

# POSITIVE BEHAVIOUR FOR LEARNING

action plan

*update 2011*





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# ABOUT POSITIVE BEHAVIOUR FOR LEARNING



### *The Positive Behaviour for Learning (PB4L)*

Action Plan provides programmes and initiatives for parents, teachers and schools across the country to turn around problem behaviour in children and young people and to encourage pro-social behaviour.

Positive Behaviour for Learning represents a major shift in addressing disruptive behaviour by students in our education system.

- It is built on the foundation that positive behaviour can be learnt and difficult and disruptive behaviour can be unlearnt.
- It moves away from seeing individual students as a 'problem', and towards proactively changing the environment around them to support positive behaviour.
- It recognises that punitive and exclusionary approaches to discipline do not bring about long-term and sustainable changes in behaviour.
- It supports the national application of a small number of evidence-based programmes and frameworks that we know work.
- It recognises that there are no quick fixes. It takes a long-term view to ensure that changes in behaviour are sustained.

Through the plan, over five years:

- **15,000 parents/caregivers** will be supported to enhance their parenting skills through the Incredible Years – Parent programme. This will have an immediate positive impact on around 30,000 children. (The Ministry of Education will deliver programmes to 8,000 parents/caregivers, with other government and non-government agencies also funding or delivering programmes)
- **7,240 early childhood education and primary school teachers** will receive training to encourage positive behaviour in children through the Incredible Years – Teacher programme. This will have a positive impact on around 180,000 children, with an ongoing cumulative impact over time
- **400 schools** will implement a School-Wide approach to improve behaviour for all students. This will have a positive impact on an initial 143,000 students, with an ongoing cumulative impact over time
- **all schools** will have access to a Behaviour Crisis Response Service, which will provide quick support from the Ministry to stabilise a crisis situation

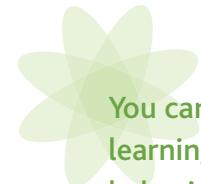


- up to 100 of the most challenging students with complex needs will be supported each year through an Intensive Behaviour Service within their local schools.

The plan is funded through reprioritisation of \$45 million of Ministry of Education funding. The Government provided an additional \$15 million in the 2009 Budget to increase the delivery of Incredible Years parent and teacher programmes.

*"Behaviour problems are predominantly a manifestation of a breakdown in relationships, the failure to understand how to act in different social situations, or the failure to determine, communicate and set expectations."*

*Principal, Inglewood Primary School*



You cannot separate learning from behaviour. If children are misbehaving or disruptive in class, then they're not learning and achieving.

## WHY IT MATTERS

Teachers, principals, early childhood education managers and parents told us that disruptive behaviour among New Zealand children and young people was getting worse. This disruptive behaviour takes a serious toll on the child, their peers, their early childhood educators, their teachers, their school, their parents and families. It also impacts student learning and achievement.

Over 760,000 children and young people attend schools every day and are taught by over 50,000 teachers. Over 211,000 children attend early childhood education services and are taught by over 19,000 teachers.

- Most teachers will experience some form of disruptive behaviour in their service or school. Incidents may be temporary and passing. Some may be an expression of emotional developments that we expect to see, such as teenage adult boundary-testing or testing new behaviours.

• Other behaviours will be more serious. They may include fighting, vandalism or substance abuse. The Gluckman Report<sup>1</sup> released in June 2011 estimates there will be in excess of 40,000 children and adolescents with significant levels of conduct problems.

Left unchecked, disruptive, anti-social and violent behaviour can have serious social and economic implications.

For this reason Positive Behaviour for Learning gives priority access to high risk and high potential children – those in lower decile schools and communities and Māori and Pasifika children.

## WHERE POSITIVE BEHAVIOUR FOR LEARNING CAME FROM

Positive Behaviour for Learning reflects the priorities for action agreed by over 150 people who attended the *Taumata Whanonga – from evidence to action*. This behaviour summit was held in March 2009 and shared current research and practice evidence around behaviour. Through the summit it was agreed the Government needed to develop a plan and support programmes and initiatives that:

- intervene early in the life of the child and the life of the problem
- are strongly evidence based
- can be delivered with fidelity and with consistent quality across the country
- can be sustained over the long term.

<sup>1</sup> Gluckman, P. *Improving the transition: reducing social and psychological morbidity during adolescence – a report from the Prime Minister's Chief Science Advisor, May 2011, Page 61.*

# THE PROGRAMMES AND INITIATIVES BEING DELIVERED



# FOR SCHOOLS

## THE SCHOOL-WIDE FRAMEWORK

### THE FRAMEWORK

Positive Behaviour for Learning School-Wide is a long-term approach that supports schools to create a culture where positive behaviour and learning thrive.

Students are taught in very specific terms what behaviours are expected of them so that there is a consistent response to these behaviours across the school.

