

POSITIVE BEHAVIOUR FOR LEARNING

Intensive Wraparound Service

& RTLB Working together.

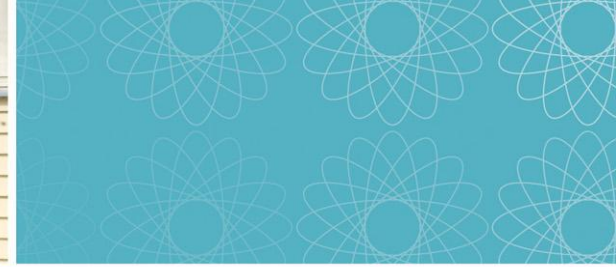
Leadership & Management

Development

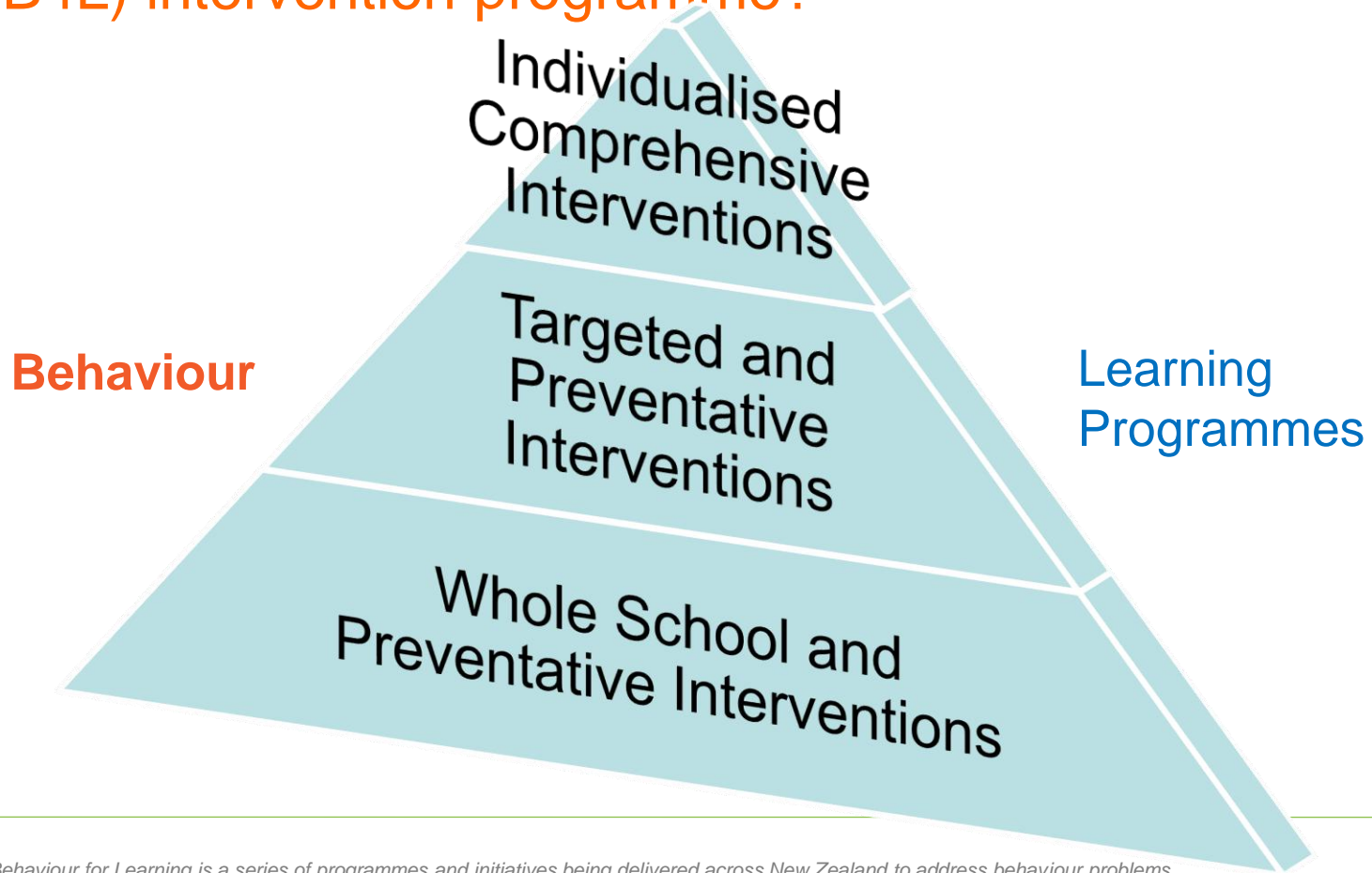
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IWS is a Tier 3 Positive Behaviour for Learning (PB4L) intervention programme?



