

# Special Education Developments

Taumata Whanonga - the Behaviour and Learning Action Plan

Learning Support Networks

**School Trustees Association Conference**

July 09

# Learning Support Networks in Special Education

Schools Trustees Association Conference  
July 2009

July 09

# Better Outcomes for Children 2006-2011

Presence

Participation

Learning

# The realities and opportunities

Demand for services always outstrips available resource

Consumers frequently see services as being fragmented

Funding is finite

Funding for special education is dispersed

Skills and knowledge are dispersed throughout the sector

We do not have a monopoly on service innovation

We can not achieve outcomes alone

# Learning Support Networks to improve learner outcomes

Evidence from New Zealand and Internationally

Opportunities to look outside traditional models of service delivery

Joint planning at a local level on the deployment of specialist services

Better allocation of knowledge, advice and support to teachers, their learners and schools

Better utilisation of the knowledge and expertise in our special schools

# What makes a successful Learning Support Network?

Consistency of values and focus

Clarity of structure

Knowledge utilisation and transfer

Incentives

Dispersed leadership and empowerment

Adequate resource

# Taihape-Waimarino Integrated Service Team

## Why?

Challenging logistics of delivering a service to schools and early childhood centres in a wide geographical region

Many agencies travelling independently to the area at any one time

Desire by all travelling there to do things better for schools ECE and learners, to find ways to work together, to collaborate better

Set up an integrated special education service with RTLB's, Supplementary learning Support teachers, ORRS teachers and special education staff

Find ways to develop shared governance and management of the service

# How?

- Key services decided how the proposed integrated service model could be implemented and function
- Years of consultation and meetings to build trust, discuss governance and management of the team, build on the integrated team concept
- Extensive consultation with local community and with agencies going into the area

# Outcome

**Acceptance** from the local community to find ways to develop a more integrated way to service

**Support** for the concept of a “site” for the team in the area.

**Governance** through Waiouru School BOT under the auspices of a sub committee made up of Waiouru BOT representatives, Waiouru Principal, SE and Arahunga special school representative, parent and staff representative and two principals from participating schools

**Management** Coordinator role, receives all referrals

**Multi disciplinary approach** Joint referral protocol, referrals responded to on the basis of a best match fit between the learners needs and the skills and availability of the team

# Outcome

**Memorandum of Understanding** sets out accountabilities, obligations and contribution of the key stakeholders (Waiouru school, SE and Arahunga) and participating schools as referrers and users of the service

**Funding and resources** – Waiouru School, MoE, Arahunga School

**Team** responsible for distribution of Behaviour teacher Aide and Communication Support Worker and learning Support funding

**ORRS** teacher Aide and Education support worker funding administered by Wanganui MOE

**Evaluation** to run alongside the roll out of the team.

# Special Education Itinerant Teacher Model

An initiative led by the Ministry of Education, Special Education that involves special schools, regular schools, families and whanau

Provides skilled teachers based at special schools to be assigned to support ORRS students with special needs within a specific group of local schools eg. Cluster

Schools in the cluster give the teacher component of the ORRS funding to the special school to enable skills and expertise to benefit students in the mainstream in the cluster.

Potential to promote excellence in specialist teaching provision for students with special education needs

Brings together the specialist expertise and resources available within special schools, specialist service providers and schools with many ORRS students and Special Education

# Discussion

In groups of 3 discuss what stops schools working together?

Give examples of schools working together successfully

What were the key success factors?

Any networking opportunities that you have identified in your own schools after listening to this presentation?

# Taumata Whanonga

## from evidence to action

*“ improving behaviour to improve educational achievement ”*

What did we learn? What next?

July 09

# With the person(s) next to you

Imagine:

*Disruptive behaviour is not an issue in your school*

So:

*What does that look like, what would be happening in your school to have achieved this?*

Your ideas please:

# An issue of increasing concern for the sector

What we have heard:

- ▲ Disruptive behaviour takes a serious toll on the child, their peers, their teachers, school, parents and family life
- ▲ It is a major barrier to learning and a consequence of failure in learning
- ▲ For society the costs can be substantial
- ▲ Addressing this issue is a necessity not an option!