The approach means moving away from seeing individual students as the problem, and to changing the environment around them to support positive behaviour. It means teaching behaviours rather than just expecting students will know what they're meant to do.

School-Wide is a customised approach that can fit the specific cultural needs of a school.

The focus is on:

- preventing problem behaviour
- developing students' social skills
- reinforcing desired behaviour
- consistently addressing and reducing inappropriate behaviours
- using data-based assessment and problem-solving to address concerns.

Participating schools go through a stepped process that involves:

- strong, visible leadership and commitment from the principal and board of trustees
- consulting and engaging with teaching and support staff and the wider school community
- a behavioural stocktake that records incidents, reports, visits to the principal, detentions, suspensions, stand-downs,



**Reducing individual behaviour problems in the school setting can only be achieved if the school is operating well managed and effective school-wide behaviour management systems and practices.**



etc (this system allows schools to make decisions that are well grounded in evidence and also allows them to track their school's progress over time)

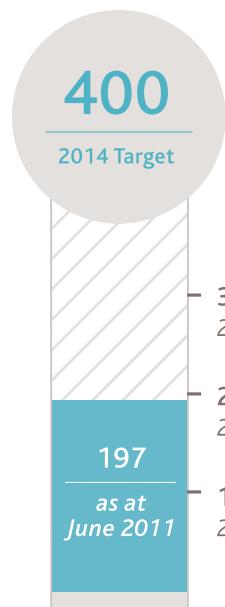
- setting up a school team to lead the implementation of School-Wide
- positively stating expectations for all students and staff in the school (clear, positive definitions that all staff, students and parents can understand and remember)
- procedures for teaching these expectations (explaining, modelling, practising, consistently acknowledging)
- a reinforcement system for encouraging students to demonstrate and maintain these expectations

- a continuum of logical consequences for students to discourage problem behaviour.

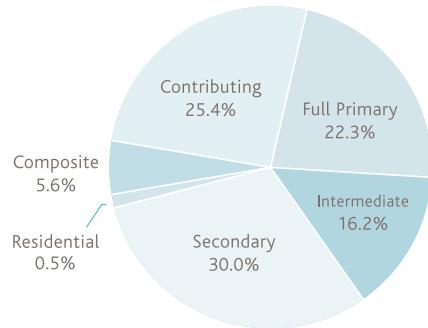
The school's leadership team participates in training provided by the Ministry of Education. As the school progressively implements key features of School-Wide, they attend further training to build on their previous learning. They have access to ongoing coaching through a Ministry of Education School-Wide practitioner and a coaching network set up to support them in their local areas. The Ministry provides \$10,000 per school per year for the first three years of implementation.

## THE STATISTICS

PB4L School-Wide: schools participating (calendar years)

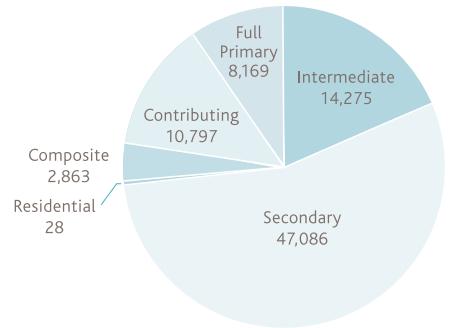


Schools participating in PB4L School-Wide by type



As at 30 June 2011, 91 (or 47%) of School-Wide schools were intermediate and secondary schools.

Students enrolled in PB4L School-Wide schools



As at 30 June 2011, 61,361 (or 74%) of students from participating School-Wide schools were either intermediate or secondary students.

The Ministry has set a target to increase the number of schools participating in School-Wide by 100 per year. Priority access is given to secondary and intermediate schools, low decile schools, and school clusters. Māori-medium schools are also being given the opportunity to participate in School-Wide.

## THE STORIES

*"We are seeing some significant changes in the behaviour and learning of our students as a result of implementing School-Wide. For the first time ever the Principal felt he could take leave for an operation as the school was functioning so well. Referrals to the Principal and Deputy Principal have gone from many a day, to lucky to have one a day. For the first time, I can get my work done during school hours as I am not being disrupted by students being sent to me. We have also noticed that staff sickness has dropped significantly and the teachers are finishing the term with energy!"*

**Deputy Principal from a Christchurch intermediate school**

*"Before we started using PB4L we were asked to write down what we thought the school rules were. We all thought of the rules, and there were heaps of them starting with 'no'. For example: no running, no shouting, no swearing, no fighting.*

*"Now we only have three rules which we call expectations. They are: be safe, be respectful, be a positive learner.*

*"We have put up signs around the school to tell us about the school expectations and the rules around them. There are signs around our school which have different rules that apply to the suited area and if there is someone that is not following those rules we say 'is that being respectful' or 'is that safe' or 'are you being a positive learner?'*

*"Most of the time I see people sharing the positive things they are doing and looking at the signs to help remind them what they are supposed to do.*

*"I think this programme is changing the behaviour in all of us."*

**Student speech to Prime Minister, John Key at Birkdale Primary School**

## THE BEHAVIOUR CRISIS RESPONSE SERVICE

### THE SERVICE

Following an extreme event, specialists from the Ministry of Education are available to schools to help:

- stabilise the school
- make sure everyone is safe
- prevent further deterioration of the situation
- put an immediate plan in place, which will link to an effective and sustained behaviour plan
- link to other resources and support.

