

POSITIVE BEHAVIOUR FOR LEARNING

*Intensive Wraparound Service
in Partnership with Residential
Schools*

RTLB Cluster Managers

Feb 2014 – Where to now?

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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) Family, school & community.

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**. We have learned a lot in 4 years of delivering a wraparound service.





In nature social learning is the rule!

“Literally, apes do ape.
The more complex the
species, the more its survival
depends on its young
learning through observing”

Hattie & Yates “ **Visible Learning and the Science of How We Learn.**”



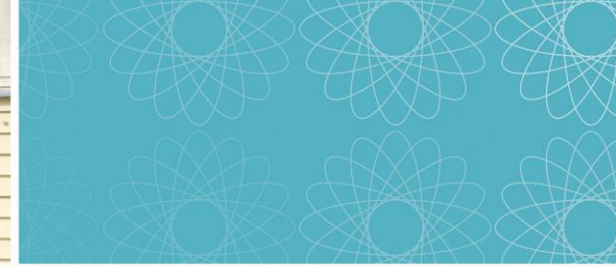












Why is there a drive to embrace wraparound??

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 uses only **evidence based** programmes tailored to match the New Zealand cultural context.





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

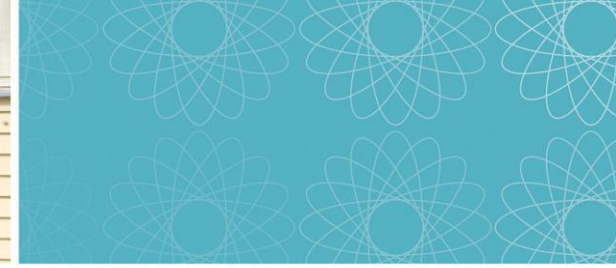
With the **parents**

- 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**

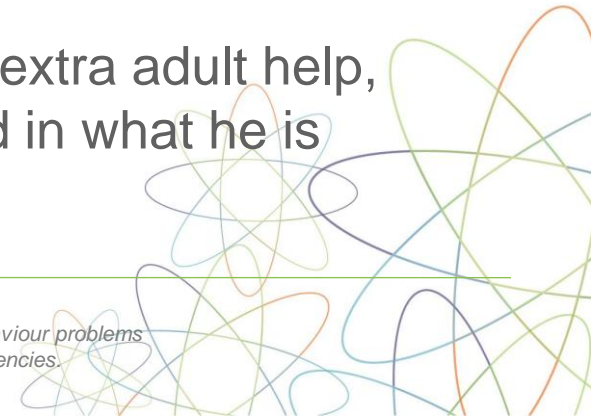
Today Hone attends school full time. He is happy, achieving well and is starting to develop friendships.

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.

