

Positive 
Behaviour
for Learning

SCHOOL-WIDE

SECTION 6 WĀHANGA 6

INTERVENTIONS

NGĀ WAWAOTANGA



Section 6: Interventions

Wāhanga 6: Ngā Wawaotanga

The data collected through ongoing monitoring may show that for some students, the strategies planned and implemented by your Classroom Practices Team(s) have not succeeded in reducing problem behaviour. The Classroom Practices Team will refer these students to the Tier Two Team to be considered for the extra support offered by a Tier Two targeted intervention.

Some students with more complex and intense behavioural problems may 'bypass' the Classroom Practices Team and be considered directly for a targeted intervention.



6.1 WHAT ARE TIER TWO INTERVENTIONS?

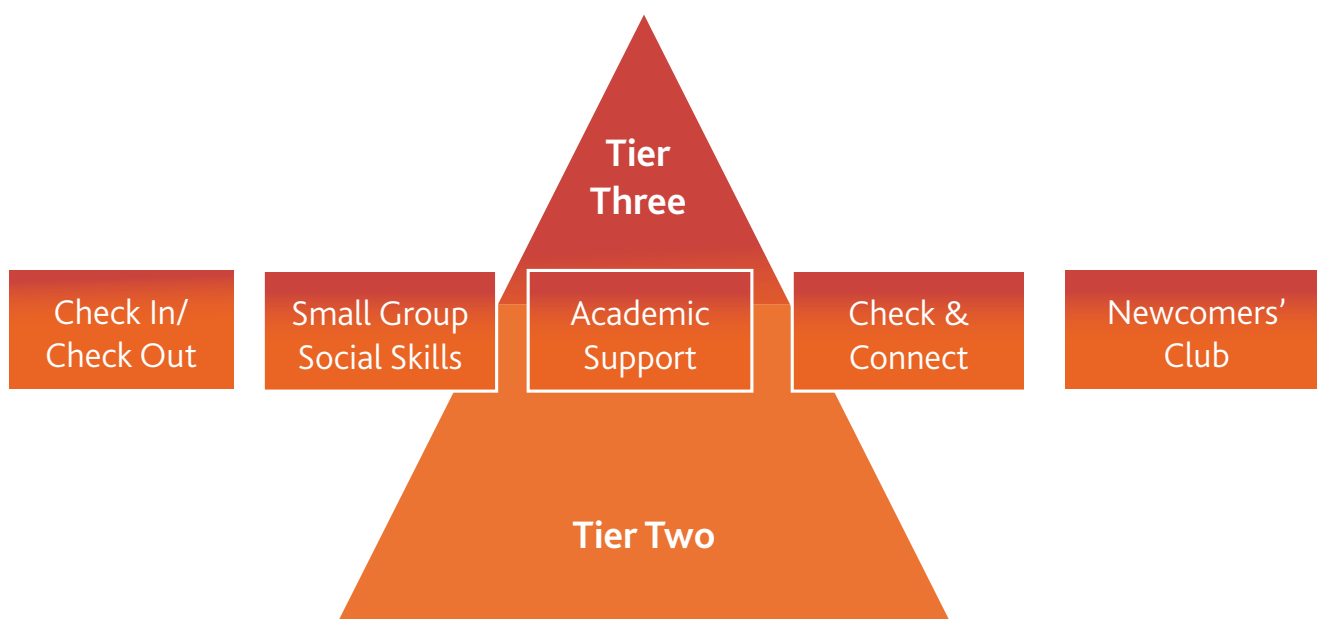
Tier Two targeted interventions are part of the continuum of PB4L-SW behavioural supports.¹³ They have been shown by research to be **effective**, they emphasise **prevention**, and they involve **data-based decision making**.

Tier Two interventions should be overseen by your Tier Two Team. The team reviews each student's data, including information on their social, academic, and behavioural skills. They consider this information and the environmental context in order to determine the level of support required and to select an intervention that most appropriately matches the function of the student's behaviour and addresses their needs.

For example, if the student is trying to gain adult attention, then an intervention that increases adult attention, such as Check In/Check Out, may be a good starting point. In contrast, if the student is trying to gain peer attention, then an intervention that involves interactions with peers, such as Small Group Social Skills Instruction, may be the most appropriate choice.

