

# *Positive Behaviour for Learning*

Update 2013



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# *About Positive Behaviour for Learning*





**Positive Behaviour for Learning (PB4L)** programmes and initiatives help parents, teachers and schools address problem behaviour, improve children's wellbeing and increase educational achievement.

The Ministry of Education provides PB4L programmes in partnership with community non-governmental organisations (NGOs), early childhood education providers and Resource Teachers: Learning and Behaviour (RTLBs).

#### BACKGROUND

PB4L originated from the Taumata Whanonga behaviour summit in 2009. At the summit, delegates from across the education sector chose a small number of evidence-based initiatives to be implemented. These included *PB4L School-Wide*, *Incredible Years Teacher* and *Parent* programmes and *Restorative Practice*.

A commitment was made to support programmes developed by Māori for Māori. The two PB4L Kaupapa Māori initiatives are *Huakina Mai* and *Te Mana Tikitiki*.

The Prime Minister's Youth Mental Health Project provided funding for two new PB4L initiatives; the *My FRIENDS Youth* resilience programme and the *Check & Connect* mentoring programme, and more funding for *School-Wide*.

The *Intensive Wraparound Service*, which supports students with highly complex behaviour and learning needs, and the *Behaviour Crisis Response* service, which provides immediate support for schools in crisis situations, are also part of PB4L.

Two PB4L web tools support schools. The *Wellbeing@School* website contains surveys, reporting tools and strategies to help schools create safe, caring climates that deter bullying. *PB4L Online* provides educators with practical ideas and tips to encourage positive behaviour and respond to challenging behaviour.

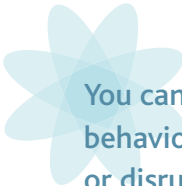
#### PRINCIPLES

PB4L is based on a number of principles:

- Positive behaviour is a prerequisite to improving the engagement and achievement of our children and young people.
- Positive behaviour can be learnt and difficult and disruptive behaviour can be unlearned.
- Individual children are not a 'problem' – we need to change the environment around them to support positive behaviour.
- Punishing and isolating children doesn't bring about long-term and sustainable changes in behaviour.
- We need to concentrate on a small number of evidence-based programmes and frameworks that we know work.
- There are no quick fixes. Behaviour change takes time.

#### FUNDING

The funding for PB4L came from a reprioritisation of \$45 million of Ministry of Education funding (2010 – 2014). The Government provided a further \$15 million in the 2009 and 2012 Budgets, \$63.6 million in the 2013 Budget and \$15.7 million through the Youth Mental Health Project.



**You cannot separate learning from behaviour. If children are misbehaving or disruptive in class, then they're not learning and achieving.**

## PEOPLE

The following representatives of the education sector are stewards for PB4L:

- New Zealand Educational Institute (NZEI)
- New Zealand Principals' Federation (NZPF)
- Post Primary Teachers' Association (PPTA)
- Early Childhood Council
- Alternative Education
- Secondary Principals' Association of New Zealand (SPANZ)
- New Zealand School Trustees Association (NZSTA)
- New Zealand Association of Intermediate and Middle Schools (NZAIMS)
- Ministry of Education.

*"Partnership with the sector in programme development, particularly with the teacher unions and representative groups, produces the best result for students."*

Angela Roberts, PPTA President 2013

The Ministry of Education, on behalf of the Government, is leading the delivery of PB4L.

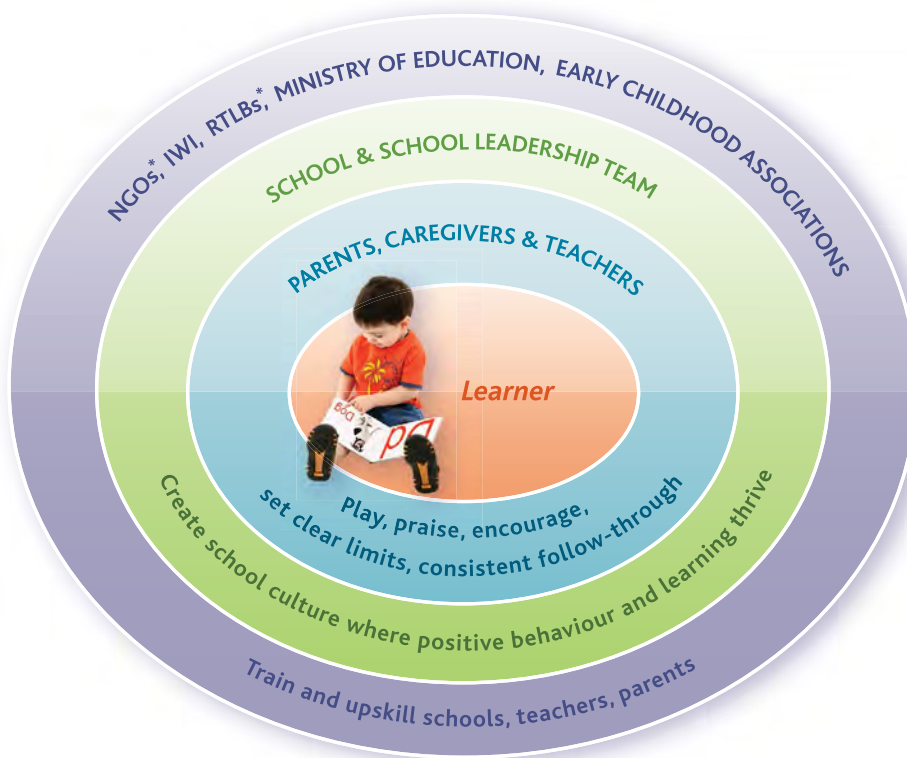
The Ministry of Education worked closely with the Ministry of Social Development (Child Youth and Family Service), Ministry of Justice, Ministry of Health, and the New Zealand Police to design and develop some of the PB4L initiatives, including *Incredible Years Parent*, the *Intensive Wraparound Service*, *Check & Connect* and *Restorative Practice*.

## EVALUATION

The Ministry has developed a plan to evaluate the impact of PB4L.




In 2013, the New Zealand Council of Education Research (NZCER) began evaluations of the *Incredible Years Teacher*, *Check & Connect* and *My FRIENDS Youth* programmes, *PB4L School-Wide* and the *Intensive Wraparound Service*.

Evaluations are part of the new initiatives being trialled.