This service was piloted in 2010 and has been rolled out nationally.

### THE STORIES

*"Every time the psychologist came to see one of our girls, you could see her whole demeanour change. The psychologists are highly, highly skilled and the kids love them."*

*"We had one boy who was expelled from another school. He was coming from a Pākehā setting into a total Māori setting and I was worried about culture shock. The psychologist came and interviewed the boy, the teacher and the mother. I also wanted a teacher's aide full-time for three weeks – this seems to be about the right time for things to bed in. He now has the odd moment but comes to the library to talk to someone there or to me. Apart from that, he's very settled."*

*"Another boy had outbursts and got stewed up and upset and was making statements about hurting himself. The psychologist was here within three hours of my calling. He talked to us, the family and the child. He came to the school every couple of days. After 2-4 visits he then came once a week for a couple of times."*

*"When something like this happens, the teachers are stressed and there's pressure on you to do something. When I call the service I don't get an answer phone, I get someone who understands my situation. I feel better when I come off the phone – something is being done for the child and the family, because the family are struggling too. This is one of the best services I've had in 40 years in education – the most rapid and the most effective."*

Principal of an Auckland school



## Wellbeing@school

A new website and toolkit for schools, *Wellbeing@school*, will be launched in the first half of 2012. The website will host tools, resources and referrals to services that will help schools to review and improve their school climates.

A student survey and a school self-review tool will help schools gather information from students and teachers about how safe their school environment is for them. This data will help schools to identify ways of building a safe and caring school climate that reduces anti-social behaviours.

A literature review published on the New Zealand Council for Educational Research website [www.nzcer.org.nz](http://www.nzcer.org.nz) has more information to help schools and the sector build their knowledge of the evidence behind addressing anti-social behaviour in children and young people.

## THE INTENSIVE BEHAVIOUR SERVICE

### THE SERVICE

A small number of students referred to the Ministry of Education's Severe Behaviour Service require more intensive support, in and out of school. These are often the most complex and challenging students. Their Ministry caseworker will refer them to the Intensive Behaviour Service, which was piloted in 2009/2010 and is now nationwide. It is available for students aged 8-12 years.

A child's parents will now have the choice of their child going to a residential school or to a local school with support in place (often referred to as a 'wraparound' service).

Students will receive:

- a comprehensive assessment of their needs and a detailed plan for meeting their needs
- support from psychologists from the Ministry of Education
- a transition service to ensure they are supported to return to their local school.

This support will be provided for 9-15 months, depending on the needs of the student.

### THE STATISTICS

In June 2011, 115 students were receiving support through the Intensive Behaviour Service. Ten per cent of these students were female. A key focus is to increase the number of girls who have access to the service.

Prior to entering the service, one third of the students weren't attending school at all. The other two thirds were attending, on average, 33% of the time the school was open. Of those students at school, they were perceived by their teachers to be engaged in the classroom programme for less than 30% of the time.

After receiving support through the Intensive Behaviour Service, attendance increased to 82% for non-Māori students and 87% for Māori students. Teachers reported that, on average, student engagement in the local classroom (as opposed to working segregated from other students) was 67% for non-Māori and 80% for Māori.

### THE STORIES

*"All our staff showed [the student] that we care about him, that we respect him and were up front and honest with him. We shared the plan with him and helped him to see that change was possible. We focused on his strengths as well as teaching him new skills...we helped to make him visible and feel important in our school."*

Prior to coming to the school above, this 12-year-old Cook Island Māori boy was misusing alcohol and drugs, had absconded from Child, Youth and Family care, demonstrated extreme anger and violence towards other students (throwing furniture/breaking windows) when upset, was fighting, tagging and had lit a dangerous fire. The wraparound programme focused on a highly

individualised and comprehensive programme, which involved the Ministry of Education, Child, Youth and Family, the Richmond Trust MST intervention, school staff and extended whānau.

Care was taken to ensure that all those involved were aware of and understood his needs, that they built a positive relationship with him by being honest, respectful and consistent and making sure he was safe.