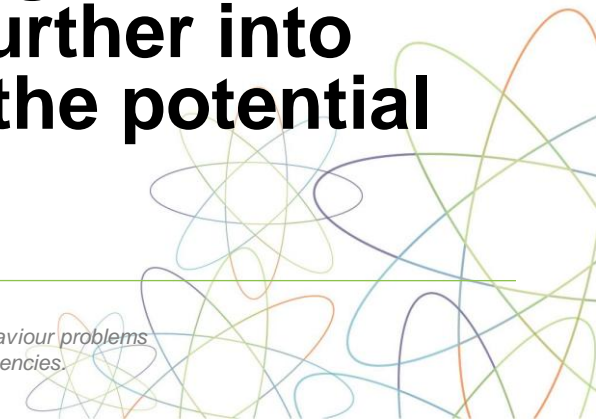




Hone's Year 7 Report December 2012

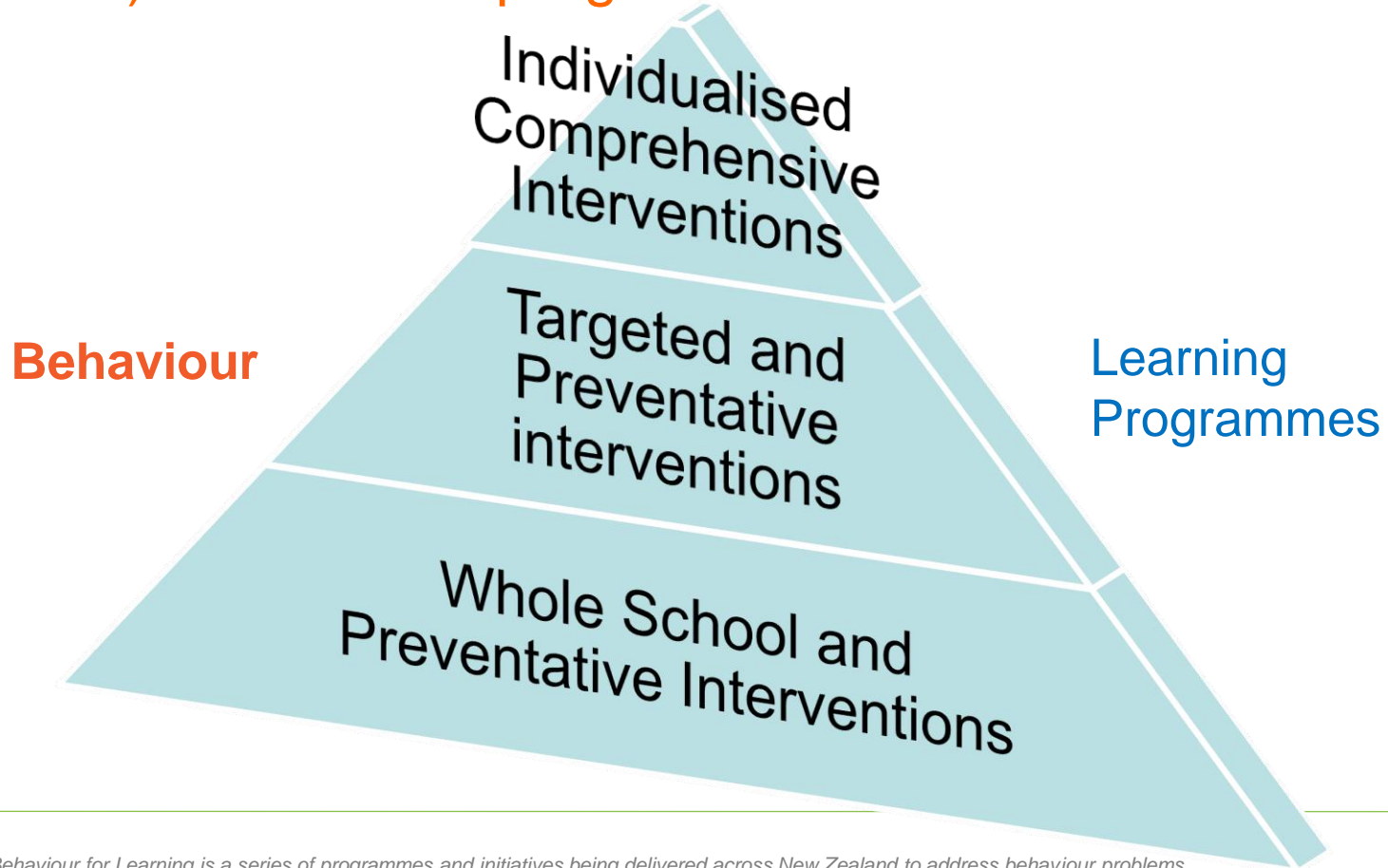
“ Hone is a unique and intelligent young man with a great deal of potential. He has made excellent progress this year in his willingness to complete set work and in his ability to interact within groups.....”

“ I look forward to having Hone again next year and seeing him develop further into the kind of young man he has the potential to be.” (Intermediate Class Teacher)





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





Outcomes of 3 Years of Intensive Wraparound being used in NZ schools

- **40% average attendance prior to IWS**
- **Increases to 85-87% attendance with IWS**
- **IWS students are engaged in the regular classroom programme nearly all the time at school. Māori are doing as well as non Māori**
- **Local schools get the crown funding put into their school budget to fund the programme to the learner, teacher, parent & community support programmes (mentoring, sport programme, whānau engagement identity)**
- **Any money not used is returned following milestone report review & used for other learners on IWS**





