

POSITIVE BEHAVIOUR FOR LEARNING

*Intensive Wraparound Service
& Residential Schools*

December 2012 – Where to now?

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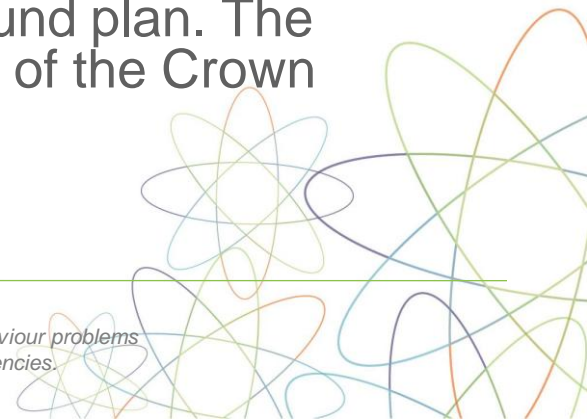
Specialist support is Critical

RTLB and MoE staff are the most important leaders in the new Intensive Wraparound Service (IWS).

The lead worker for each case is the key to success for IWS.

All the IWS professional team around each student are extremely important .

The IWS psychologist is also important as they are responsible for the coordination and quality of the wraparound plan. The IWS psychologists are accountable for the use of the Crown funding used in the plan.





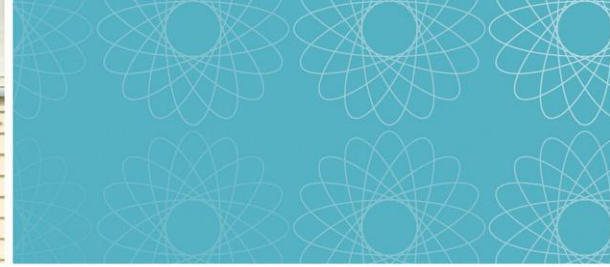
What is an intensive wraparound service??

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

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.

The Intensive Wraparound Service uses evidence based programmes tailored to match the New Zealand cultural context. All intervention costs are based around the child's programme with all the funding being placed in the local school.





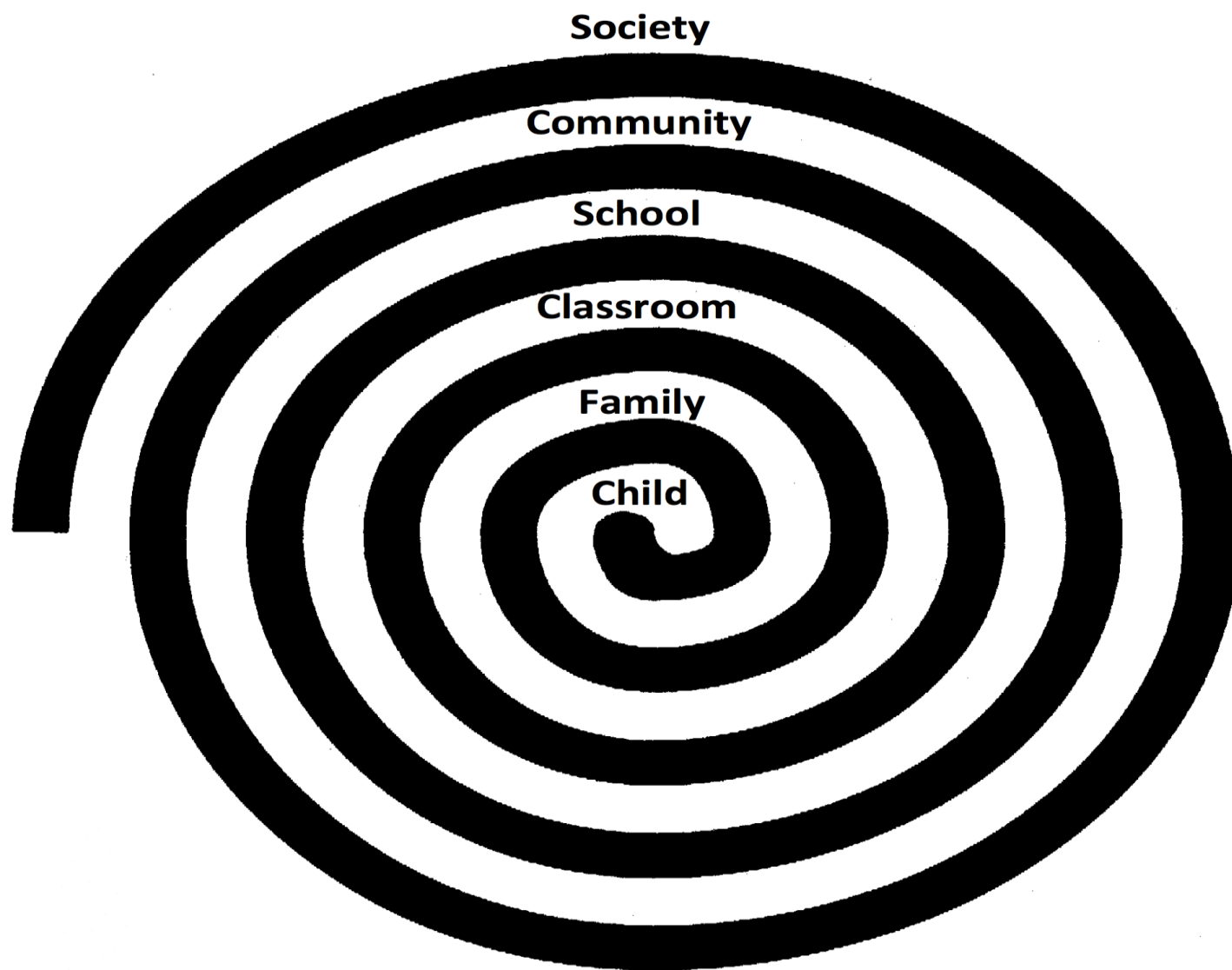
Where did the wraparound approach come from?