# Purpose of the Taumata

To improve educational outcomes and achievement for students with the most challenging behaviour

To improve educational outcomes through the development of positive learning environments

To build the capability of and support for educators, schools and early childhood services

Across sector ownership of the Taumata and actions

# Through

Bringing together education leaders, sector groups, the ministry, other agencies, researchers, policy developers and NGO sector

Presentation of the evidence on what is effective ... currently, research based, in practice , the future

Identifying priorities for action

# What's not working?

Fragmentation – many unrelated initiatives

System is too passive and reactive

Students present too late

Classroom teachers have not had opportunity to build core skills

Variable quality in the skills of key specialists

Lack of consensus regarding effective interventions

Many interventions in use have poor evidence regarding their effectiveness

Agencies working against each other

Highly bureaucratic responses to incidents and needs

Lack of systematic screening

Responses tend to be short term and fail to build on what has gone before

# Towards a Solution

- ▲ no silver bullets but
- ▲ we have sound evidence on what works, we should use it
- ▲ we need to work together
- ▲ we need to commit to a medium to long term approach
- ▲ fewer things done well

# Towards a solution : Key findings from the Taumata

prevention, early identification and early intervention

evidence based programmes

effective whole school programmes

improve interagency work and support for high needs behaviour students

improve support for teachers

develop a complementary portfolio of programmes

getting the infrastructure and support right

# With the person(s) next to you

*What is the consequence of “no action” – in your school, for the student, for others, for your community*

# Consequences of poor behaviour

## At school

- ▲ Impact on the experiences of others around them bullied and intimidated
- ▲ Suspension and stand downs
- ▲ Teacher dissatisfaction and turnover
- ▲ Early school leaving
- ▲ Education failure

## Outside of school

- ▲ substance abuse
- ▲ early parenthood
- ▲ health & mental health problems
- ▲ suicidal behaviour

# Consequences

## In adult life

- ▲ Violence at extreme levels
- ▲ Crime – Christchurch sample 3% of most difficult children 14 years later responsible for 30% of violent crime and non traffic offences
- ▲ Family dysfunction affecting subsequent generations
- ▲ Higher welfare dependence and limited earnings

# The Behaviour and Learning Action Plan

Translates the talk, the thinking, the evidence to action

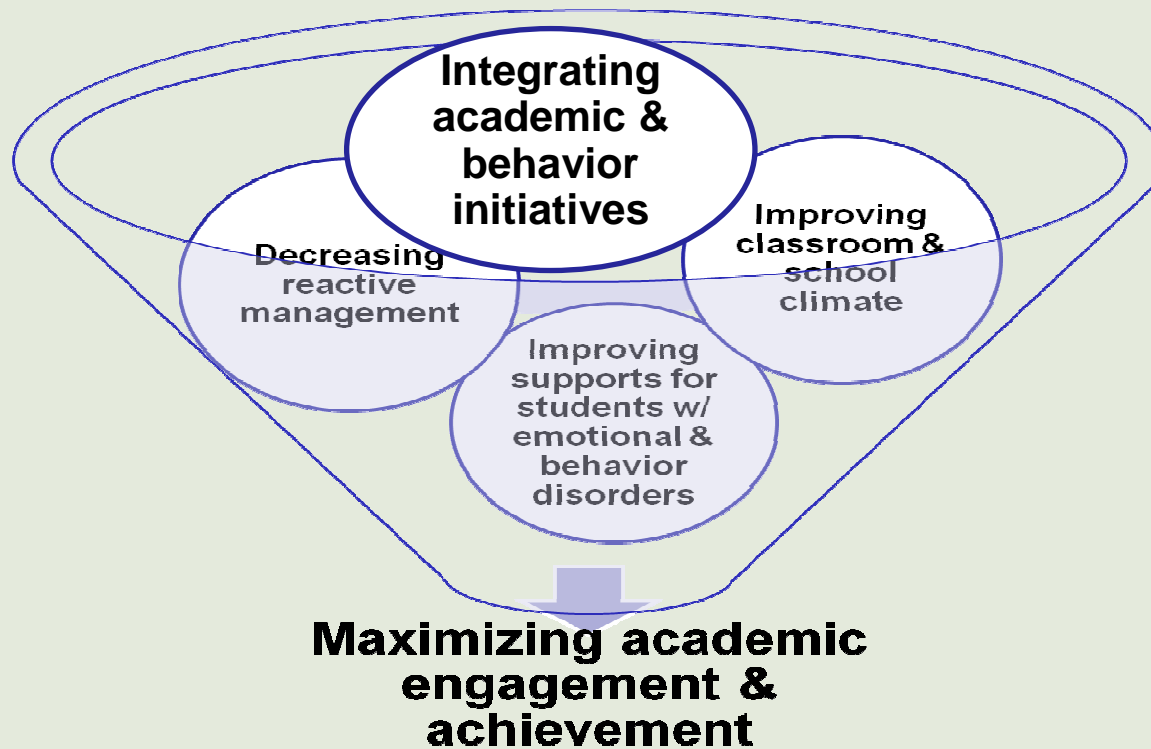
Good consensus from those involved in planning the Taumata