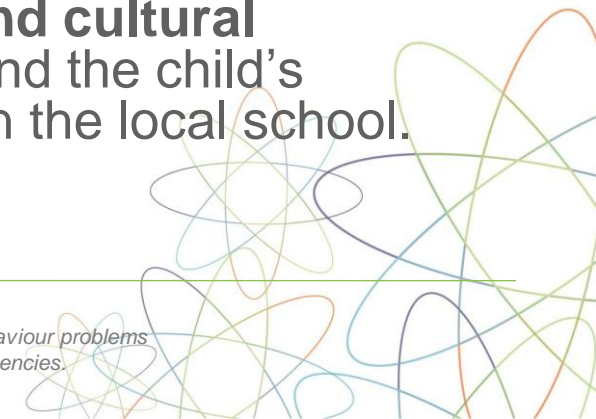


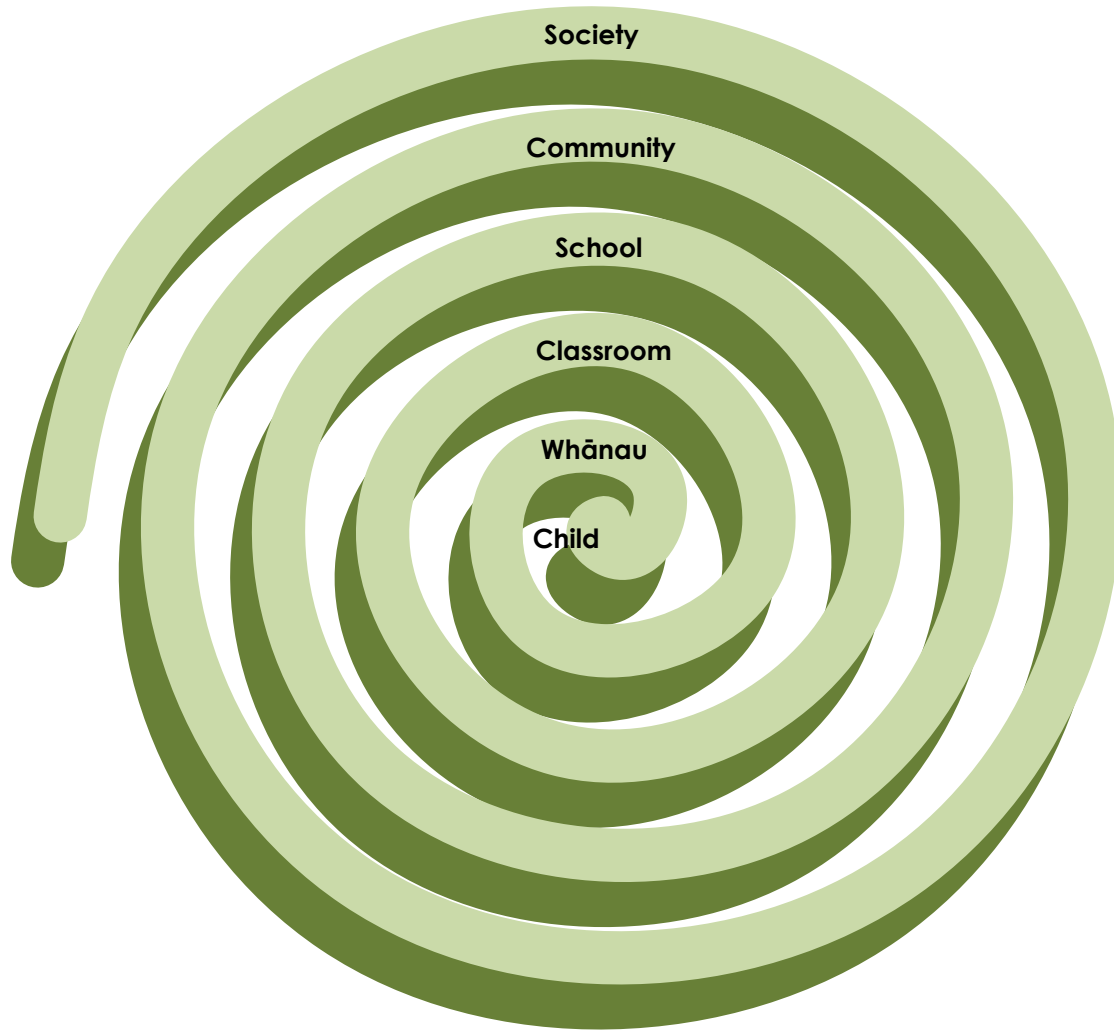
What is an intensive wraparound service??

