Your problem	<u>Our</u> problem “whole of sector”
Behaviour or learning?	Learning and behaviour
Fund a service	Fund for <u>evidence based programmes and outcomes</u>
“Spray and walk away”	Sustained approach – consistency over time
Random/DIY	Evidence based
Show and tell implementation	Show, tell, and <u>support</u> implementation
Lots later, little earlier	More earlier and later as necessary
Fragmentation	Cohesion
Reactive to incidents	Medium to long term commitment
Irresolvable/and too hard	<b>WE CAN MAKE A DIFFERENCE</b>

# Our Roles and Responsibilities





# Education sector mandate for the plan

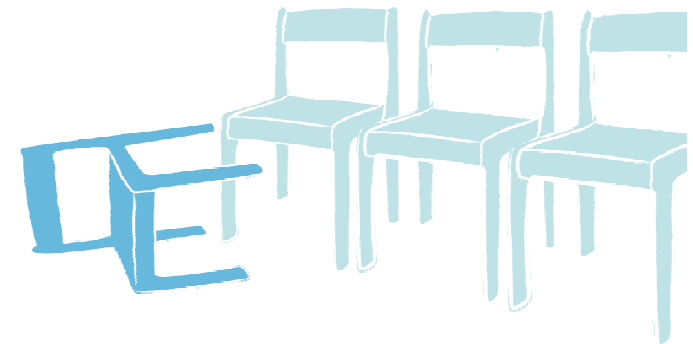
---

The following education sector agencies have endorsed the plan:  
SPANZ, NZPF, SPC, NZPPF, NZEI, PPTA, STA, NZECC

---

They will be responsible for:

- providing advice
- evaluation
- promotional and roll out support for the programmes, surveys and tools that are made available to schools and early childhood educators.

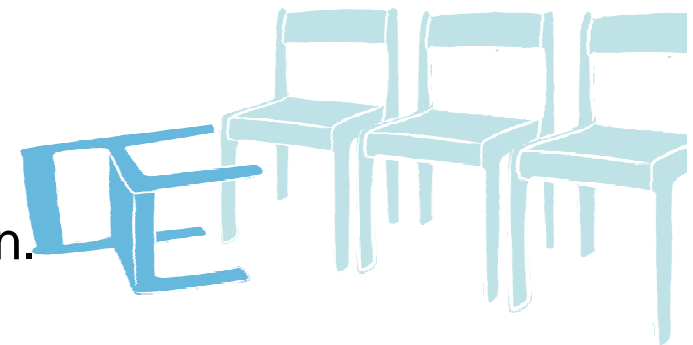


# What we will do

---

The Ministry of Education will be:

- responsible for leading the implementation of this plan
- providing workshops on elements of the plan
- developing systems, surveys and tools
- identifying trainers and facilitators
- funding the delivery of additional programmes
- developing indicators
- developing and consulting on policies
- providing the Behaviour Initiative and rapid response services
- monitoring and evaluating the impact of the plan.



# Resource Teachers: Learning and Behaviour

---

Will be responsible for delivering services that are based on the latest evidence-based practices. Some of these will roll out initially to decile 1 to 3 schools.

---

## **Within the plan these include:**

- Positive Behaviour for Learning
- Incredible Years Teacher
- Restorative Practice
- early schools at risk indicators and beginning school assistance programmes
- involvement in a kaupapa Maori response across RTLB/SE Protocols developed for culturally enhanced evidence-based programmes
- involvement in school climate and bullying survey activity.

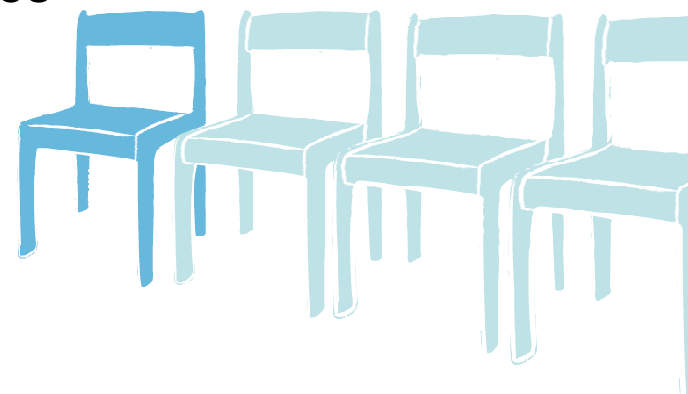


## Positive Behaviour for Learning (PBL) - whole school intervention

---

Focus initially on low decile secondary, intermediate and large primary schools. Currently about 20 schools are running PBL. This approach delivers:

- improved behaviour
- improved educational achievement
- improved school and teacher capability
- improved teacher satisfaction
- prevents over identification for specialist services
- there will be opportunity for RTLB /SE staff to be trained as facilitators.