Stand downs, Suspensions and Exclusions

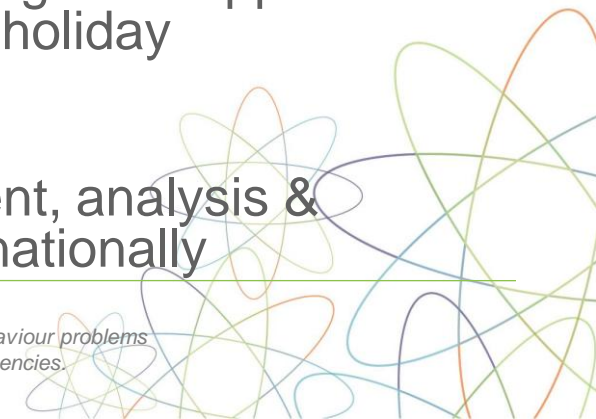
- **The national trend for stand downs, suspension and then exclusions is that, Māori are over four times more likely than non Māori to be subjected to this discipline process.**
- **For students on the wraparound programme Māori are less than half as likely to be stood down, suspended and four times less likely to be excluded.**
- **Half the wraparound students are Māori or Pasifika.**





Wraparound support offers more to

- **High Needs Learners** – stay in their local community, have a wide range of role models within their community
- **Parents** – wraparound support locally, time in residential school, holiday programmes
- **Teachers** – specialist assessment available, PD to support programme, specialist teacher and TA support, learner mentors
- **Local School** – funding in the local school budget to support the learners intensive programme, funding for holiday programmes
- **Specialist** – specialist psychologist assessment, analysis & wraparound programme support is available nationally





Findings of the review of Residential Schools

The feedback from the review of residential schools has shown strong support for a wraparound approach.

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

The Government has decided to keep both options available and to expand the Intensive Wraparound Service (IWS).





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.





Trends

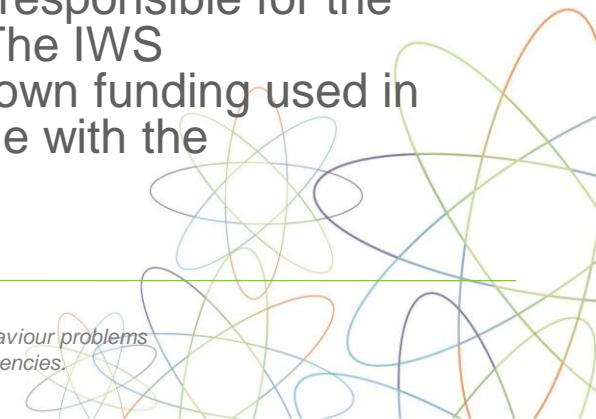
Specialist support is critical for our most challenging learners (behaviour or learning)

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

The lead worker for each case is the important for the success of IWS.

Having all the 'wraparound' professional team members around each student is critical for the successful implementation of the plan.

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, IWS psychologist will take a leadership role with the wraparound process.





New Intensive Wraparound Service working in partnership with residential schools

The IWS has been informed by overseas evidence and by 3 years of implementing the Intensive Behaviour Service.

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

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





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

- Lead worker (MoE or RTLB) discusses and agrees with the manager that a student's 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.
- Wraparound programmes used by the MOE have been significantly modified to use evidenced based programmes specifically within the NZ ecological context.
- IWS builds the capacity & capability of local community support including parents, teachers, TA's, mentors, therapist & lead workers.





What is hot- where to now?

Working parties have improved

- application form
- the prioritisation terms of reference
- the programme plan & summarised the programme
- Almost forgot- we have listened to RTLB and you can make behaviour referrals as well as 'learning cases'!!!!
- Short term wraparound support for behaviour cases that meet the criteria and are prioritised
- Group discussions on these key documents- we want your feedback





References

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2. Advisory Group on Conduct Disorders – Advisory Group on Conduct Problems (2011) Conduct Problems: Effective Programmes for 8-12 year olds. Ministry of Social Development.
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

<http://tetahuu.moe.govt.nz/myGroupSpace/SpecialEducation/Work/SuccessForAll.aspx>





New Zealand Government

Positive 
Behaviour
for Learning