With the Minister for consideration

An opportunity to make a difference

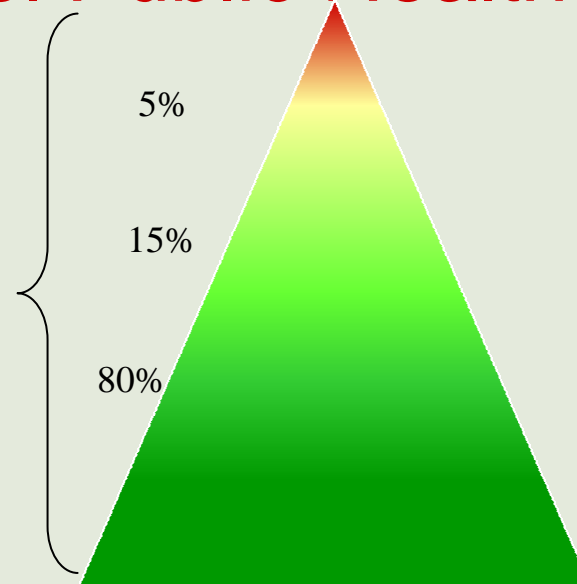
It is about both behaviour and learning

It is about behaviour integrated with learning  
(Sugai)



# A three level Public Health Approach – Tier 1

**Establishing a universal  
school wide foundation**



## **Leads To:**

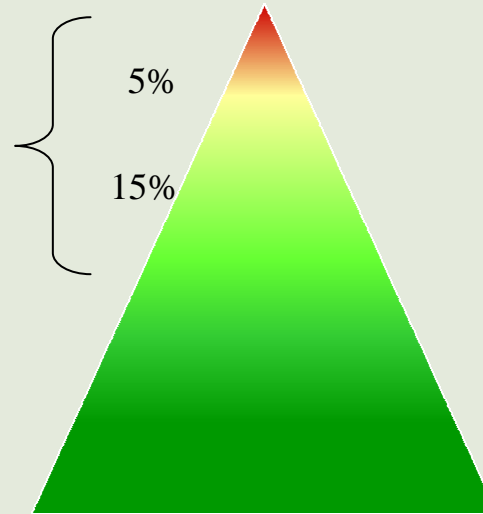
- Reduced incidence of problem behaviour
- Makes it easier to identify students who require early intervention
- Reinforce learning within more intensive programmes
- Improved learning outcomes and teacher satisfaction