The Principal of the school provided leadership by encouraging staff to build on the boy's strengths (sport, art), develop new interests (photography) and remediate his weaknesses. The teacher made sure the boy experienced high levels

of success within the class programme. The boy was able to develop a strong, positive attitude about his future as he was encouraged to engage in pro-social activities rather than anti-social behaviours.

Through the wraparound programme, his behaviour has improved dramatically. He has regained his identity within the Cook Island Māori community and is involved in the local church, attending with his aunty and uncle. Being re-engaged with school has given him a positive attitude about being at school. He wants to pursue a future career and further develop his sporting strengths.

## FOR TEACHERS

### THE INCREDIBLE YEARS – TEACHER PROGRAMME

#### THE PROGRAMME

The Incredible Years programme provides teachers with approaches to help turn disruptive behaviour around and create a more positive learning environment for their students. The programme is for teachers of children aged 3-8 years.

Teachers from a school or early childhood education centre meet with colleagues from other schools or centres once a month over six months. There is also a follow-up, one-day session three months later.

Teachers share experiences, revisit common practices and practise ways of managing behaviour more effectively.

In between sessions, teachers have opportunities to apply approaches in their classrooms and centres and receive feedback and observations from Incredible Years facilitators.

The Teacher programme covers:

- building positive relationships with students
- proactively preventing behaviour problems
- using attention, encouragement and praise to turn behaviour around
- motivating students by giving them incentives



- helping students learn social skills, empathy and problem-solving
- using appropriate consequences for undesirable behaviour.

The programme is interactive – teachers spend a lot of time practising new strategies and playing the role of teacher or child. This helps teachers to find the most comfortable way of putting new strategies into action. It also gives teachers an opportunity to experience interactions from a child's point of view.

During the programme, teachers develop their own behaviour plan for individual children in their classes or centres. They are given tools to consider the underlying causes of behaviour so they can then find the right strategies to address this behaviour.



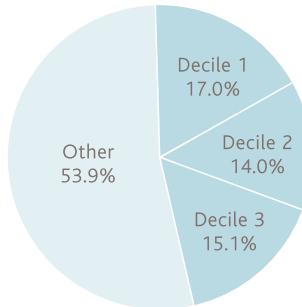
If one teacher feels confident and supported in the way they're managing the classroom, it affects the entire class. We raise the social competence of all children, not just at-risk children. We also get ongoing results because those teachers go on to use the techniques in their classes for years to come.

## THE STATISTICS

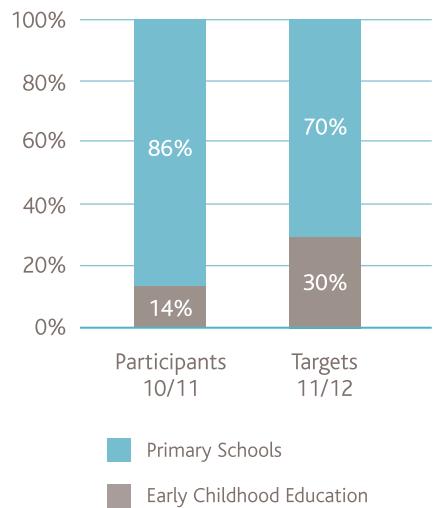
Incredible Years – Teacher:  
teachers participating (financial years)



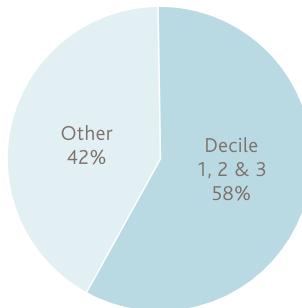
Breakdown of Incredible Years – Teacher schools by decile for 2010/11



Incredible Years – Teacher participants



Target breakdown of Incredible Years – Teacher schools by decile for 2011/12



The Ministry has set targets for 2011/12 to increase participation in the Incredible Years – Teacher programme by teachers from low decile schools and early childhood education centres.

## THE STORIES

### Before the programme

*"I had one boy who was physically hurting other children. It was like he didn't recognise that it was wrong because he'd hurt someone and then look at you for recognition."*

*"One child, his big thing was about people watching him. He'd flare up about that. I didn't know where to start with him because it was the first time I'd ever had a child like that."*

*"It's very frustrating when you have a child that just won't sit and be part of the class. It's very hard to get a lesson finished without interruptions."*

### Response to the programme – early childhood and primary teachers

*"Your whole group is being ratty and they're all a bit distracted and then you pick on someone who's doing the right thing and give them a sticker or just say something to them and the others will all sit up – 'They're getting attention for doing the right thing and I want to get attention too'. They want to please you."*

*"Because of the research it gives the teachers a lot of confidence that these are the strategies, these are the ones that have been shown to be really effective with these kids and so I know that I'm on the right track."*

*"Before we went on the course we thought we had ways of dealing with behaviour. But we got experience from other teachers who were there. We came back quite excited – let's try this with these children. It's been eight months since we finished it and we're still talking about it. Every staff meeting we're still going over situations."*

*"I think going there and actually having a 'focus child' gave you, for lack of a better word, a sense of hope."*

## FOR PARENTS

### THE INCREDIBLE YEARS – PARENT PROGRAMME

#### THE PROGRAMME

Incredible Years is a 14-18 session programme for parents of children aged 3-8, which helps parents turn behaviour around and create an enjoyable and harmonious family life.