\*NGOs – non-governmental organisations    \*RTLBS – resource teachers: learning & behaviour

## SUMMARY OF POSITIVE BEHAVIOUR FOR LEARNING INITIATIVES

PROGRAMMES / INITIATIVES / SERVICES	TYPE OF INTERVENTION	
<ul style="list-style-type: none"> <li>• Intensive Wraparound Service</li> <li>• Behaviour Crisis Response Service</li> </ul>	 Individual <i>(high risk)</i>	School-Wide and Restorative Practice cross all levels of support
<ul style="list-style-type: none"> <li>• <i>Incredible Years Parent</i> programme</li> <li>• <i>Incredible Years Teacher</i> programme</li> <li>• <i>Check &amp; Connect</i> programme*</li> <li>• <i>Te Mana Tikitiki</i></li> </ul>	 Targeted and preventative <i>(at risk)</i>	
<ul style="list-style-type: none"> <li>• <i>School-Wide</i> framework*</li> <li>• <i>Restorative Practice</i></li> <li>• <i>Huakina Mai</i></li> <li>• <i>Wellbeing@School</i> toolkit</li> <li>• <i>MY FRIENDS Youth</i> programme*</li> <li>• <i>PB4LOnline</i> website</li> </ul>	 Whole school and preventative	

\*Part of the Prime Minister's Youth Mental Health Project

## WHY IT MATTERS

PB4L initiatives support students to improve their behaviour, resilience and wellbeing. They help to create more positive home and school environments and deter bullying. By removing barriers to engagement, we improve students' chances to achieve at school and beyond.

### THE BEHAVIOUR PICTURE

In 2009, teachers, principals, early childhood education managers and parents told us that behaviour among New Zealand children and young people was getting worse. Disruptive behaviour takes a serious toll on the child, their peers, their early childhood educators, their teachers, their school, their parents and their families. It also affects student learning and achievement.

- Most teachers will experience some form of disruptive behaviour in their service or school. Incidents may be temporary and passing. Some may be an expression of emotional developments that we expect to see, such as teenage boundary-testing or testing new behaviours.
- More serious behaviours may include fighting, vandalism or substance abuse. The Gluckman Report released in 2011 estimates there will be in excess of 40,000 children and adolescents with significant levels of conduct problems.<sup>1</sup>

Left unchecked, disruptive anti-social and violent behaviour can have serious social and economic implications.



### YOUTH WELLBEING

Adolescence is a time of rapid development for young people as they move from childhood dependence towards adult independence. Young people in New Zealand are on the whole resilient, adaptable and doing well. However, an increasing number of young people are experiencing mental health problems.

Research shows that:

- one in five young people will be affected by anxiety or depression by the age of 18 years
- Māori are more likely than non-Māori to be affected
- anxiety and depression are the most expensive illnesses faced by society
- our youth suicide rates are among the highest in the world.

Without help, mild mental health problems can become chronic with life-long costs,

both for the individual and for society.

Undiagnosed mental health problems at a young age often have detrimental effects leading to poor performance at school, early school leaving and adverse impacts on working life.

Findings from the Youth 12 survey<sup>2</sup> show significant improvements in the health and wellbeing of New Zealand secondary school students over the past 11 years. However, a significant number of students surveyed were being bullied and a significant number reported depressive symptoms.

The Prime Minister's Youth Mental Health Project is designed to help young people who have, or may develop, mild to moderate mental health issues.

Three PB4L initiatives are part of the project: *PB4L School-Wide*, *My FRIENDS Youth* and *Check & Connect*.

<sup>1</sup> Gluckman, P (May 2011). *Improving the transition: reducing social and psychological morbidity during adolescence (p61)* – A report from the Prime Minister's chief science advisor, May 2011.

<sup>2</sup> Clark, T. C., Fleming, T., Bullen, P., Denny, S., Crengle, S., Dyson, B., Fortune, S., Lucassen, M., Peiris-John, R., Robinson, E., Rossen, F., Sheridan, J., Teevale, T., Utter, J. (2013). *Youth'12 Overview: The health and wellbeing of New Zealand secondary school students in 2012*. Auckland, New Zealand: The University of Auckland



## CONTRIBUTION TO BETTER PUBLIC SERVICES

In 2012, the Government set the public sector a number of challenges to achieve over the next five years. PB4L contributes to meeting these challenges.

### SUPPORTING VULNERABLE CHILDREN

Supporting parents and teachers of young children experiencing behaviour challenges will contribute to increased participation of children in early childhood education.

Involving parents in the *Incredible Years – Parent* programme can contribute to reducing the number of assaults on children.

### BOOSTING SKILLS AND EMPLOYMENT

Through *PB4L School-Wide*, *Restorative Practice*, *Check & Connect* and *My FRIENDS Youth*, we eliminate barriers to children and young people engaging and learning. Children who are supported to behave positively will have improved wellbeing, stay on at school and complete qualifications.

### REDUCING CRIME

If we act early to increase children's social and emotional skills, we can curb aggressive behaviours, and decrease disobedience and other problems before they develop into permanent patterns. Left unchecked these difficulties put those children at greater risk in adulthood of unemployment, mental health problems, substance abuse, early pregnancy/early fatherhood, criminal offending, multiple arrests and imprisonment, higher rates of domestic violence and shortened life expectancy.





## GETTING IT RIGHT FOR MĀORI

Māori enjoying education success as Māori means having an education system that provides all Māori students with the opportunity to realise their own unique potential and succeed in their lives as Māori.

Māori students are an important focus of PB4L.

- The programmes and frameworks being supported through the plan give priority to parents and teachers of Māori children and schools that have a higher number of Māori students.
- Nationwide, 37.5% of the parents who attended *Incredible Years Parent* programmes identified their child as Māori.
- A number of iwi-based organisations have been contracted to deliver *Incredible Years Parent* programmes to Māori parents.

- Cultural enhancements are embedded into the *Incredible Years* programmes through their collaborative and parent-teacher-centric approach. This approach values and responds to the heritage and tikanga of those attending. The Ministry will continue to enhance these programmes to ensure they work for Māori.

In addition to culturally enhancing existing programmes, *Positive Behaviour for Learning* will contribute to the New Zealand evidence base through supporting and evaluating programmes developed by Māori.

The following two Kaupapa Māori programmes are being trialled:

1. *Huakina Mai* – combines whole-school and restorative practices approaches with a Kaupapa Māori world view.
2. *Te Mana Tikitiki* – uses te reo and tikanga to provide a culture-rich medium to nurture mana in students.



Both initiatives involve building partnerships with whānau and iwi.

The Ministry has developed cultural enhancement frameworks to be responsive to a range of Māori-specific issues.

The frameworks acknowledge and are responsive to the three principles inherent in the Treaty of Waitangi.