## **Key Elements:**

- Actively monitoring school climate
- Explicit strategies focussed on behaviour and lifting learning outcomes (PBS, Te Kotahitanga, Restorative Practices)
- Build school based resilience factors to mitigate individual or externalised risks factors
- Ensure multiple reinforcement of desired behaviour (peers, teachers, principal etc)
- Unwavering commitment to learning outcomes

# A three level Public Health Approach – Tier 2

**Early identification &  
intervention**



## **Key elements**

- Build early identification systems to monitor risk factors – (B4 School Checks - SDQ)  
At school - early truancy, transience, suspension, defiant/violent behaviour
- Parenting programmes for those in target groups (Incredible Years)
- Intensive behaviour training for RTLB, and teachers
- Parent based and teacher based training

# What we know works in terms of interventions

The case for early intervention

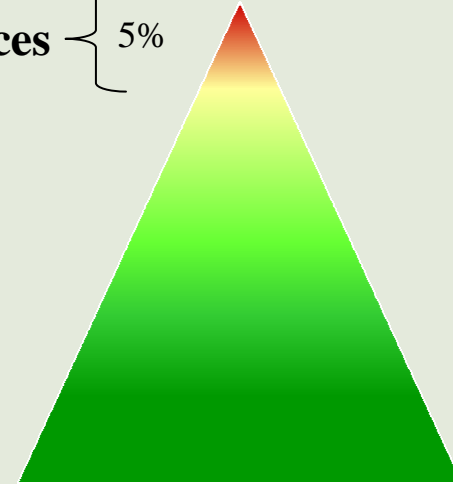
- ▲ 3-8 years up to 80% return to pro-social pathways
- ▲ 9-13 years drops to 45-50%
- ▲ 13+ results vary but tend to fall away as the behaviour is more entrenched. Intervention at these older ages are more complex and costly



**RESPECT**  
demand it

# A three level Public Health Approach – Tier 3

Intensive services { 5%



## Key Elements

- A rapid response to crisis
- Individualised wrap around interventions that impact child, family and school contexts
- Active interagency responses
- National Behaviour Response involving :  
    case conferencing for those with the most  
    challenging of behaviour
- Transition & educational plans for at risk students  
under CYF

# What works – Portfolio of evidenced interventions

Intervention	Age		
	3-7	8-12	13-17
Parent Management Training	✓	✓	–
Teacher Management Training	✓	✓	✓
Combined Parent/Teacher Programmes	✓	✓	–
Classroom-based Intervention	✓	✓	–
Cognitive Behavioural Therapy	–	✓	✓
<b>Multi-modal Interventions</b>			
Multi-Systemic Therapy	–	✓	✓
Functional Family Therapy	–	✓	✓
Treatment Foster Care	–	✓	✓

# A change is required from the system to

From	To
Your problem	<u>Our</u> problem “whole of sector”
Behaviour or learning?	Learning
Fund a service	Fund for <u>evidence based programmes and outcomes</u>
“Spray and walk away”	Sustained approach – consistency over time
Random/DIY	Evidence based
Show and tell implementation	Show, tell and <u>support</u> implementation
Lots later, little earlier	More earlier
Fragmentation	Cohesion
Reactive to incidents	Medium to long term commitment
Irresolvable/and too hard	<b>WE CAN MAKE A DIFFERENCE</b>

Your comment, your questions ....

## Further information

Taumata Whanonga website is live and enables access to all presentations,

MSD Conduct Problems Best Practice Report (2009)

Next report – “Best Practice ages 3-8 years” nearing completion

Paper to Minister Tolley by end of May on “priorities for action”

Implementation .....

# Definitions of Conduct Problems

“Childhood conduct problems include a spectrum of antisocial, aggressive, dishonest, delinquent, defiant and disruptive behaviours. These behaviours may vary from none to severe, and may have the following consequences for the child/young person and those around him/her: stress, distress and concern to adult care givers and authority figures; threats to the physical safety of the young people involved and their peers; disruption of home, school or other environments; and involvement of the criminal justice system.”