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 (IWS) 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.





Society

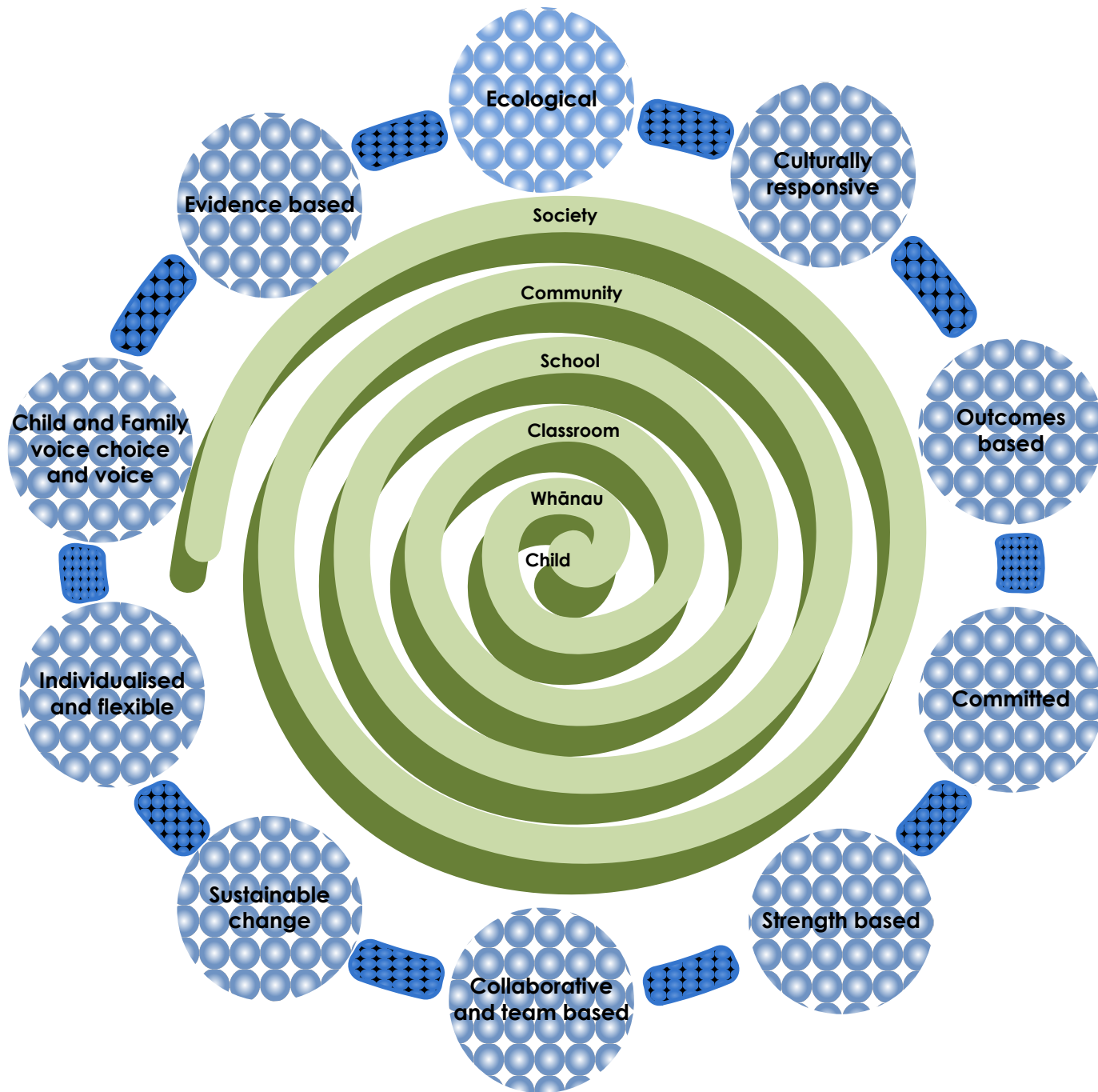
Community

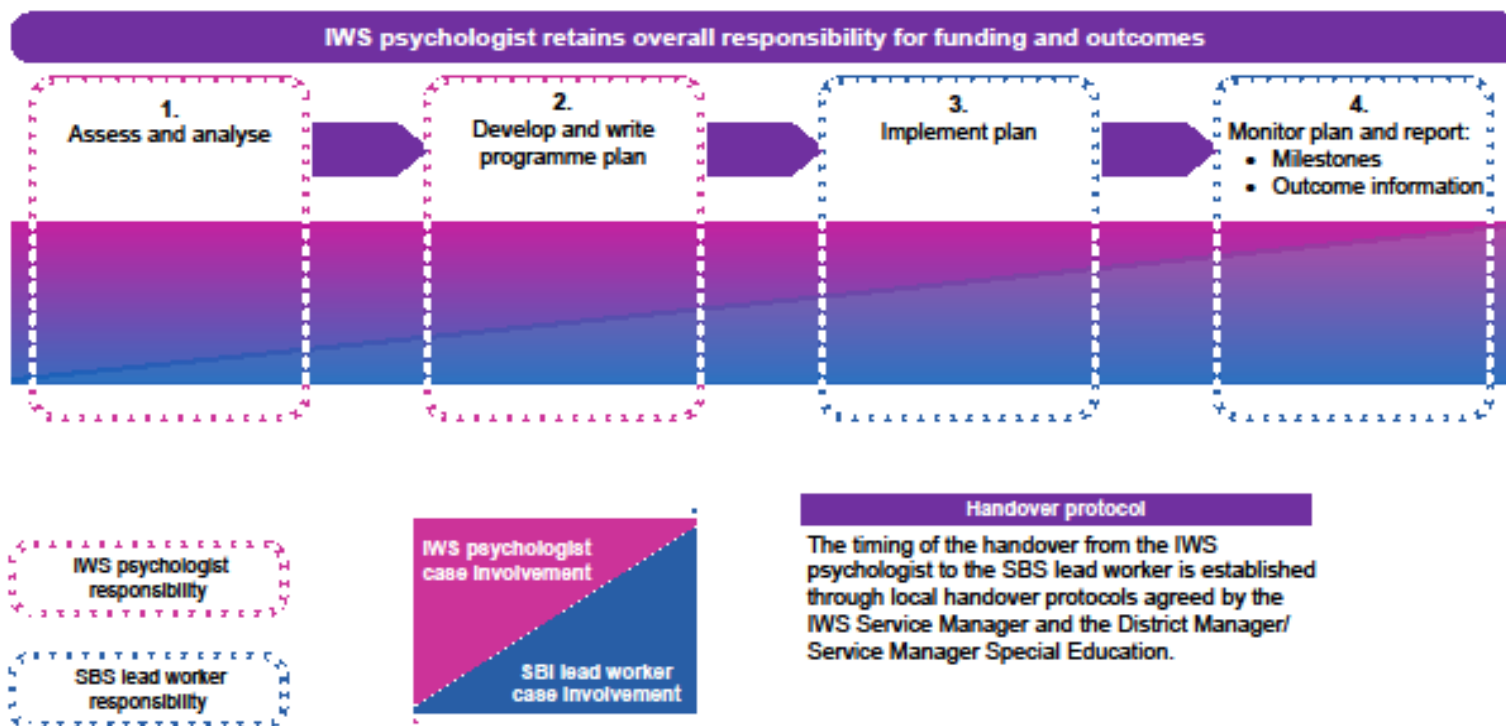
School

Classroom

Whānau

Child







How is wraparound funded?