*"A strong component of Incredible Years Parents is whakawhanaungatanga and how we build relationships within our group, our families and our community. It is pleasing to see that our Māori whānau embrace Incredible Years even though they can initially get hung up on the idea that the programme is American. Credit to group leaders who are able to take down the barriers around this. I personally like to emphasize to our Māori participants that pre-European parenting practices of Māori were actually very similar to (practices encouraged in) Incredible Years Parents."*

*"Feedback from parents is always positive and their confidence around parenting is greatly improved. IYP not only creates a positive environment for the participants but continues to support and nurture my own positive parenting practices."*

**Naomi Austen-Reid, Accredited Group Leader, Te Runanga O Te Rarawa**

*"The Whānau Ora – Whānau Rangatira outcomes that our Trust is guided by accentuates whānau-centric philosophy in practice. Incredible Years is part of our holistic path of wellbeing for whānau."*

**Tania Siteine, General Manager,  
Whānau Whanui, Ngati Hine  
Health Trust**

# 2013 *Highlights*



## ADDITIONAL BUDGET INJECTION

In 2013, the Government announced further funding of \$63.6m for PB4L programmes and initiatives.

Over the next four years, this investment will enable:

- 200 more primary and intermediate schools to adopt *PB4L School-Wide*
- 8000 parents/caregivers to participate in *Incredible Years Parent* programmes
- 6,000 teachers to participate in *Incredible Years Teacher* programmes
- 200 secondary schools to implement *Restorative Practice*.

This certainty in funding means the Ministry of Education can build a strong, capable workforce to ensure the programmes reach our target communities. It will contribute to improved monitoring and evaluation processes to measure the impact of PB4L.

## PB4L SCHOOL-WIDE CONFERENCE

Following the success of the inaugural *PB4L School-Wide* conference in September 2012, it has become an annual event.

Over 500 teachers and leaders from *School-Wide* schools attended the 2013 conference in Rotorua. The conference included presentations and workshops from international experts on the implementation of School-Wide and the systems, practices and data that make up School-Wide. New Zealand schools also shared their experiences.



*Kaitao Middle School Kapa Haka group perform at the 2013 PB4L School-Wide Conference*



*Incredible Years peer coaches at a training session in Wellington*

## INCREDIBLE YEARS ACCREDITATION MILESTONES

The Ministry of Education encourages leaders of the Incredible Years programmes to attain international accreditation. To help develop best practice in New Zealand, the Ministry offers training to group leaders and subsequent professional development so they can achieve group leader accreditation. Some choose to train as a peer coach. A few accredited peer coaches are invited to enter the mentor-in-training process.

There are now approximately 13 accredited peer coaches nationwide.

In 2013, two accredited Parent and two accredited Teacher Peer Coaches were invited to embark on the mentor-in-training process. Internationally, there are very few people who reach this standard.

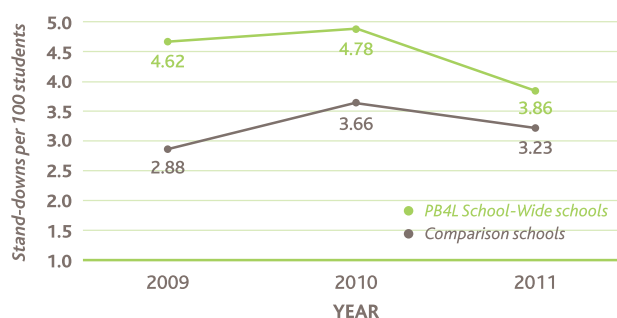


## RESULTS

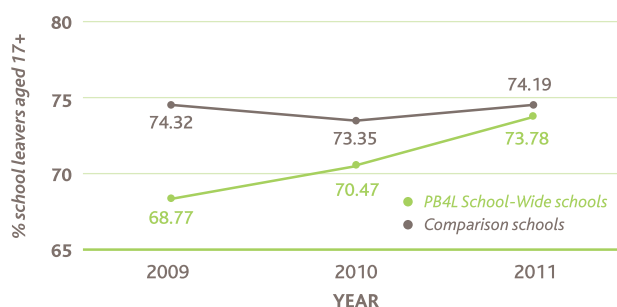
Although *School-Wide* is relatively new in New Zealand, early indications show that participating schools are experiencing improvements in student retention and NCEA level 1 achievement rates, and decreasing stand-down rates.

An evaluation of schools that started *PB4L School-Wide* in 2010 showed that since 2009, stand-down rates in the schools decreased and the gap in stand-down rates between those schools and comparison schools closed. The number of students staying on at school increased significantly in the *School-Wide* schools and NCEA Level 1 achievement rates in those schools improved significantly.<sup>3</sup>

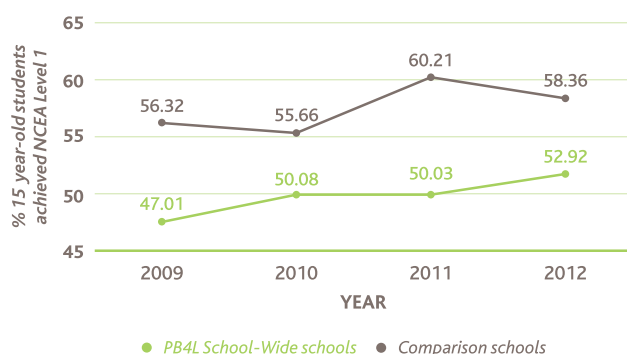
**Stand-down rates for PB4L School-Wide schools and comparison schools**



**Retention rates for PB4L School-Wide and comparison schools**



**NCEA Level 1 achievement rates for PB4L School-Wide schools and comparison schools**



## INCREDIBLE YEARS PARENT EVALUATION

An evaluation of the *Incredible Years Parent* programme, which originates from the United States, showed that the programme is effective in a New Zealand setting.

The evaluation showed:

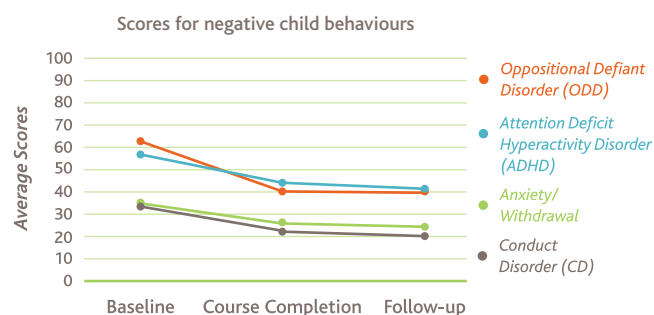
- Clear evidence of positive behaviour change in children and parents in the majority of participants.
- In most cases the improved behaviour was sustained until the 6 month follow up.
- Benefits for Māori and non-Māori parents were broadly similar.