Parents come together each week and develop approaches to use at home with problem behaviours, such as aggressiveness, ongoing tantrums, and acting out behaviour, such as swearing, whining, yelling, hitting and kicking, answering back and refusing to follow rules.

The programme coaches parents in ways of:

- making time to play and spend time with their children and letting their children lead the play
- encouraging the behaviours they would like to see, through setting clear rules and boundaries and using praise and encouragement
- selectively using consequences, such as ignoring, loss of privilege and time out.

Parents from a range of backgrounds attend the Incredible Years programme. They find their way into the programme through referrals from early childhood education centres or schools, Special Education, Child, Youth and Family and community organisations or they can self-refer.

Their children have recognised behaviour challenges that cause significant disruption at home and/or school.

A core element of the programme is about parents learning from each other and supporting each other.

The programme is delivered by Ministry of Education, Special Education staff and by 51 Non-Governmental Organisations (NGOs) contracted to deliver the programme in partnership with the Ministry. Eleven of the NGOs are Whānau Ora providers. Many are also providing a range of social services to families funded through the ministries of Health or Social Development or other agencies.

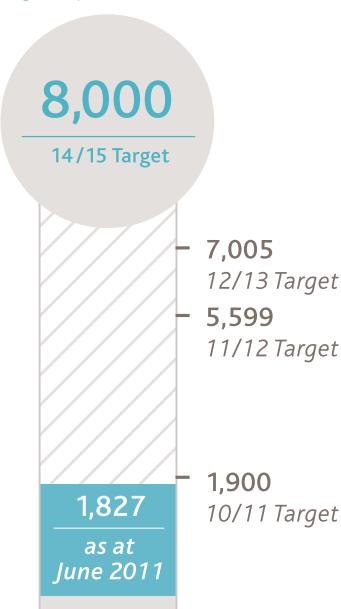


Good behaviour can  
be taught and difficult  
behaviour can be unlearnt.



## THE STATISTICS

Incredible Years – Parent: parents participating (financial years)



Ethnicity targets for Incredible Years – Parent target child

	REGISTERED JUNE 10/11	TARGET JUNE 11/12	TARGET JUNE 12/13	TARGET JUNE 13/14
NZ European/Pākehā	54%	49%	45%	40%
Māori	37%	39%	40%	42%
Pasifika	4%	6%	8%	10%
Other	2%	6%	7%	8%

The Ministry has set targets to increase the number of Māori and Pasifika children whose parents/whānau participate in an Incredible Years – Parent programme.

## THE STORIES

*"I felt I couldn't take my children anywhere. There were times I could just tear my hair out. I've had to basically reset myself and relearn how to be a parent."*

*"Big, big, big changes, just by playing with them, spending time with them. It makes a huge difference. Take an extra 10 minutes playing that one game instead of fobbing it off."*

*"There was craziness, screaming, beating his sister up. Just madness. It was always a dread waking up in the morning. I knew I was struggling, failing. My biggest problem was I wasn't consistent. Now, if I say something, I see it through. I make sure I follow it through. We get an end result – a good result. I see a brighter tomorrow. I'm setting up my kids to be happy."*

*"I used to hear this same voice, my voice, saying the same thing over and over - 'How many times do I have to say, "stop fighting, stop fighting?"' And I'd think, 'is there anything nice that comes out of my mouth?' I don't hear that voice any more. Positive praise now comes naturally to me – I even do it with other people's kids."*

*"At the time I started the Incredible Years we were still in quite an angry, stressed out place at home. Life was out of balance and everything seemed to be about my son's problems. It was sometimes hard to like him...[Now] my son is mostly very calm*

*and affectionate at home. He has responded extremely well to all of the techniques I have learned, and positive reinforcement is now at the forefront. His sister loves being with her brother and now runs past me to greet him at the door, or he calls from the house or garden for her to come and play with him all the time. She is not in the shadows any more and although she was two in July with some early signs of starting tantrums, that has melted away and she is blossoming with positive attention."*

*"The other parents, and the course itself, contribute to boosting one's self-esteem. Many caring parents who are now friends said I'm doing well, and that was greatly appreciated and reciprocated. Many of the parents who are doing this course have given themselves a very hard time due to their parenting circumstances, and to hear a word of praise is very valuable. So the course also creates an ongoing network of parents creating a self-support structure in the community."*