Bronfenbrenner's social ecological approach and Munge's systems theory.

Essentially wraparound's assumption is that 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.













What does the research say about residential schools?

While successful residential school programmes can improve a students behaviour and academic achievement, research has shown these improvements rarely 'generalise' back to the local school or home setting.

Residential school does offer respite for the family and school in dealing with a challenging home and school situation.

Residential schools programmes on their own, lack evidence of clinical and social validity for vulnerable young people.



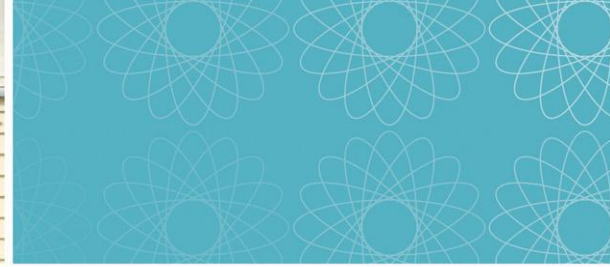


Findings of the review of Residential Schools

The feedback showed strong support for a wraparound approach.

There was considerable support to retain the option of residential school placement for some students.





Expansion of the Intensive Behaviour Service(IBS) into the Intensive Wraparound Service(IWS)

1. Intensive Wraparound Service - Behaviour began in 2010 with the funding from the closure of Waimokoia Residential School.
2. In 2012, the Hon. Hekia Parata (Minister of Education) approved the expansion of Intensive Wraparound Service & the review of residential schools.





Expansion of the Intensive Behaviour Service(IBS) into the Intensive Wraparound Service(IWS) continued.

3. In August 2012, as a result of the residential school review, the Intensive Wraparound Service is required to provide a wraparound service for both students with behaviour and learning difficulties.
4. The Minister announced the closure of Salisbury and McKenzie residential schools on 31 October 2012 with all funding to be used to fund a joint wraparound and residential school service option.





How is it possible to expand and fund the wraparound service?

By reducing the number of student beds funded in residential schools then moving this funding to support wraparound programmes.





Success for All Every School: Every child

The Government has set a target of 100% of schools demonstrating inclusive practices by 2014 and has a programme of activities to achieve this. These activities look at improving inclusive practices and improving special education systems and support.
(MoE website 2012)

Wraparound service delivery is based on the assumption that all learners can be included in their local school and communities.

