



summary of initiatives

POSITIVE BEHAVIOUR FOR LEARNING – PARENTS

Up to 12,000 parents will participate in these programmes by 2014.

Expanding on the Incredible Years parenting programme, *Positive Behaviour for Learning – Parents* reduces challenging behaviours in children aged three to eight years, and increases their social and self-control skills. Parents are the key to the success of the programme.

Evidence shows that programmes such as this have turned around the behaviours of up to 80 percent of the children of participating parents. *Positive Behaviour for Learning – Parents* gives parents strategies to manage behaviours such as aggressiveness, ongoing tantrums, and acting out behaviour such as swearing, whining, yelling, hitting and kicking, answering back, and refusing to follow rules.

It is estimated that around five percent of children in New Zealand have severe behaviour difficulties (are on what is clinically called an ‘anti-social pathway’).

Through using a range of strategies, parents can help children regulate their emotions and improve their social skills so that they can get along better with peers and adults, and do better academically. It can also mean a more enjoyable family life.

Parents will be referred to this programme on the basis of an assessment of their child as part of the B4 School Checks or through agencies such as Child, Youth and Family. This programme will also support self referrals.

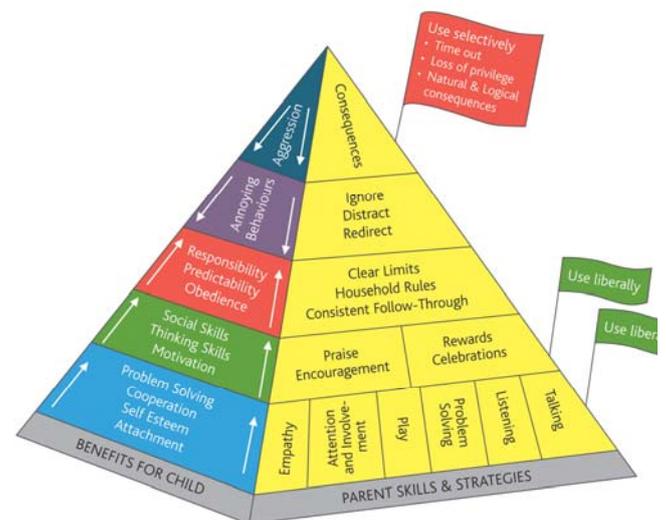
HOW IT WORKS

Parents meet as a group, with two trained facilitators and are given opportunities to collectively and individually develop new strategies for managing their children. The facilitators also work with parents and children in the home environment.

The course uses role plays, videos showing various behaviours and strategies, homework, setting personal goals, and feedback. Parents are given handouts, activities to practice at home, and reminder notes to put on their refrigerator.

Topics covered include:

- how to play/spend special time together
- praising and rewarding children
- communicating positively
- setting limits
- dealing with disobedience, selectively using distractions, ignoring, time out and other penalties
- helping children to problem-solve.



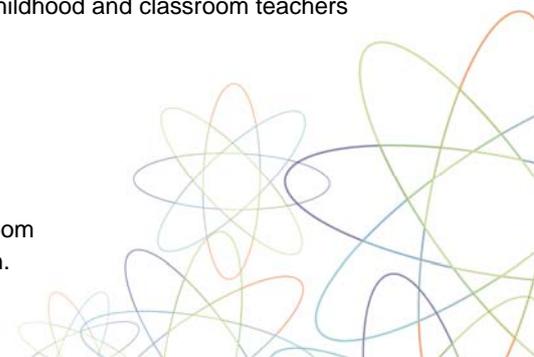
Parenting Pyramid – The Incredible Years.

POSITIVE BEHAVIOUR FOR LEARNING – TEACHERS

Training in this programme will be delivered to up to 5,000 teachers by 2014.

Expanding on the Incredible Years teacher programme, this programme is for early childhood and classroom teachers of children aged from three to eight years. It focuses on:

- strengthening classroom management skills
- social, academic and emotional coaching with children
- developing positive relationships
- effective use of student and classroom strategies
- collaborating with parents
- teaching social skills, anger management and problem-solving in the classroom
- reducing classroom aggression, conflict and acting out behaviour by children.