*"This course for myself and most other parents I've spoken with has brought on rapid and effective results. I've seen during the course profound changes in parental attitudes and behaviours. I've seen parents in tears of frustration move to smiles of progress. Children are just so absolutely responsive and loving, that it's a shame that not all parents have done the course."*

# PEOPLE AND SYSTEMS TO SUPPORT PB4L



## THE PEOPLE BEHIND THE PROGRAMMES AND SERVICES

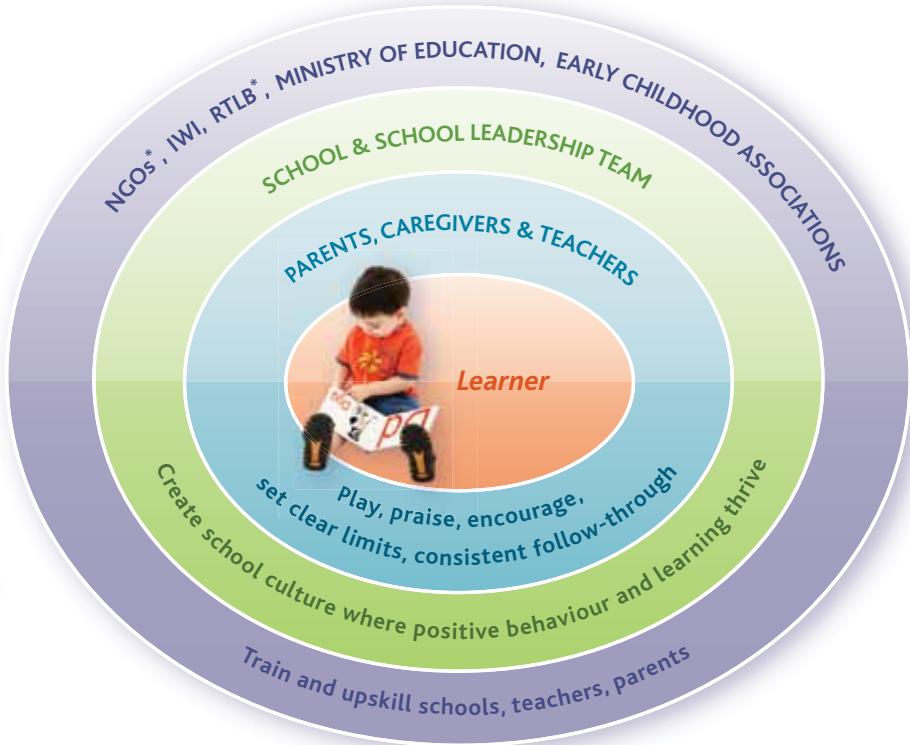
Following the Taumata Whanonga in 2009, a number of representatives of the education sector agreed to become stewards of the *Positive Behaviour for Learning Action Plan*. These organisations are:

- New Zealand Educational Institute
- New Zealand Principals Federation
- Post Primary Teachers Association
- Early Childhood Council
- Alternative Education

- Secondary Principals' Association of New Zealand
- School Trustees Association
- New Zealand Association for Intermediate and Middle Schooling
- Ministry of Education.

The Ministry of Education, on behalf of the Government is leading the delivery of the action plan.

Fourteen districts, also led by the Ministry of Education, have local stewardship groups who oversee the delivery of the action plan locally and make local recommendations about the focus and spread of programmes.



\*NGOs – Non-Governmental Organisations

\*RTLB – Resource Teachers: Learning & Behaviour



The combined commitment and energies of a wide range of people are essential to making a positive difference for children experiencing behaviour difficulties and to sustaining a shift in behaviour over time. This applies not only to community and local interventions but at the national policy and strategic level.

## THE SYSTEMS BEHIND THE PROGRAMMES AND SERVICES

Because the programmes and initiatives being delivered through the *Positive Behaviour for Learning Action Plan* are evidence based, they have rigorous processes that must be followed to ensure they are delivered to a consistent level nationally and with fidelity.

