

We are gradually building our systems to provide support to the various elements of the Action Plan – planning our budget for the next financial year, recruiting and selecting permanent members of our team and developing smooth processes for payments to schools. All this, while we deliver evidence-based programmes, interventions and individualised services.

What has become increasingly obvious and what the research tells us is that traditional professional development (training without follow-up to support implementation) results in a 5-10 per cent success rate in implementing the strategies learnt. With follow-up, that number can rise to 75-90 per cent.

Diana Shepherd, Programme Manager

Positive behaviour for learning – parents and teachers

We interviewed Carolyn Webster-Stratton, the founder of Incredible Years, when she visited here last month. Here's what she had to say about making cultural enhancements to the programme.

- Cultural enhancements are embedded into the way the programme is delivered, ie:
 - group leaders are sensitive to the people in their group and respect and value the cultural heritage and language of participants
 - we provide group leaders with a road map – they know where they're going and we have a highway to get there. But as we travel that road, we take side-trips as things come up – this can be the cultural element, and you can always come back to your map
 - the programme is set up to be collaborative – this values the heritage of all the families in the room because:
 - parents themselves are telling group leaders what their goals are and what they want to accomplish with their children
 - parents make the decision about what those values are that they want to encourage in their children.
- We use putting coins into a piggy bank as a metaphor for investing in our children. A different metaphor might work with different groups. For example, Native Americans are involved with the land so we talk about planting and fertilising seeds and as they grow, they need pruning. You could use the kete metaphor with Māori. ■

RECENT EVENTS/EVENTS COMING UP

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| June | Incredible Years Teacher programmes Palmerston North |
| May 20 May 31 June | Incredible Years Parent programmes Henderson Lower Hutt Palmerston North, Whanganui, Paraparaumu |
| Term 3 | Nelson, Blenheim, Kaikoura |
| June 2, 3, 4 July 6, 7, 8 | Incredible Years Parent group leader training Hamilton (full) Wellington (limited places available) |
| May 3 | School-wide introductory forums Schools from Hawkes Bay were invited to the Napier office to check out School-Wide |
| May 12 | Manukau (representatives from 8 schools attended) |
| May 4,5,6 | School-Wide training Warren Dawson from Queensland, with support from Shelley and Wayne, trained four Greymouth schools |
| May 19 June 2 June 9 | Taumata Iti Auckland Christchurch Greymouth |

Positive behaviour for learning – crisis response

Grant Malins provides a brief breakdown of the Auckland Behaviour Crisis Response Service so far. (As of 14 May)

- We have received 40 requests for service since 2 February 2010
 - twelve of these students were under eight years old
 - nine of the students had a history with our Severe Behaviour Service
 - twenty five requests for service involved assaults, three involved sexualized behaviour, six involved serious episodes of self harm or suicidal behaviours. All involved compliance issues, aggression (verbal and physical).
- All requests were responded to via a phone call immediately.
- We determined that four requests didn't require a visit to assess or intervene.
- In the other 30 cases, we had a team member in the school that same day
 - using the Access Guidelines they were all eligible for the Behaviour Crisis Response Service
 - twenty eight referrals became ongoing Severe Behaviour Service cases.

All of the schools responded extremely positively to the service, particularly the swift response, quality and practicality of the interventions offered and the collaborative nature of the assessment and planning processes.

We're currently developing an evaluation tool with Massey University to gather data and improve the service.

And the response from one school principal ...

Thank you so much for 'giving' us [one of your staff] – she is wonderful! We were really impressed with her knowledge, commitment, caring, sense of perspective, practical ideas and generosity with her time yesterday. Thank you three times....

Today we met CYFS and with a combined approach we think that we can move a few mountains, or at least a few wee bumps! ■

Getting it right for Māori

- We're currently consulting on a draft *Cultural Enhancement Framework*. This can be used by people delivering western programmes to ensure that the programmes are culturally appropriate and responsive for use with Māori.

The framework is based on twelve key components that have been identified from the research as underpinning kaupapa Māori programmes. The framework sets out overarching principles, reflective questions and indicator statements so that programme facilitators can pre-plan for, monitor and evaluate cultural enhancements.

- We're currently asking for proposals from accredited researchers to evaluate the outcomes of Māori-for-Māori (kaupapa Māori) programmes.

Intensive Wrap-Around Service

- We have agreed plans in place for 36 students, 24 of them in Auckland schools. We're also preparing plans for another 20 students.
- We're using temporary staff to manage the intensive wrap-around services at the moment but will be making staffing appointments over the next few months.
- We'll be discussing the work of the intensive services with the residential behaviour schools, seeking opportunities to collaborate and have a joined up approach.
- We'll also be looking at introducing outcome monitoring for all students who receive this service.
- We'll be progressively introducing new well-evidenced intervention services for these students from providers in the private sector as well as from the Ministry.

