

POSITIVE BEHAVIOUR FOR LEARNING

Intensive Wraparound Service



Funding and Complexities

- \$13 million
- High media interest
- Residential schools – uncertainty
- Demand for residential schools has dropped and funding has been cut.
- Halswell Residential College has applied to become co-ed – if successful can take up to 4 girls.
- HRC has downsized from 90 – 60 with further reductions likely.

Intensive Wraparound Service

- The Intensive Wraparound service will enable a child/young person to have their complex behaviour, social and education needs met by specialist services through the development and implementation of a comprehensive plan for that child.

The service:

- changes the approach to working with children and young people with complex needs and is focused on giving all students (receiving a service) the opportunity and support they need to live at home and learn and achieve at their local school
- provides the child with a individual plan designed to meet their specific needs
- provides an opportunity to improve the skills, knowledge an expertise of schools and communities who help and support students with complex behaviour, social and education needs
- provides the resources to support this.

Intensive Wraparound Service

- The service uses the Wellness concepts. These are outlined in the referral form as:
 - Tinana, Hinegaro, Hononga, Mana motuhake, Ngatakarō.
- IWS is a planning process and philosophy of care stemming from Bronfenbrenner's social ecological approach – it is not about treating the child!

Criteria

- Age = school years 3 to 10 (ages 7 to 14).
- Received at least 6 months service through the Behaviour Service, ORS or RTLB.
- Ongoing extreme behaviour needing 24 hour support (Behaviour that occurs in multiple environments).

Students transitioning

It was decided (at the National panel meeting of 8 May 2013) that those students transitioning out of residential schools in terms 1 and 2 2013 would be assessed by the IWS Manager, along with the IWS psychologist, for possible extension of IWS. These students would not come to the panel. The maximum extension is to June 2014.

Prioritisation Panel

- **Ministry of Education District Manager or Service Manager**
- **Resource Teacher: Learning and Behaviour (RTL) Cluster Manager**
- Ministry of Education Regional Practice and Implementation Manager or Regional Practice Leader: Behaviour (advisory position only)
- **Representative from education sector (e.g. representative from NZ Principals Federation)**
- Regional PB4L Coordinator (facilitator)
- IWS Psychologist (advisory position only)

Criteria Central South

Behaviour

Students may be referred by **Ministry of Education** staff **only**.

In order to be considered a student must meet the following criteria

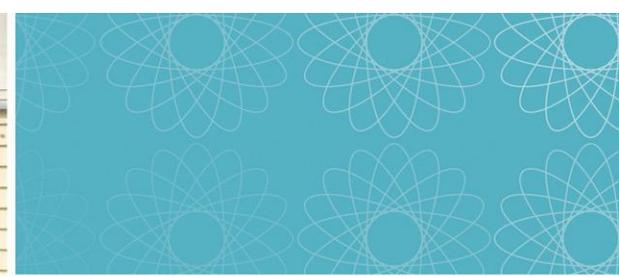
- Age = enrolled in school years 3 to 10.
- Received at least 6 months service through the Behaviour Service and currently receiving a service.
- Ongoing extreme behaviour in all settings which may also involve complex learning needs.
- Application signed off by Service Manager.
- Application signed off by District Manager.

Learning

Students may be referred by **Ministry of Education staff** or **RTLB**.

In order to be considered a student must meet the following criteria

- Age = enrolled in school years 3 to 10.
- Received at least 6 months service through the Ministry of Education, ORS or RTLB and currently receiving a service.
- Complex learning needs in all settings which may also involve complex behaviour needs.
- Application signed off by MoE Service Manager or RTLB Cluster Manager
- Application signed off by District Manager.

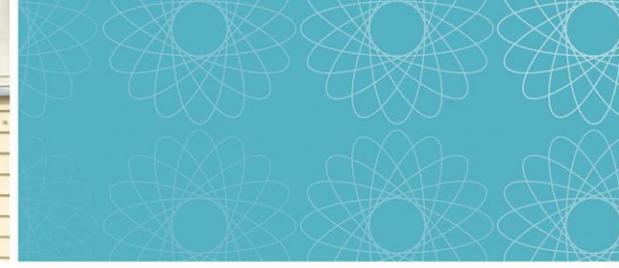


Output and Outcome Reporting

In addition to output data live monthly outcome data will be formally reported every 6 months.

1. Interagency data
2. Mental health pre and post intervention data
3. Attendance outcomes
4. Stand down, suspension & exclusion data
5. Achievement data
6. Programme target area wellness outcome data





Breakdown of Active Cases as at 17 May 2013

- 164 Active IWS cases – target 220 a year
- 72 engaged with CYF & 38 in CYF care
- 63 engaged with CAMHS
- Approximately half the IWS students are Māori



Benefits of IWS

- More children and young people will remain in their local communities with their whanau and families.
- Equally available to males and females.
- Builds capacity and capability of local community support including parents, teachers, t/a's, mentors , therapists

IWS support could include:

- ✓ specialist teacher time
- ✓ TA supports
- ✓ resources specific to the students learning needs including e.g. technology
- ✓ assessment(s)
- ✓ parenting support
- ✓ access to pro-social community activities/ clubs/ high interest activities
- ✓ rewards
- ✓ Generally things that the student needs but are beyond what the local service can provide for the student and their family.

Example of IWS 6 month plan included:

- Teacher aide 30 hours per week - \$11,491
- Specialist teacher - 1 day per week - \$6,038
- Coping Power Programme resources - \$220
- Swimming lessons - \$540
- Computer programmes for learning - \$1,000
- Rewards and incentives - \$668
- Beanbag/blanket for calm space - \$175



New Zealand Government

Positive 
Behaviour
for Learning