IWS now engage with 335 students a year. The funding was made available by reducing residential school funding from 253 Students to 102. These students are able to have a local wraparound programme or a IWS/RSS joint programme.

RSS funded rolls	RSS	RSS Actual Rolls
30	Salisbury	14
32	Halswell	27
40(32)	Westbridge	24





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, therapists & lead workers





NZCER's study: Access to IWS

Evaluation Findings

- **68% RTLB are 'somewhat' familiar with criteria and 18% are 'very' familiar**
- **70% had considered IWS for students on their RTLB roll**
- **Over half of the 404 RTLB respondents would like more support & guidance when considering IWS**
- **A number said they were confused about their relationship with SE & the role of RTLB in referring students with behavioural needs, and confused about the distinction between learning and behaviour**
- **54% of RTLB applied for IWS as they wanted the student to have IWS and placement in a residential school**
- **28 of the 52 RTLB in the survey who had applied for IWS said they had applied for IWS to access a placement in a residential special school**





IWS Outcome Measures

What we have found from the 2013 indicator report

- More males than females
- Proportionally more Māori
- Higher number from low-decile schools.
- Referrers are identifying and making appropriate referrals.
- IWS Regional Prioritisation Panels are appropriately making decisions based on student need.
- Once on IWS attendance & engagement improves in their local school or RSS
- Students exceed outcome levels on collaborative GAS goals
- As with 2010, 2011 & 2012 suspension & exclusion rates reduce on IWS for all students & Māori are lower than non Māori- 4-5 times higher for Maori outside IWS.
- **We have looked at outcome measure across the agencies and overseas models- it is now time to gather this information**
- **We have built a data based to analyse outcome measures so we can tell what works & what doesn't !**



IWS Outcomes: What do we report on?

- Attendance and teacher rating of engagement:
 - % present, % total absent, % unjust. absent (truant); subjective teacher rating
- Individual goals:
 - Goal Achievement Scaling method plus individualised methods, IEP etc.
- A pre- and post- psychometric screen (BASC-2):
 - BASC-2, Behaviour Assessment System for Children, Second Edition (questionnaires)
- For some children, a pre- and post- adaptive functioning assessment:
 - ABAS II, Adaptive Behaviour Assessment System (questionnaires)
- Fidelity Index: how our actions match our principles
 - (questionnaires for IWS Psychologist, School, Family, Child)
- Strengths and Needs assessment (6 monthly by IWS psychologist):
 - Information from file review, interviews, meetings, observation, etc.
- Financial (6 monthly by IWS psychologist):
 - Financial review with school bursar etc.

How can RTLB and MOE L/W's help?

- Attendance and teacher rating of engagement:
 - Pick up attendance printouts?
- Individual goals:
 - Contribute to decision making at review meetings; negotiated assessments.
- A pre- and post- psychometric screen:
 - Help with getting questionnaires completed?
- For some children, a pre- and post- adaptive functioning assessment:
 - Help with getting questionnaires completed?
- Fidelity Index: how our actions match our principles
 - Help with getting questionnaires completed?
- Strengths and Needs assessment (6 monthly):
 - Engage in regular case review with IWS psychologist, contribute at review meetings, provide advice and opinion to IWS psychologist (e.g., on class/school functioning).
- Financial (6 monthly):
 - Help by reminding schools to provide the requested information ☺



Workshop Activities

Topic 1

List ways you can support your team to be better informed on how to access IWS?

Topic 2

What are the 'magic' components of successful transitions from school to school & residential school to local school?

Topic 3

Do you want to join us in a joint delivery partnership like the one we have for 50 SBS students?







New Zealand Government

Positive 
Behaviour
for Learning