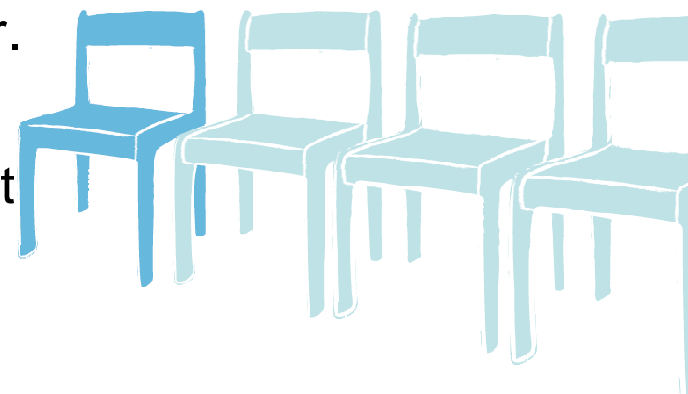
# Incredible Years Teacher Programme

---

A number of RTLB have already trained in the IY Parent programme. RTLB will have the opportunity to train as accredited trainers.

- Focus on decile 1 to 3 schools
- Beginning teachers
- Teachers with students on behaviour plans
- By the end of 2010 we would see 1,050 teachers trained
- Building on this to 2,000 teachers per year by 2013
- Potential to influence 25, 000 students per year.
- 10 clusters will pilot programme in the first year.

**Impact of programme** - Improves management of most difficult and improved overall behaviour and learning in classes.



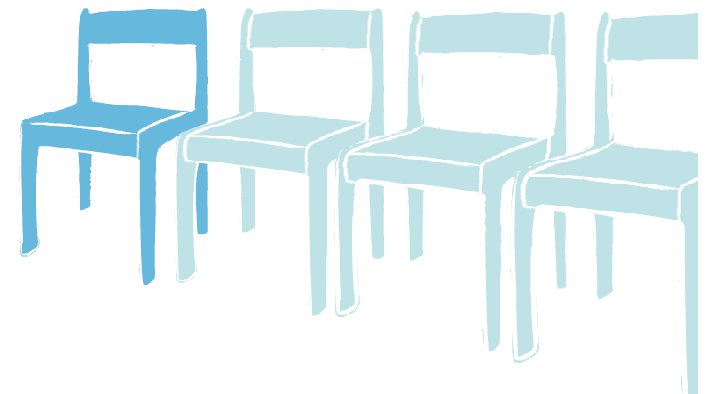
# Restorative Practice

---

- Focus on middle and secondary schools.
- Stock take of current provision, capability and evidence of effectiveness.
- We know that in some places this is extremely successful.
- Work with established providers to plan for growing effective implementation.

## Impact

- Reduction in stand downs and suspensions.



# Develop early at risk indicators

---

## Early identification and early intervention

- Judge Becroft says that most new entrant teachers know which students are going to develop difficult behaviours
- Develop with RTLB and Schools 'at risk' support programmes and a set of core indicators.
- Beginning school assistance programmes for these students can be delivered by RTLB.
- Early intervention in the lives of these students sees an increase in them returning to a pro-social pathway.



“Our task is to keep every student on a positive pathway so that they have some real choices when they leave school.”

*Warwick Maguire, Principal, Wanganui High School*



“People came to realise that all the kids were our responsibility, not just some.”

*Keith Pyne, Trustee, Newfield Park School*

“I do see it as our job. We could have written him off but there was nowhere else for him to go. We had to do everything we possibly could.”

*Gina Benade, Principal, St Pius School*







We clearly need a far more proactive, overarching approach to address the underlying challenges.

*“If it were easy it wouldn’t be worth doing”*

John F Kennedy

# Behaviour for Learning Action Plan

New Zealand Government

## RTLB conference

September 2009