The findings were similar to the strong international evidence that backs the programme.

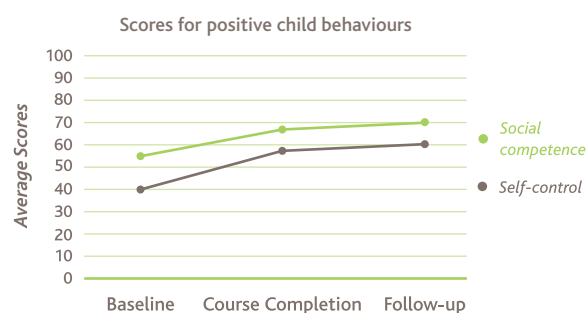
The evaluation<sup>4</sup>, led by the Ministry of Social Development, was a successful example of collaboration between the Ministries of Education, Health and Social Development and academic experts.

The findings will inform further development and provision of Incredible Years programmes in New Zealand.

**Changes in child behaviours before and after the Incredible Years Parent programme and at six-month follow-up**



**Changes in family relationships before and after the Incredible Years Parent programme and at six-month follow-up**



<sup>3</sup> Impact Evaluation, PB4L School-Wide Indicator Report September 2013

<sup>4</sup> Sturrock F., Gray D. (2013) Incredible Years Pilot Study Evaluation

# *Programmes and initiatives*



## PB4L SCHOOL-WIDE

*PB4L School-Wide* is made up of practices and systems that help schools create positive learning and teaching environments. Based on international evidence, it looks at behaviour and learning from a whole-of-school as well as an individual child perspective.

*School-Wide* takes the approach that opportunities for learning and achievement increase if:

- the school environment is positive and supportive
- expectations are consistently clear
- students are taught desired behaviours
- students are consistently acknowledged for desired behaviours
- students are responded to fairly and equitably.

Using data to inform decision making is a critical part of *School-Wide*.

International evidence shows that when *School-Wide* is implemented in an effective way over 3 to 5 years:

- incidents of problem behaviour in the school decline
- the behaviour of students improves
- teachers spend more time teaching
- students are more engaged and are achieving.

There are now 408 School-Wide schools in New Zealand. More than 800 schools will have access to School-Wide by 2017. Priority is given to secondary schools, low-decile schools and schools with high numbers of Māori and Pasifika students on their roll.

## HOW SCHOOL-WIDE WORKS

The school sets up a *School-Wide* team that includes representatives from across the school, and ideally a member of the Board.

A *School-Wide* practitioner from the Ministry of Education trains the team in the content and processes of *School-Wide*.

The practitioner helps the school:

- gather information about behaviour
- identify and set behaviour expectations
- teach behaviour in the same manner as other curriculum subjects
- establish systems to recognise and acknowledge behaviours the school would like to see
- establish systems to respond to unwanted behaviour.

There will be groups of students or individual students for whom the above approach will still not be enough. Tiers 2 and 3 of *PB4L School-Wide* look at increasing the levels of support for these students and their teachers.

Of the schools that began *PB4L School-Wide* in 2010, 32 are now moving into Tier 2 training.

*PB4L School-Wide* is a framework - schools are able to adapt it to meet the specific needs of their students and local communities. As a consequence, *School-Wide* is developing a real New Zealand flavour.

## EXAMPLES OF PB4L SCHOOL-WIDE IN ACTION



Wanganui High School



Melville Intermediate



## CASE STUDY

### *Creating a respectful environment at Naenae Primary*

For Naenae Primary, a Decile 1 school in Lower Hutt, embarking on the *Positive Behaviour for Learning (PB4L) School-Wide* journey has transformed students, staff and even the school grounds.

Naenae Primary has 150 students between Years 1 and 6. It has a high number of Māori or Pasifika students (about 80%) and those who speak English as a second language (25%). Until recently, it also had a problem with aggressive behaviour.

"We've gone from a situation where children were looking over their shoulder to see who was going to get to them next, to now, where we have very few incidences of bad behaviour," says Principal Murray Bootten.

Murray says before the school embarked on *PB4L School-Wide* training in 2010, their main behaviour issues were aggressive incidents – fighting and intimidation of staff and students.

The number of aggressive incidents at the school fell to zero in 2013 and there have been no stand downs.

"We started off by focussing on the positives. We knew we couldn't change everything at once, so we just took little steps," says Murray.

Murray says consistently teaching and acknowledging positive behaviour has improved behaviour and learning across the school markedly.

"We are now all speaking the same language, in the classroom, in the staffroom and in the playground."

*PB4L School-Wide* coach Corey White says before *PB4L School-Wide*, teachers could spend at least 15 minutes of teaching time after morning tea break dealing with behaviour incidents that arose during break



*Students at Naenae Primary enjoy one of the many activities that have been introduced at break times as part of PB4L School-Wide.*

time. Now, no teacher time is being used to deal with incidents, increasing the amount of time for instruction.

Increasing supervision at break time and introducing a range of activities for the students has had a dramatic effect on behaviour. Staff run rugby, football, ICT, dance, art and 'Craze' (hula hoops, stilts etc) activities and the library is open to students.

"One of the things our *School-Wide* team talked about was keeping children busy. By providing activities there is less likelihood they will get frustrated or angry," says Murray.

"We used to feel like the United Nations peace-keeping force going on duty. Now it's a walk in the park."

The Friendship Squad, which Murray runs, involves a group of students who ensure all children have a friend at breaks and join in games.

Murray says the preventative positive approach to behaviour that staff now take

has helped to nurture their relationships with students and parents. As students have felt more comfortable about being at school, parents have come in more often.

In the past, Murray says the school's reputation meant it was hard to find reliever teachers willing to work there. Now, however, relievers were spreading the word about how well the students behaved and learned.

There has also been a change in how *Resource Teachers for Learning and Behaviour (RTLBs)* work within the school. The RTLBs now focus solely on improving learning and raising academic achievement rather than working with staff on behaviour issues.