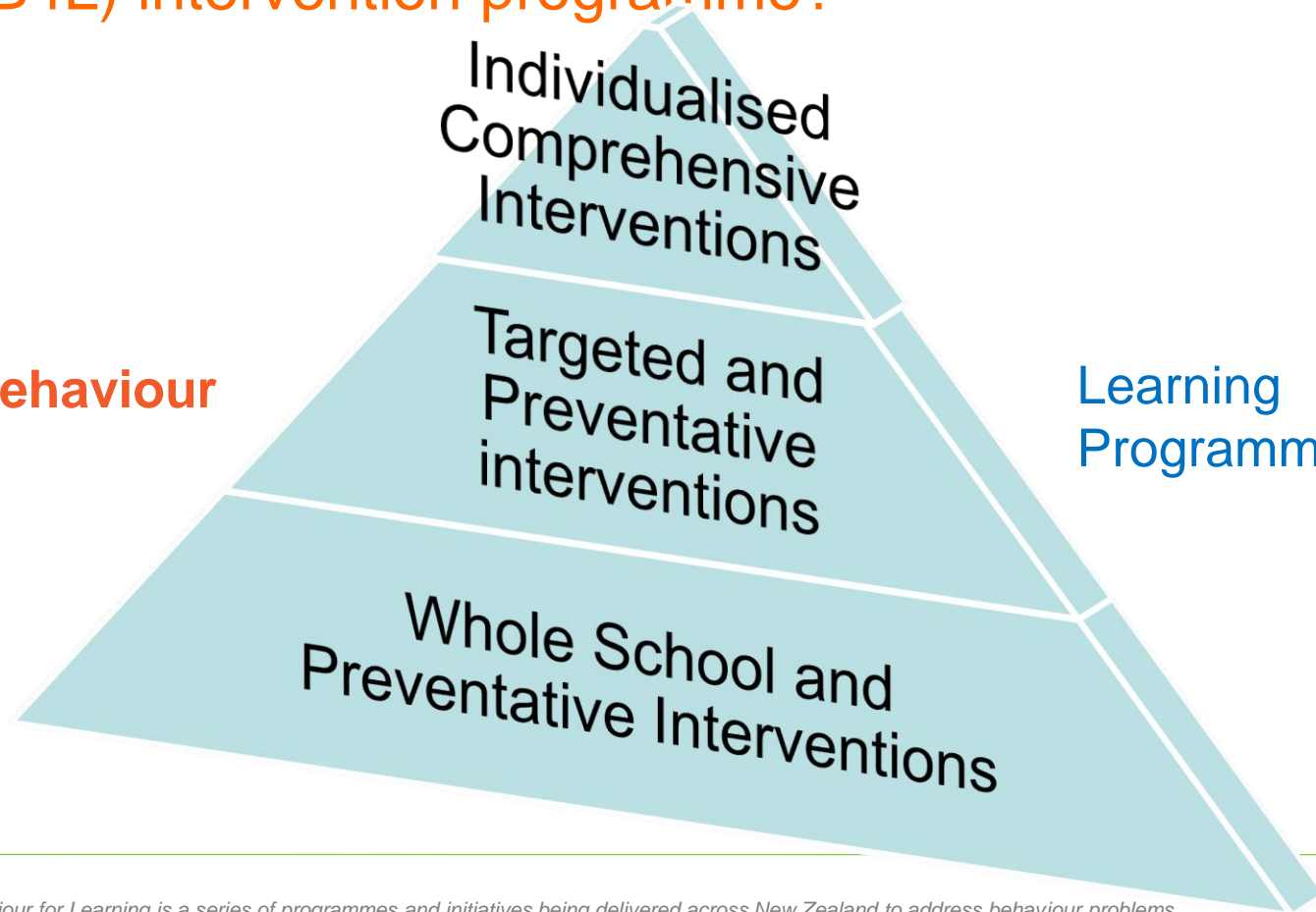




IWS is a Tier 3 Positive Behaviour for Learning (PB4L) intervention programme?

Behaviour

**Learning
Programmes**



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.



Case example to illustrate increasing local capability and capability

Hone, a 10-year-old with Attention Deficit Hyperactivity Disorder (ADHD) and Autistic Spectrum Disorder (ASD), was referred to the Ministry's service after being excluded from school.

He had a history of being physically and verbally aggressive at school and at home and suffered from anxiety.

Hone had been in and out of many schools in his young life. His academic records showed he struggled with maths and writing. But he could achieve well when he was focused and interested.





What we did

With the **parents**

His parents attended a successful, evidence-based programme called The Incredible Years to help them manage his behaviour at home.

- We started by bringing together Hone's teacher and parents to develop mutual, trusting relationships and write Hone's individual plan. Hone now receives the *Ongoing Resourcing Scheme (ORS Verified)* to provide assistance with his learning needs in the classroom.

With the **teachers**

- A specialist teacher was invited to Hone's class to help Hone learn emotional control and social skills. The specialist teacher also talked to Hone about the expectations people in society have of one another's behaviour.
- Hone was encouraged to help his peers use a computer, which, in turn, helped to boost his self esteem.
- His classroom teacher started to build more of her lessons around topics that interested Hone as a way to keep him engaged.





How it worked

For the **school**

Today Hone attends school full time. He is happy, achieving well and is starting to develop friendships.

For **Hone**

He has learned to reflect on his behaviour and is learning to swim and improve his motor skills.

For **the other students & the teacher**

Hone is able to learn in the classroom without extra adult help, particularly when he is engaged and interested in what he is learning.





What is the focus of wraparound and residential services?

Residential School placement removes the child from their home and community context for 1 to 2 years and primarily sets out to 'treat' the child.

A wraparound programme does *not* primarily set out to 'treat' the child but rather is an ecological intervention process that must be driven from the perspective of the family/whānau and the child.