The programme is delivered through a series of workshops over six months, with a follow-up refresher. The impact includes decreased levels of classroom aggression, increased teacher capability and confidence, a greater positive climate for learning in the classroom, improved management of difficult and challenging behaviour, improved overall behaviour, greater engagement in the classroom and improved learning.

It is hoped that teacher training providers will adopt this programme as a core element of initial teacher education.

POSITIVE BEHAVIOUR FOR LEARNING – SCHOOL-WIDE

This programme is being targeted at 400 schools, with priority given secondary and intermediate schools in low decile communities who identify student behaviour as a major challenge.

School-wide positive behaviour support is being targeted at intermediate and secondary schools and is for all students. It aims to improve academic success by allowing more time for teaching because the frequency and intensity of discipline problems are reduced.

This initiative is based on a team approach for creating and sustaining safe and effective schools. It focuses on preventing problem behaviour, developing social skills, reinforcing desired behaviour, consistent management of inappropriate behaviour and using data-based assessment and problem-solving to address concerns.

This is a three to five year process which includes training for school leadership and school team coaches. There is ongoing support. At the end of the programme teachers can:

- define specific inappropriate behaviours
- analyse the behaviour
- specify and support replacement behaviour.

Multiple studies of this approach have shown a sustained drop in disciplinary referrals and suspensions, increased instructional time, a positive increase in the learning climate, with corresponding improvements in literacy and numeracy.

POSITIVE BEHAVIOUR FOR LEARNING – BEHAVIOUR CRISIS RESPONSE

A Behaviour Crisis Response Service delivered by Special Education will be piloted and evaluated in 2010. Experienced and skilled specialists will be available to support schools to manage the most extreme behaviour incidents. This includes putting a plan in place immediately to support teachers and students.

Following an extreme event, the service will work to:

- stabilise the school
- make sure everyone is safe
- prevent further deterioration of the situation
- put an immediate plan in place which will link to an effective and sustained behaviour plan
- link to other resources and support. This includes the Interim Response Fund which was doubled in the 2009 Budget to \$20 million over the five years of the plan, or referral of a student to a comprehensive intervention through the Severe Behaviour Service. The Severe Behaviour Service (operated through the Ministry of Education) currently supports between 4,000 and 5,000 students annually.

POSITIVE BEHAVIOUR FOR LEARNING – INTENSIVE WRAP-AROUND SERVICE

In addition to these initiatives an Intensive Wrap-Around Service will be established to target the most complex and challenging students. Once fully operational it is expected that up to 100 students will be supported every year. The national service will be delivered by a team of skilled specialists. A pilot will be trialled in South Auckland and Waikato in 2010.

POSITIVE BEHAVIOUR FOR LEARNING – EVALUATION FRAMEWORK

Each of the five actions within Positive Behaviour for Learning will be evaluated in terms of their immediate and medium term impacts in reducing problem behaviour and improving learning outcomes.





impact of positive behaviour for learning action plan 2010-2014

- 12,000** *parents* will have taken part in the Incredible Years programme for three to eight year-olds. They will have learnt skills such as how to reward good behaviour, set boundaries and discipline children. This is targeting the parents of the five per cent of children with the most difficulties.
- 5,000** *early childhood and school teachers and Resource Teachers Learning and Behaviour (RTLB)* will have taken part in the Incredible Years programme for teachers. They will be confident in managing students and the classroom environment, and supporting children's social and emotional development.
- 500** *students with ongoing extreme behaviour* will have been supported by an intensive service working across agencies.
- 400** *schools* will be participating in the Positive Behaviour for Learning school-wide initiative. In these schools, the school leadership, culture and climate will be strengthened to address challenging and disruptive behaviour. Schools will receive support and be guided through this process by accredited trainers and coaches.
- 20,000** *students* will have been supported by Ministry of Education behaviour specialists.
- 97,000** *students* will have been supported by Resource Teachers: Learning and Behaviour, who will have received additional training in managing behaviour.

CHILDREN AND YOUNG PEOPLE... will be achieving at school, not being suspended or stood-down, will be more engaged and will transition more smoothly between settings.

PARENTS AND WHĀNAU ... will have confidence and strategies to build positive relationships with their children.

EDUCATORS ... will be confident and supported in addressing behaviour problems.