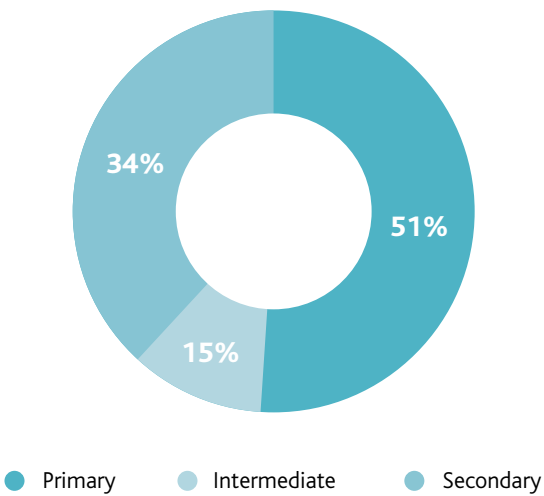
The additional pride and respect that staff, students and the wider community now have for the school grounds has been reflected in a significant reduction in vandalism and tagging.

"It's a totally different environment," says Murray.

## PB4L SCHOOL-WIDE

### PB4L SCHOOL-WIDE PARTICIPATION

Of the 408 *School-Wide* schools, just over half (51%) are primary schools. 34% are secondary schools and 15% are intermediate schools.



In 2013, 119 new schools began *PB4L School-Wide* – 39 primary schools and 81 secondary schools. Secondary schools are being prioritised due to the targets set by the Youth Mental Health Project.

#### Targets

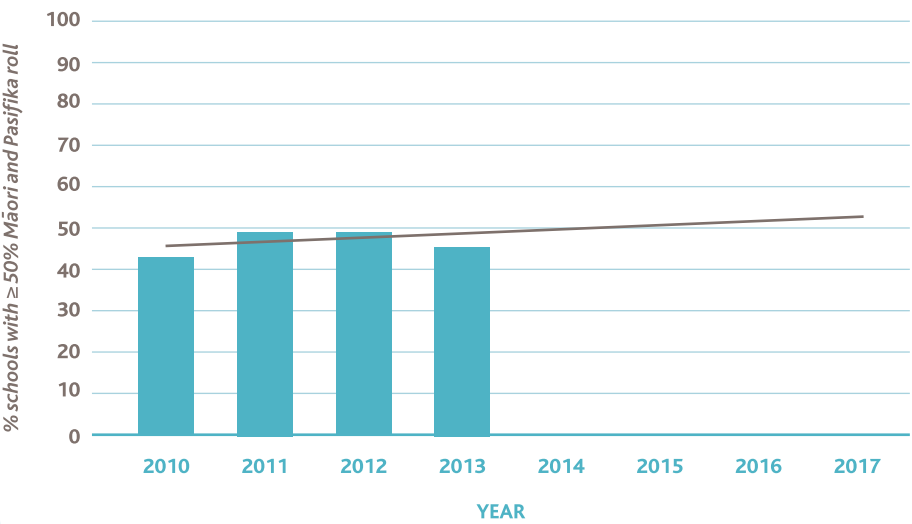


The overall retention rate for *PB4L School-Wide* remains very high. Of the schools that have started *PB4L School-Wide*, only one school has withdrawn. One school has not been retained due to closure.

### PB4L SCHOOL-WIDE SCHOOLS BY ETHNICITY

PB4L is successfully prioritising schools with relatively high (50% or more) numbers of Māori and Pasifika students.

#### *PB4L School-Wide schools with ≥50% Māori and/or Pasifika roll*



## INTENSIVE WRAPAROUND SERVICE

The *Intensive Wraparound Service (IWS)* provides support for children and young people with highly complex and challenging behaviour, social or education needs, including those with an intellectual difficulty.

The intensive support is provided through a student's local school and community and may include a period of support from a residential special school where this is needed.

The service supports children and young people to:

- learn new skills and ways of behaving
- stay at or return to their local school
- behave in a positive and social way
- enjoy a successful home and school life.

*IWS* is for children and young people where local services and support have been fully utilised and are unable to meet need. Following discussion with parents or caregivers, children and young people are referred to the Intensive Wraparound Service by:

- Ministry of Education, special education services
- *Resource Teachers: Learning and Behaviour (RTLB)* service
- *Ongoing Resourcing Scheme (ORS)* fund-holding schools, including day special schools.

Once a child has been referred, their needs are assessed by an *IWS* psychologist. The *IWS* psychologist develops an individualised plan in discussion with the child and the people who support them. This may include their parents and family/whānau, the Ministry or *RTLB* lead worker, their school staff and people from other agencies involved with the child such as Child, Youth and Family.

The plan sets out all the things that everyone will do to help a child or young person succeed. It may include:

- professional development and training for a child's classroom teacher to help the teacher learn new teaching and behaviour management strategies
- additional resources in the classroom to provide learning support for the child
- specialist support for the child and those people involved in supporting them
- the development of specific strategies that parents, family and whānau and teachers can learn to support the child
- the student spending some time in a residential special school.

Initiatives set out in the plan cover a period of up to three years.

## CASE STUDY

### *Darren's story*

Darren\* is a 10-year-old with Attention Deficit Hyperactivity Disorder (ADHD) and Autistic Spectrum Disorder (ASD). Darren was referred to the Ministry's service due to the effects of his mother's drug abuse during pregnancy, and being neglected and malnourished.

Darren was verbally and physically abusive in class, often shouting and refusing to comply with his teacher's requests. He would leave class, walk throughout the school wailing and sometimes leave the school grounds altogether. At times, he would hit and spit at his teachers and hit other students. Darren's background showed a family history of learning difficulties. His academic records showed low academic achievement and speech and language needs.

We started by developing a sound understanding of ASD among Darren's teacher, teacher's aide and specialists. Then we developed a plan with strategies for adapting the classroom and curriculum to better suit Darren.

Darren was taught new self-regulation and self-calming strategies to help him identify and manage his feelings and behaviour.

Darren's teachers and family learned new strategies for responding to Darren's anti-social behaviour and supporting his good behaviour.

Child, Youth and Family provided Darren with additional therapy to support the changes he was making.

Today Darren wants to be at school and no longer runs away. He's better able to get on with his classroom work and to work independently. Darren is successfully recognising his own emotions and is starting to recognise the emotions of others. He is becoming adept at using self-calming strategies. His teacher reports Darren is not swearing as much as he used to and is participating well in group work. He's enjoying a new BMX, donated by a local charity, and attends BMX club.

*\* Name has been changed to protect privacy*



## WELLBEING@SCHOOL

*Wellbeing@School* hosts student and staff surveys and self-review tools to help schools discover where they do well in promoting a safe and caring climate and where they could be doing better. Schools can download surveys and the website will analyse their data and provide them with a confidential report of the findings.

The report looks at aspects such as school-wide climate and practices, community partnerships, teaching and learning, and student culture. Schools can then use this report to come up with a plan to build on those things they do well and address those things that could be improved.