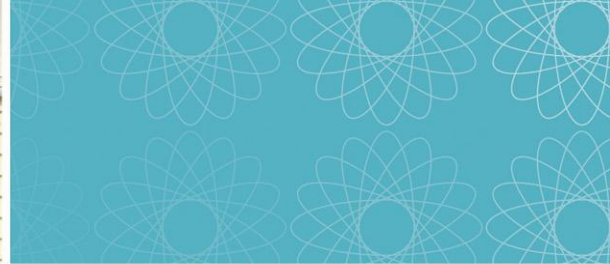
Why is there a drive to embrace wraparound??

Wraparound service delivery processes are delivered within normalised settings. All costs are based around the child's programme with all the funding being placed in the local school.

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.

The Intensive Wraparound Service only uses evidence based programmes tailored to match the New Zealand cultural context.





Early indications of student outcomes

Note: students on average (before starting wraparound) attend 40% of the time. A third are not at school at all. *Half the students are Maori.*

Students	School Attendance				Engagement in Classroom		
	July 2010	Dec 2010	June 2011	Dec 2011	Dec 2010	June 2011	Dec 2011
All	84%	83%	83%	89%	2.06	1.57	1.41
Maori	87%	84%	81%	87%	1.78	1.58	1.44
Non-Maori	82%	81%	84%	90%	2.31	1.56	1.38

Engagement ratings:

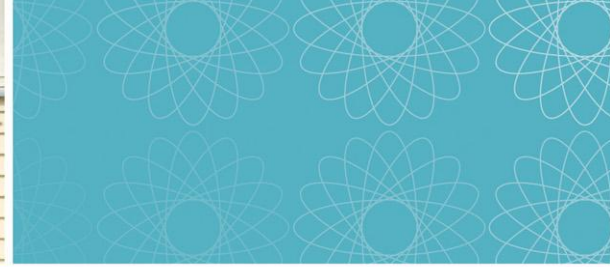
1-Fully Integrated

2-50%+ Integrated

3-Below 50% - 30% Integrated

4-Below 30% Integrated

5-Worked in Isolation



IBS stand downs, Suspensions & Exclusions

The national trend for stand downs, suspension and exclusions is Māori are over four times more likely than non-Māori to be subjected to this discipline process.

For students on the wraparound programme Māori (half of the students) as compared to non-Māori, are less than half as likely to be stood down or suspended and four times less likely to be excluded.

With a few exceptions, the Board of Trustees' backing to have a wraparound student attend the local school has **not** been a major barrier to keeping wraparound students engaged in education.





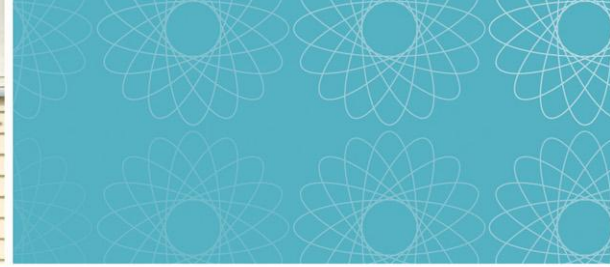
New Intensive Wraparound Service working in partnership with residential schools

The IWS has been informed by overseas evidence and by 2.5 years of implementing the Intensive Behaviour Service (see Appendix 1).

Students receiving the Severe Behaviour Service, learning programmes with RTLB or MoE staff will have the option of an IWS (see Appendix 2).

Wraparound and residential schools will work together to provide a comprehensive individualised plan designed to keep students in their local school and community (see Appendix 3).





Summary of the access process to the wraparound service kato (flow)

- Lead worker (MoE or RTLB) discusses and agrees with manager that a students need a more intensive programme.
- Lead worker sends information to the District Manager for support. District Manager puts case forward to the regional prioritisation panel.
- If considered a regional priority a IWS Psychologist is allocated to work with the lead worker and service team on a 3 year plan with a 2 year IWS funding programme.





The benefits of the new Intensive Wraparound Service

- More students can remain in their local communities with their whānau.
- IWS is equally available to males & females & maintains residential school & respite care placement options.
- IWS builds the capacity & capability of local community support including parents, teachers, TA's, mentors, therapist & lead workers.





References

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3. Bronfenbrenner, Y. (1988). Foreword. In A.R. Pence(ed), *Ecological research with children and families: From concepts to methodology* (pp. ix-xix). New York: Teachers College Press.
4. Bruns, E. & Walker, J. (2010) The wraparound process: An overview of implementation essentials. In E.J. Bruns & J.S, Walker (eds.). *The resource guide to wraparound*. Portland: OR: National Wraparound Initiative.
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6. Mitchell, David. *Joined-Up: A comprehensive, ecological model for working with children with complex needs and their families/whanau. A review of the literature carried out for the New Zealand Ministry of Education*, March 2012.
7. MoE website Success for All

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New Zealand Government

Positive 
Behaviour
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