SCHOOL LEADERS AND BOARDS ... will be monitoring and improving strategies to build a positive culture and increase engagement.





key facts about student behaviour in New Zealand

LEARNING

The attainment of an upper secondary school qualification is linked to labour force status and incomes. In 2007 New Zealanders with no qualifications had an unemployment rate over 53 per cent higher than those whose highest qualification was a school qualification (OECD 2009). In 2008, 83.9 per cent of school leavers attained at least NCEA Level One.

SUSPENSIONS

There were 4,374 suspension cases in 2008, involving a total of 3,988 students. This equates to 0.6 per cent of the student population.

STAND-DOWNS

There were 20,279 stand-down cases in 2008, involving a total of 15,930 students. This equates to 2.2 per cent of the student population.

EXCLUSIONS AND EXPULSIONS

In 2008, the exclusion rate was 2.2 students per 1,000.

Continual disobedience was the main reason for exclusion and expulsion and was responsible for 40.1 per cent and 22.7 per cent of events respectively in 2008. Physical assault on other students accounted for 19.4 per cent of exclusions and 25.3 per cent of expulsions in 2008. Exclusions relating to drugs peaked at 24.4 per cent in 2001 and have dropped to 12.2 per cent in 2008. Expulsions due to drugs have decreased from 32.3 per cent in 2000 to 19.5 per cent in 2008. These three behaviours made up approximately three-quarters of all exclusions and expulsions handed out in 2008.

The proportion of exclusions for physical assault on staff has increased gradually since 2000 from 2.7 per cent to 6.3 per cent in 2008. The proportion of expulsions for physical assault on staff varies from year to year. However, this proportion has been high for the last couple of years and was 6.5 per cent in 2008.

DEFINITIONS

Suspension means the formal removal of a student from school until the board of trustees decides the outcome at a suspension meeting.

Stand-down means the formal removal of a student from school for a specified period. Stand-downs of a particular student can total no more than five school days in a term or 10 school days in a year.

Exclusion means the formal removal of a student from the school and the requirement that the student enrol elsewhere.

Expulsion means the formal removal of a student from the school.





current national support for students with behaviour issues

RESOURCE TEACHERS: LEARNING AND BEHAVIOUR (RTLTB)

RTLTB provide itinerant specialist support to students and their teachers, in order to improve the educational outcomes for students who are five to 15 years of age with moderate learning or behaviour difficulties.

BEHAVIOUR SUPPORT SERVICE

This service provides advice and specialist support for children and young people with the most severe behaviour difficulties. Services are also provided for their early childhood education centres, schools and families. Support is provided by the Ministry of Education's Special Education behaviour specialists.

RESIDENTIAL BEHAVIOUR SCHOOLS

There are residential schools who enrol students who are 8 -13 years of age. Students attending these schools have severe and challenging behaviour difficulties and their local school is unable to adequately meet their needs.

HIGH AND COMPLEX NEEDS

The needs of some children and young people are so complicated that they cannot be met by just one health, education or social service agency. The High and Complex Needs Interagency Strategy is funded by the Ministries of Health, Education and Child Youth and Family Services. The Strategy promotes collaboration and is about working together across agencies to develop a comprehensive set of supports and interventions to improve outcomes for children and young people with high and complex needs.

INTERIM RESPONSE FUND

Schools can access the Interim Response Fund if a student at their school has challenging behaviour which has reached crisis point. They can use the fund to stabilise the situation and meet the student's immediate needs while a comprehensive intervention plan is designed.

SOCIAL WORKERS IN SCHOOLS

Social workers are based in clusters of decile 1-3 primary schools. Social workers are independent of schools. They work with families to eliminate violence in the home, establish good family routines for children and improve family problem-solving and communication. Services are non-statutory and voluntary.

STRENGTHENING FAMILIES

Strengthening Families provides coordinated support for families who are working with more than one Government agency. Everyone works together to develop joint solutions to family issues. The family or school staff can make a referral to the Strengthening Families programme. A plan is made that sets out what each agency is going to do. One agency worker is selected to oversee the plan and to make sure the family is kept informed of progress.

YOUTH OFFENDING STRATEGY (YOS)

The Youth Offending Strategy (YOS) aims to prevent and reduce offending and re-offending by the small group of children and young people who frequently commit offences and may be attending school irregularly or be suspended or expelled. The initiative utilises the existing Family Group Conference (FGC) system.