Advisory Group on Conduct Problems, 2009

## Defining the Behaviour Problem - Incidence & Prevalence

Prevalence studies vary with between 1% and 12% of children and young people being identified as exhibiting severe behaviour (Lahey et. al.) 4% -7% (Church) and 5-10% (EAG).

Within this, under 1% will present with extreme anti-social behaviour

### Origins

- ▲ Early onset
- ▲ Adolescent limited

Substantially higher prevalence of behaviour challenges in low socio-economic communities

Maori learners are disproportionately represented in negative behaviour indicators – a challenge for the system

Our greatest concern is with those whose behaviour is outside the normal range across all settings (home, school and with peers)

# Causes

## Factors we know contribute to Behaviour:

- ▲ Individual Child characteristics
- ▲ Family norms and values
- ▲ Peer and group settings

# Causes

## Behaviour problems stem from:

- ▲ Lack of clear rules and guidelines
- ▲ Pro-social behaviour not learned
- ▲ Lack of consistent and effective positive reinforcement for pro-social behaviour
- ▲ Too much negative reinforcement (escape, avoidance) for antisocial behaviour
- ▲ Too much physical “punishment”
- ▲ The “coercion cycle”
- ▲ In late childhood and adolescence association with deviant peer groups

**For the child/young person the behaviour is rationale**

# A dual and complementary focus

Severe and challenging & low level disruptive (positive learning environments)

Both issues impact on learning, student well being and teacher satisfaction

A continuum of approaches

preventative, early intervention and early identification, responsive to urgent and serious, ongoing and intensive for some, universal to targeted





# Some implications

## **A shift in Special Education and Ministry**

practitioner accreditation, support to NGOs IY parent provision, IY teacher provision, whole school programmes, working with RTLB, centre for effective practice, urgent response, “early high and complex needs”, early indicators work, across school initiatives, regulation/legislative changes, develop the funding plan, acknowledge the difficulties for schools and teachers

## **A shift in RTLB**

practitioner accreditation, IY teacher provision (and other evidence based programmes), whole school programmes, working with GSE practitioners, early support in response to early indicators (Year 1 focus), greater focus on behaviour leading to learning

# Some implications cont'd


## **A shift in other agencies**

Joined up response for “early high and complex/wrap around”, CYF children in care school transition/education plan, research partnership with universities “centre for effective practice”, initial teacher training/teacher education, Werry Centre/health/education IY governance, MSD funding for evidence based parent programmes, B4 school check implementation