[www.wellbeingatschool.org.nz](http://www.wellbeingatschool.org.nz)



## INCREDIBLE YEARS TEACHER

The *Incredible Years Teacher* programme provides teachers with approaches to help turn disruptive behaviour around and create a more positive learning environment for children. The programme is for teachers of children aged 3 to 8 years.

Teachers from a school or early childhood education centre meet with colleagues from other schools or centres once a month over six months. There is also a follow-up, one-day session three months later.

The *Incredible Years Teacher* programme covers:

- building positive relationships with children
- proactively preventing behaviour problems
- using attention, encouragement and praise to turn behaviour around
- motivating children by giving them incentives
- helping children learn social skills, empathy and problem-solving
- using appropriate consequences for undesirable behaviour.

Approximately 2,500 teachers participate in the programme each year.

The programme is provided by Ministry of Education Special Education staff, Resource Teachers Learning and Behaviour (RTLBs), early childhood organisations and non-government organisations (NGOs).

*"Teachers have established a close, respectful and strong partnership with children and their families. These relationships have been strengthened through key teacher practices and strategies from the 'Incredible Years' programme that the whole teaching team have participated in."*

**ERO report, Central Kids Kindergarten Balmoral**

## CASE STUDY

### *Project Early, Aranui, Christchurch*

*Incredible Years* facilitators Sheila Russell and Lee Taylor Burt often have teachers and parents dropping into their classroom at Aranui School to ask advice.

Lee says being based at a school means they're seen as part of the community, not only by the parents and teachers who might come to the *Incredible Years* programmes, but by other agencies that refer parents to them.

"We have strong links with local nurses, lawyers, probation service, Child Youth and Family and the Ministry of Education. This means that referrals for parents to attend an *Incredible Years* programme is a simple process. We are also able to refer parents to agencies if they need to access support."

Project Early was set up as a non-government organisation in 1999 to provide early intervention behaviour programmes across the home and school setting in the Aranui area. The executive committee are made up of principals of 10 local primary schools and the local kindergarten association.

They've been based at the school since they were established, and hope to move to the new school community campus when the primary school closes in 2017.

Lee and Sheila have facilitated regular *Incredible Years Parent* programmes since 2009 and are currently facilitating two *Incredible Years Teacher* and two *Incredible Years Parent* programmes. Sheila says teachers are more comfortable referring parents to the programme having done it themselves.

"It's taken the stigma off attending a parent programme for a lot of families when they realise there is also an *Incredible Years Teacher* programme."



*Mairehau First Learners teachers Lisa Edwards-Jones (left) and Lizzie Fa'ave using puppets to teach students how to calm themselves down.*

Lisa Edwards-Jones, teacher at Mairehau First Learners preschool, says the programme made her more confident teaching.

"Before I had times I really doubted myself, especially when a child's behaviour escalated. Now I know exactly what I'm going to do and what steps and strategies I should use."

She also feels more comfortable talking to parents about their child and the strategies she is using.

"It's a positive model. That's where we want to be, that's where parents are listening. If we only tell them the negative stuff without any positive input into how we can support both them and their child, then we don't give them any hope."

Four teachers from Mairehau First Learners have completed the *Incredible Years Teacher* programme and Lisa has referred several parents to the parenting programme.

"We've had amazing success with some children that had really difficult behaviour. I want everyone here to do it."

Pip Savage, one of the parents Lisa recommended do the programme, says it was helpful to know the strategies she was learning were consistent with the approach in the preschool. Pip says it was reassuring to hear other parents on the programme describe similar behaviour that they were struggling with, including behaviours that had changed since the earthquakes.

"The leaders were such a calming influence on me personally, offering support whenever I needed it."

Sheila says the Aranui community has been hard hit by the 2010 and 2011 earthquakes.

"In the sessions we acknowledge the stress people are under, but hopefully gave them some strategies that help them remain calm and teach children resilience."

## INCREDIBLE YEARS PARENT

The *Incredible Years Parent* programme helps parents build positive relationships with their children and develop strategies to manage problem behaviour. It is for parents of children aged 3 to 8 years.

Parents come together once a week for 14 weeks and develop approaches to use at home with problem behaviours such as aggressiveness, ongoing tantrums, yelling, hitting and refusing to follow rules. Parents learn from and support each other.

The programme looks at:

- making time to play and spend time with children and letting children lead the play
- encouraging the behaviours parents would like to see, through setting clear rules and boundaries and using praise and encouragement
- selectively using consequences, such as ignoring, loss of privilege and time out.



The programme is provided by Ministry of Education, Special Education staff and by 66 non-government organisations (NGOs). 9 of the NGOs are Whānau Ora providers. Many are also providing a range of social services to families funded through the Ministry of Health or the Ministry of Social Development or other agencies.

Approximately 3,000 parents participate in the *Incredible Years* programme each year.

A recent New Zealand evaluation reinforced the strong international evidence behind IYP and showed it effectively enhanced parenting skills and reduced disruptive behaviours in children.

(See Results page 12)

*"I am a full time mama and kaitiaki (caregiver) of my whānau and household. My partner works full time and is sometimes stationed in Christchurch for work.*

*We are very fortunate to have the unconditional love and support of my mother, who attended this course with me.*

*We have had difficulty in dealing with my son's behaviour since he was two years old and while we have tried many strategies, it felt inadequate in dealing with his behaviour.*

*I now know that we lacked the skills and strategies, as well as the understanding, to parent effectively and manage undesirable behaviour. Our life has changed substantially since starting Incredible Years this year. My mother and I have learnt so much and grown so much in the past few months. My children are thriving and everything's all good."*

**Mum of children aged 7, 5 and 1.**

*"I've noticed improved communication between the parents. They are looking at options for education for their children in a more positive way."*

**Specialist teacher**



## CASE STUDY

### *Incredible Years Interpreted*

"It's been an honour and a privilege ladies," says the dad farewelling his fellow participants in this *Incredible Years* parent group, "Keep doin' it!"

Run at an Auckland school, this course includes participants from Thailand, Malaysia, Pakistan, Iran, Iraq, India, Bangladesh, South Africa, Niue, Cook Island, Sri Lanka and New Zealand.

Like many groups who do the programme, these parents have developed a camaraderie over the 14 sessions, despite the cultural diversity of the group.

Many of the participants are recent immigrants to New Zealand, and some don't speak English.



*Incredible Years Group Leaders Sherrell Prebble (left) and Parvathi Raghunathan.*

Group Leaders Sherrell Prebble and Parvathi Raghunathan adapt the sessions to allow interpreter Suliman Mahmood to translate into Arabic, Farsi and Kurdish.