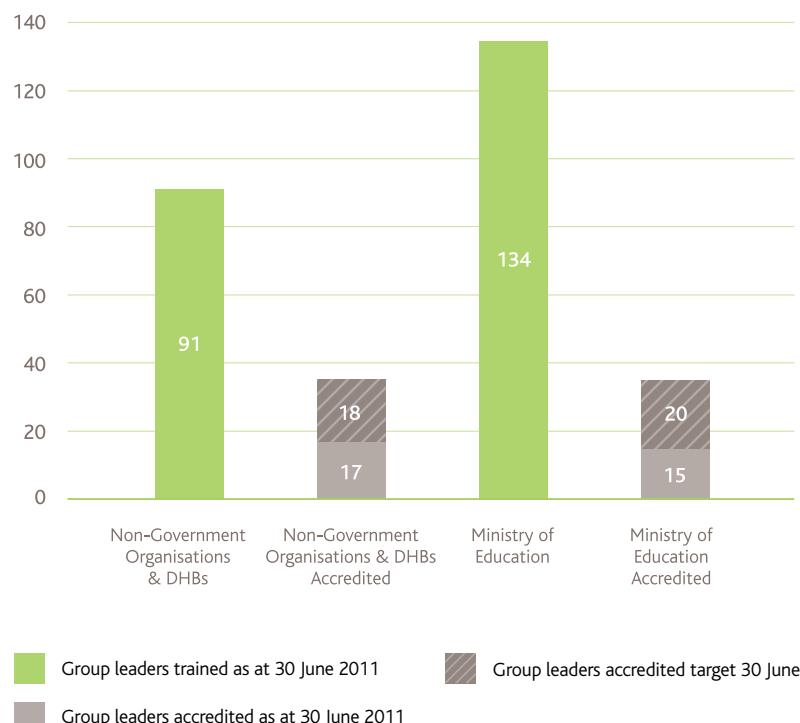
### INCREDIBLE YEARS

Pre- and post-training for Incredible Years group leaders (facilitators) is critical to ensuring they have the confidence and capability to deliver the programmes with fidelity. The ministries of Health and Education co-fund the Werry Centre (University of Auckland) to develop the skills of Incredible Years – Parent group leaders.

The Ministry of Education provides on-going support to all group leaders to assist them to attain Incredible Years Accreditation – the international benchmark standard set by Incredible Years Inc (USA).



INCREDIBLE YEARS – PARENT GROUP LEADERS TRAINED AS AT 30 JUNE 2011



The Ministry has trained 225 Incredible Years – Parent group leaders, with 32 of them going on to the next level of accreditation. We plan to increase the number obtaining accreditation to 70 by 30 June 2012. A key focus is to increase the number of Māori and Pasifika Incredible Years group leaders gaining accreditation.



For evidence-based programmes to make a sustainable shift in the behaviour and achievement of our tamariki, we also need to build the capacity and capability of communities to deliver them, and build robust, long-lasting systems to sit behind them.

INCREDIBLE YEARS – TEACHER GROUP LEADERS TRAINED AS AT 30 JUNE 2011



(Abbreviations: ECE – Early Childhood Education, RTLB – Resource Teacher: Learning & Behaviour)

The Ministry has trained a total of 208 Incredible Years – Teacher group leaders, with four going on to become accredited group leaders. We plan to increase this to 35 accredited group leaders by 30 June 2012.

## SCHOOL-WIDE

The School-Wide framework is an internationally researched approach to improving behaviour in schools. International experts have trained a Ministry of Education team to upskill and work alongside school teams as they implement the framework.

The Ministry of Education works closely with our Australian counterparts to collaboratively deliver and adapt training models to the New Zealand context.

Using data to make evidence-based decisions is a critical feature of the framework. This assists a school to focus its resources and energies most effectively and efficiently to support identified students, practices and systems. The School-Wide approach includes setting up systems to record behavioural events in a school over time. This allows schools to determine where problems lie, who is causing them, when they are occurring and how often.

# GETTING IT RIGHT FOR MĀORI



## GETTING IT RIGHT FOR MĀORI

A 2009 report<sup>2</sup> to Government states that 15-20% of Māori tamariki and taiohi will display conduct problems of sufficient severity to merit intervention. These figures are reflected in the percentage of Māori learners who access special education services. Māori referrals to the Ministry of Education specialist behaviour services increased from 30% to 40% between 2003/4 and 2007/8 and remain at 40%<sup>3</sup>.

Māori tamariki are an important focus of the *Positive Behaviour for Learning Action Plan*.

- The programmes and frameworks being supported through the plan give priority to parents and teachers of Māori children and schools that have a higher number of Māori students.
- Nationwide, 34% of parents who attend the Incredible Years programme are Māori and this is higher in districts with higher Māori populations. The goal is to increase this percentage to 40% by the end of 2014.
- A number of iwi-based organisations have been contracted to deliver Incredible Years programmes to Māori parents and some are run from local marae.
- Cultural enhancements are embedded into the Incredible Years programmes

through their collaborative and parent-teacher-centric approach. This approach values and responds to the heritage and tikanga of those attending. The ministries of Health and Education are jointly working to identify where these cultural enhancements can be strengthened within the programmes.

- The impact of the Incredible Years programmes is being closely monitored and evaluated.

In addition to culturally enhancing existing programmes, Positive Behaviour for Learning will contribute to the New Zealand evidence base through evaluating and supporting programmes designed, delivered and developed by Māori.