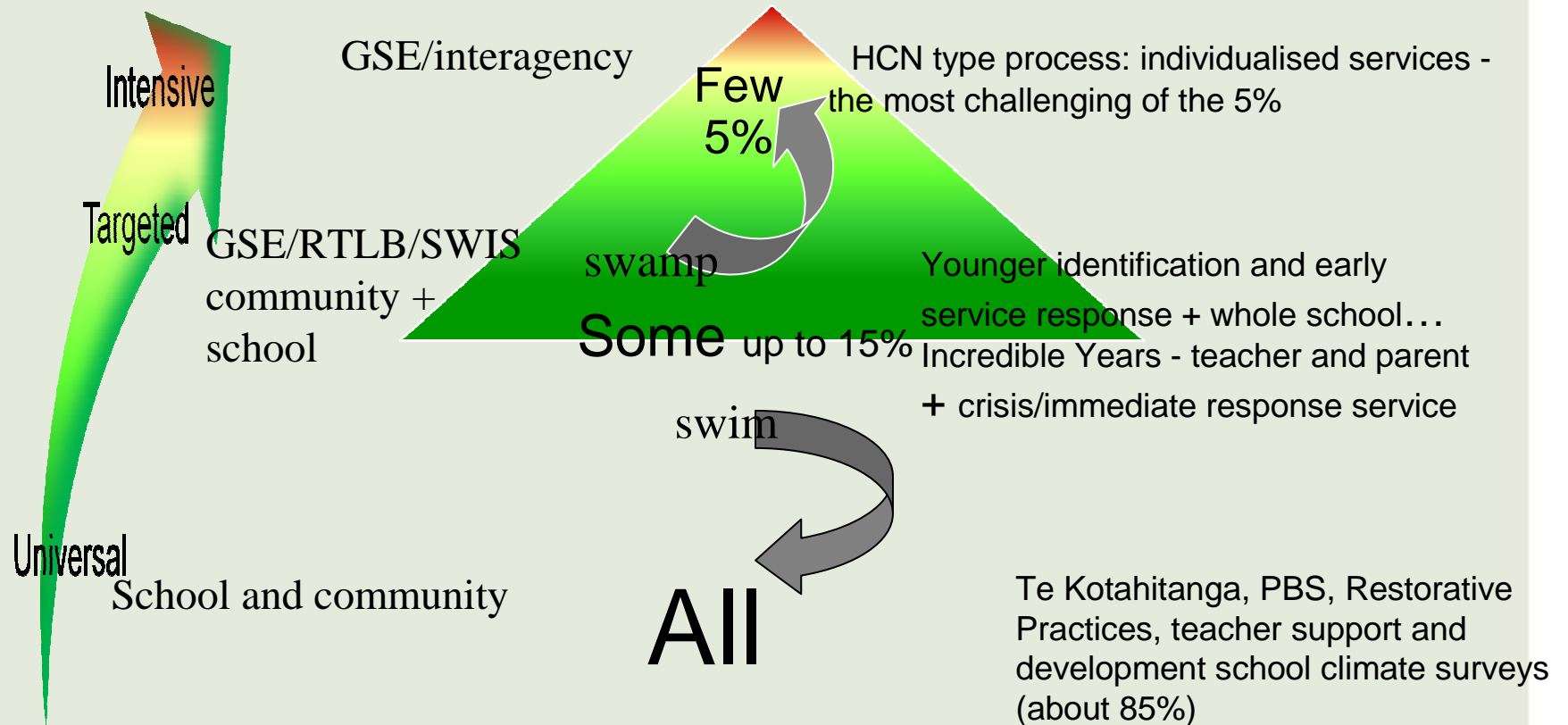
## **For schools/EC**

Focus on beginning years, support for new roles of others, commitment to knowing the evidence, behaviour as a learning issue, it is our role, taking the opportunities of new forms of support, commitment to medium/long term, this is part of our business, know what's happening in our school (data based approaches)

Linking themes, age cohorts, approaches and programmes

Taumata Themes	3-8 years	8-13 years	13+ years	Programmes
<b>Prevention</b>	Evidence Based Whole School Programmes		PBS/EBS Te Kotahitanga Restorative Practices <i>RTL/GSE/School support contracts</i> School Climate Surveys	
<b>Early Identification and Early Intervention</b>	B4 School Checks Parent and Teacher Focus Beginning School Years Focus <i>Individualised Services GSE and RTL</i>			
<b>Crisis Response</b>	GSE “rapid response service” and link to “Interim Response Fund”		Skilled practitioner focus and two day response	
<b>Intensive Services</b>		<i>RTL and GSE individualised services</i>		
<b>Improved Systems Response and Infrastructure</b>	Teacher Support and Development; Principal Support and Development; “Effective Practice and Implementation Team”; Legislation and Regulation; Realigned RTL and GSE and SWIS; Interagency – strategy (national and local) and practice		Initial Teacher Education standards; Suspension regulations (ages 5- 11?); Effective implementation, developing and maintaining the evidence base for effective practice; Education Plans for kids in CYFs “Care and Protection”  MINISTRY OF EDUCATION Te Tāhuhu o te Mātauranga	

## The continuum of need and the continuum of response



Centre for effective practice/implementation and continuous improvement

# Comment

It wasn't the Bullying Summit, it wasn't the Violence Summit  
(although it didn't necessarily exclude these as issues)

It was about:

- the most challenging students  
(the 5% - 10%)

and

- improved learning contexts for all learners

Effective responses to both issues complement and support each other and  
improve educational achievement