Parvathi says although Muslim community leaders realised there was much need for this type of programme, they were initially reluctant to have men in groups that Muslim mothers would be part of.

"We had to be open and frank. We explained that the course was for all parents, so there would be men and women participating," she says.

Although some of the mothers were initially hesitant, as they continued to come each week their confidence grew and strong supportive relationships were developed.

The *Incredible Years* programme follows a set structure with group leaders using short videoed vignettes as examples of everyday family situations. These are used to develop a toolkit of strategies for parents to use.

Sherrell says that although the programme originates from the United States, it works with families from a wide range of cultural groups because it allows time for parents to adapt it to their own home culture, beliefs, and family goals.

With the support of an interpreter, parents can participate in group discussions, role plays/practices, and share experiences.

As with all *Incredible Years* programmes, Sherrell and Parvathi begin by building relationships with the group's families before the sessions start and continue with phone calls and support throughout the programme. They work together with parents to relate the content to their own situations and explore effective strategies the parents can use.

Like all groups that participate in the programme, families differ in size, generational make-up, and who provides the key parenting role. This group includes solo mothers, a father who recently gained custody of his son, a woman caring for her two young grandsons, a mother caring for



*Participants from the Incredible Years Parent programme.*

teenaged nephews and young children, and two-parent families.

The parents came to the programme via different routes – a Resource Teacher Learning and Behaviour (RTLb) suggested it to one, another applied online after hearing about it from a friend, several were approached by the Umma Trust and Refugees as Survivors (which provides support for refugee, migrant and Muslim families), and another was referred by the Ministry of Social Development.

But despite the differences in the group, there is much common ground when it comes to parenting.

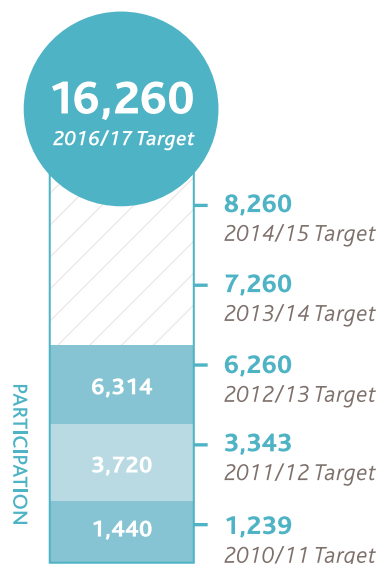
"How much screen time is healthy?" asks one, and a lively discussion ensues.

Sherrell says the members of this diverse group are gaining more than parenting skills. It has also led to education, social and health issues being identified.

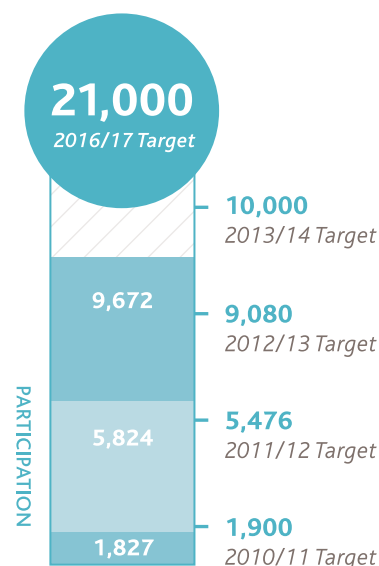
"The programme allows you to get close enough to the families for some of those issues to come out and for families to be directed to appropriate assistance for long term support and change."

## INCREDIBLE YEARS PARTICIPATION

### *Incredible Years Teacher*



### *Incredible Years Parent*



## BEHAVIOUR CRISIS RESPONSE SERVICE

The *Behaviour Crisis Response Service* provides support to schools when they need to stabilise a crisis.

A crisis will usually involve high levels of one or more of the following behaviours:

- violence and/or aggression
- intimidation and/or threat
- dangerous behaviour
- self harm
- problematic sexualised behaviour.

The service works with the school to lower the immediate levels of risk and stress associated with the incident or event.

In most regions, the *Behaviour Crisis Response Service* is part of the Ministry of Education's Behaviour Service. A dedicated team serves schools in metropolitan Auckland. Data from that team shows there has been a steady increase in demand for the service since it was introduced in 2010.

In the Auckland region there were 183 requests for support in 2012. For a quarter of these requests, advice and guidance were sufficient to stabilise the crisis. For the other requests, case workers worked with the school to develop an ongoing plan for the students involved.

### *Educational placement of students referred in 2012*

Placement	Number	Percentage
Attending the same facility	134	74.0
Attending a new facility	31	17.1
Attending kindergarten	2	1.1
Not enrolled at a facility	3 <sup>5</sup>	1.7
Insufficient information available	11	6.1
<b>TOTALS</b>	<b>181</b>	<b>100.0</b>

Of the students referred in 2012, 92.2% of students referred for this service were maintained in mainstream education (early childhood centre or school).

Retaining students at school gives them their best chance to learn and succeed.

<sup>5</sup> One of these students was not enrolled when referred to the BCRS.

# *New Initiatives*



## HUAKINA MAI

*Huakina Mai* enables whānau, schools and iwi to work together to build a positive school culture. Based on a Kaupapa Māori world view, it takes restorative approaches to behaviour.

It is founded on five cultural principles:

1. **Pumanawatanga** – the morale, tone and pulse of a school
2. **Whanaungatanga** – building relationships
3. **Manaakitanga** – the ethos of caring
4. **Rangatiratanga** – teacher effectiveness
5. **Kotahitanga** – the concept of bonding.

*Huakina Mai* is being developed by the Ministry of Education in partnership with Ngāti Kahungunu and the University of Canterbury. It will be trialled in two Hawke's Bay schools in 2014 – 2015.

*"Huakina Mai opens the doors for iwi such as Ngāti Kahungunu to exercise a greater degree of decision-making in the provision of education within their tribal areas through direct involvement with communities, whānau, schools and the Ministry, including at the initiative development, implementation and evaluation stages".*

**Dr James Graham, Pouhāpai – Mātauranga,  
Ngāti Kahungunu Iwi Incorporated**

## TE MANA TIKITIKI

*Te Mana Tikitiki* uses tikanga and te reo Māori to build social skills. The programme is run over 10 sessions with small groups of 8-12 year-old Māori students. It focuses on the personal mana of the child, encompassing maturity and an awareness of honour through the concepts of identity, belonging and achievement.