Three Kaupapa Māori programmes are being evaluated:

1. Hei Awhina Matua – a whole-school approach to improving behaviour
2. Hui Whakatika – restorative practice programme
3. Te Mana Tikitiki – a behaviour intervention programme.

At least one of these programmes will be piloted in 2012.

The Ministry has developed a cultural enhancement framework to be responsive to a range of Māori-specific issues.



The framework acknowledges and is responsive to the three principles inherent in the Treaty of Waitangi, and has been developed to guide the cultural enhancement of Western programmes that are intended for use with Māori. A Māori Advisory Group will provide advice and guidance to ensure that Positive Behaviour for Learning programmes are culturally responsive to Māori in the way they are designed, developed, delivered and evaluated.



**The parenting principles of nurturing and caring and building positive relationships with children work well across all cultural groups. We all want the same things for our kids – for them to be happy, have friends and succeed.**

<sup>2</sup>Advisory Group on Conduct Problems, 2009. *Conduct problems best practice report 2009*. Ministry of Social Development.

<sup>3</sup>Ministry of Education, Te Pataka Database

# EVALUATING OUR SUCCESS



## EVALUATING OUR SUCCESS

The Ministry has developed a Research and Evaluation Plan to evaluate the impact of the *Positive Behaviour for Learning Action Plan*. The plan will be measured against identified system-level indicators and intermediate and long-term outcomes.

The Ministry has set up data collection systems to:

- enable efficient and effective service delivery
- inform the development of practice frameworks
- contribute to the continuous improvement of service delivery
- monitor and report on progress to a range of audiences
- contribute to the intermediate and longer-term outcome evaluations.

This research will contribute to the international evidence base. It will identify whether the implementation of these initiatives and programmes is as successful in New Zealand as it has been in other countries.



The Ministry will invest in research and evaluation to ensure that programmes are evaluated from both a western science and a kaupapa Māori perspective. In the 2011/12 year the Ministry will:

- complete the evaluation of the Ministry of Social Development-led research on the Incredible Years – Parent programme. The 18-session programme is being delivered and evaluated over three sites in New Zealand. A component of this research will evaluate the effectiveness of this evidenced-based programme for Māori tamariki and whānau

- complete the initial evaluation of three Māori designed, developed and delivered behaviour programmes
- commence the evaluation of the Incredible Years –Teacher programme
- establish systems and practices to evaluate the intermediate and long-term effectiveness of the Intensive Behaviour Service.

## THE DIFFERENCE THE PLAN WILL MAKE

**CHILDREN AND YOUNG PEOPLE...**will be more engaged and will achieve at school.

**EDUCATORS...**will keep more children and young people at school, will feel confident, and will feel supported in addressing behaviour problems.

**PARENTS AND WHĀNAU...**will have confidence and strategies to build positive relationships with their children.

**SCHOOL LEADERS AND BOARDS...**will monitor and improve approaches to build a positive culture and increase engagement of their students.

*“We can never directly control another’s behaviour, we can only influence by changing the context or improving the skill set.”*

*Carterton School, PB4L newsletter, June 2011*

## SUMMARY OF POSITIVE BEHAVIOUR FOR LEARNING INITIATIVES

PROGRAMMES/INITIATIVES/SERVICES	TYPE OF INTERVENTION	NUMBER OF CHILDREN IMPACTED	WHO IS DELIVERING
<ul style="list-style-type: none"> <li>Severe Behaviour Service (existing service)</li> <li>Intensive Behaviour Service (residential and wrap-around)</li> <li>High and Complex Needs Service (existing service)</li> <li>Behaviour Crisis Response Service</li> </ul>	 <b>Individual (high risk)</b>	<ul style="list-style-type: none"> <li>4,000 per annum through Severe Behaviour Service</li> <li>100 per annum through High and Complex Needs Service</li> <li>100 per annum through Intensive Behaviour Service</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Education</li> </ul>
<ul style="list-style-type: none"> <li>Incredible Years – Parent Programme</li> <li>Incredible Years – Teacher Programme</li> <li>Restorative Practice</li> </ul>	 <b>Targeted and preventative (at risk)</b>	<ul style="list-style-type: none"> <li>30,000 through parent programme over 5 years</li> <li>180,000 through teacher programme over 5 years</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>Non-Government Organisations</li> <li>Iwi</li> <li>Resource Teachers: Learning &amp; Behaviour</li> <li>Early childhood education associations</li> <li>District Health Boards</li> </ul>
<ul style="list-style-type: none"> <li>School-Wide framework</li> <li>Wellbeing@school toolkit</li> </ul>	 <b>Whole school and preventative</b>	<ul style="list-style-type: none"> <li>143,000 through School-Wide framework over 5 years</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>School-Wide leadership teams within schools</li> </ul>