*Te Mana Tikitiki* is currently available at some Auckland schools and will be expanded to some other schools in 2014.

## CHECK & CONNECT

*Check & Connect* is a long-term mentoring programme for students in Years 8-10 who are beginning to disengage from school. Mentors work with the students over two years to develop their skills in problem-solving, self-regulation and self-motivation.

The *Check & Connect* programme was developed by the University of Minnesota and is currently offered by a number of schools across the United States, Canada and Europe.

In New Zealand, *Check & Connect* has demonstrated a number of benefits in Christchurch, where it has been piloted as part of the region's earthquake recovery programme.

As part of the Prime Minister's Youth Mental Health Project, *Check & Connect* is being trialled in some New Zealand secondary schools. In 2013, trials began in Hawke's Bay, Wellington, Levin and Auckland. Trials are also being established in Te Tai Tokerau, Waikato and Palmerston North.

*Check & Connect* is expected to have these benefits for participating students:

- improved engagement and retention rates
- increased levels of problem solving skills
- higher levels of commitment to school and learning.

The Ministry of Education is working in partnership with the Ministry of Social Development, which is providing funding for youth workers to act as mentors in four of the trials.

The trials will be closely monitored and evaluated over the next two years and inform recommendations to make *Check & Connect* available to other schools across New Zealand.



## CASE STUDY

### *Encouraging students to dream big*

Lawrence Seinafo, one of the *Check & Connect* mentors in the Christchurch pilot, says the programme chooses to acknowledge students' strengths, not their issues.

"A lot of these young people are underachieving and don't have goals. This programme is about turning that thinking around and saying 'these are the strengths I see. Let's build on that'," says Lawrence.

Weekly conversations and encouragement form the basis for a trusted bond between a student and the *Check & Connect* mentor. This helps mentors find the best solutions that suit a student's needs.

Lawrence, a former CYFS social worker, says acknowledging students' strengths is important for motivating them to prioritise their education and set goals. One mentee, who is 14, says he'd never had trouble understanding the work but just didn't want to come to school because it was 'boring'.

"My mentor motivated me to come to class," he says. "Just being in class and knowing what was happening made me worry less about tests so I wasn't tempted to skip school."

Alofa Ahdar is a trained teacher who knows the importance of listening to student's interests and getting them to think about the future.

"I find out what their interests are and tell them to dream big," says Alofa. "One girl was really into hairdressing so I asked her to draw a plan of her salon. She visualised what she wanted and brought back a big portfolio and really went the extra length to add detail."

Alofa believes parents' involvement with their child's education is important even if they're not sure what's going on. "I help some parents get involved by taking them their child's homework and sitting down with them and the student. It doesn't always work because a lot of parents work long hours or shift work so for those parents it's important that they just let their child know they support them."

Alofa encourages parents to ask teachers or mentors how their child is doing and to ask for support to overcome language barriers. Small gestures which shows their interest also helps.



*Mentor Lawrence Seinafo and mentee Broadus Tatterton.*

"This can be taking a car load of kids to a sports practice or helping prepare food," says Alofa. "It doesn't have to be full on homework tutoring just as long as the child knows the support is there."

Social worker Junior Fesola'i says there's a mutual understanding between him and the students he mentors because of their cultural backgrounds. Junior knows some Pasifika students and parents view school meetings negatively which is why he encourages parents to interact more with schools.

"Many of the Pasifika teenagers I work with are in the same position I was in at high school," says Junior. "I had supportive parents but I didn't have any goals. No one was showing me the opportunities in front of me through education. I never thought I would go to university."

"I'm working with my students to see what their goals are. They have to be higher than just turning up to school and keeping out of trouble. One of the boys I mentor wants to be a policeman, so I'm helping him transfer the discipline and routines he has for his Saturday sport to his school day. We're working through his maths and homework and he's beginning to join all the dots!"

*First published in Talanoa Ako, June 2013*

## RESTORATIVE PRACTICE

*Restorative Practice* helps schools build respectful relationships among staff and students.

A PB4L *Restorative Practice* model is being piloted in over 20 secondary schools in 2013 and 2014. It is based on New Zealand secondary schools' experiences with restorative practice, and on international and national research into best practice. PB4L *Restorative Practice* is designed to complement *PB4L School-Wide*. Schools involved in the programme receive training in restorative approaches, resources and ongoing support from regional *Restorative Practice* coordinators. Once the model has been tested, refined and evaluated, it will be made available to 200 secondary schools by 2017.

Based on the experience of New Zealand schools using restorative practice to date, we expect these benefits for schools trialling PB4L *Restorative Practice*:

- Improved relationships across the school reflected in improved social skills, motivation and attitudes.
- Calmer behaviour.
- Improvements in students' problem solving ability.
- Gains in student achievement.
- Staff achievement - calmer environments are characterised by less classroom disruption, less stress for staff, and more time available for teaching.
- Fewer stand-downs and suspensions.
- A collaborative school culture.
- A welcoming environment for the community.

## MY FRIENDS YOUTH

*My FRIENDS Youth* is designed to build young people's self-esteem and resilience by teaching them practical skills to cope with life challenges. It is part of a group of FRIENDS programmes developed by Pathways Health and Research Centre in Australia.

The Prime Minister's Youth Mental Health Project identified *My FRIENDS Youth* as being effective in improving wellbeing and reducing anxiety and depression. It helps young people develop emotional skills and coping strategies, and improves their capacity to learn. It is being trialled as part of the Year 9 Health and PE curriculum in ten secondary schools in 2013. In 2014, 30 schools will trial the programme, including ten Christchurch schools as part of the Christchurch Wellbeing Plan.

### Teachers

*"I've noticed they're not getting upset about the small things."*

*"We've seen amazing growth in some of our students."*

*"I have had some major bullying issues within my class. We've worked a lot on that with this programme and I think I'm actually getting somewhere."*

### Students participating in the trial

*"I now know what to do when I need to cope, what to do when I am in an argument and also how to change a negative thought to a positive thought."*

*"I am more confident about talking to people. I used to be shy and it has helped me."*

*"I can calm myself down when I feel stressed or angry."*

*"I learnt that bad thoughts and feelings can often affect the way you act and that as we control our own thoughts sometimes we choose to stay in a bad mood. Using the red to green thoughts is really good especially when you see the funny side or even relax a little so you can think about it and usually I end up feeling good."*

*"Our class have become more close and we have worked out how to work with other people."*

*"When I get bullied my classmates help me and tell someone. There is also now less attitude and they can deal with their problems and be relaxed."*

*"I'm more confident in saying what I'm thinking."*