Figure 11 below shows the main Tier Two interventions available to New Zealand schools.

Figure 11: Tier Two interventions



¹³ Note that in the continuum (Figure 1 in section 1.1), Tier Two is described as using "small-group interventions" and Tier Three as using "individualised interventions". Although some Tier Two interventions are delivered to individual students (e.g., Check In/Check Out), they still belong in Tier Two because they are not tailored for individual students and can be used for different students whose behaviour fulfils the same function.

THE MAIN TIER TWO INTERVENTIONS

Providing a variety of interventions will help ensure you can meet the diverse needs of your students. The Tier Two interventions listed below are being implemented in New Zealand schools at the time of publication. The first that most schools adopt is Check In/Check Out; internationally, staff report finding it feasible and useful with clear processes to follow within everyday school routines (Campbell & Anderson, 2011).

More detailed information about each of these interventions can be found in section 6.5.

CHECK IN/CHECK OUT (CICO)

In CICO, the student meets with their facilitator at the start and finish of each school day. The intervention provides regular, systematic feedback for students who may benefit from daily organisational and behaviour support and positive adult attention.

CICO is most appropriate for students who seek or enjoy adult attention. It sets students up each morning for success, provides a positive communication link between home and school, and can be faded to develop the student's self-management skills.

SMALL GROUP SOCIAL SKILLS INSTRUCTION

Small Group Social Skills Instruction provides support for students to develop specific social skills. Positive adult and peer attention support students to learn problem-solving strategies and socially acceptable behaviours. There can be up to eight students in each group, with the instruction based on the identified functions of the students' behaviour. Within the group, replacement social skills behaviours from the school's expectations matrix are taught and practised.

Information about the social skills instruction is passed on to the students' classroom teachers, who should acknowledge students when they demonstrate the appropriate skills and behaviours. If a school chooses to draw on a 'commercial' social skills programme, it is important to link the specific skills to the school's broad expectations (e.g., being safe, respectful, and responsible).

ACADEMIC SUPPORT

Students who display inappropriate behaviours are often also struggling with low academic achievement. Positive adult support coupled with the teaching of academic skills can help to meet the needs of students who have gaps in their learning or difficulty applying their knowledge across different curriculum areas. The Tier Two Team gathers results from curriculum-based assessments to understand the academic achievement of students who have been referred to the team because of behavioural issues.

The team identifies students whose behaviour is underpinned by low achievement and works with others in the school to provide targeted academic support. For example, a school that requires homework from students may provide a homework club with a tutor, or a school may set up buddies within particular curriculum areas so that older or more able students (tuākana) can support the learning of younger students (tēina).

CHECK & CONNECT

Check & Connect is a long-term, educational mentoring programme for students at risk of disengaging from school. Each student involved in the intervention is matched with a trained mentor, who works with the student for at least two years, building on home-school links and helping them to set and achieve educational goals.

Within Check & Connect, positive attention from the adult mentor and a strong relationship with them help to support the development of problem-solving skills.

NEWCOMERS' CLUB

Newcomers' Club has proved to be a successful approach for introducing new students to a school during the school year and setting them up for success. It can be used either as a universal programme for all students joining the school after the annual start-of-year intake or as a targeted Tier Two intervention for new students who have specific behavioural needs – for example, students who have had multiple school placements in the past or whose social skills or behaviour make it difficult for them to transition.

Newcomers' Club helps students to get to know staff and other students, learn about the school's systems, and become familiar with the school-wide expectations and processes established throughout the school. It also helps staff to develop relationships with new students and their whānau, to assess the students' needs, and to monitor their progress.

TE MANA TIKITIKI

Te Mana Tikitiki was developed in conjunction with Ngāti Whātua ki Ōrākei in Auckland. It is a 'home-grown', evidence-based programme that works in partnership with local iwi, using tikanga and te reo Māori to build resilience, self-esteem, and confidence for young Māori learners.

Te Mana Tikitiki is for Māori students aged 8–12 whose behaviour has been identified as challenging or disruptive. It is run in schools over a term, with a group of students attending two one-hour sessions each week over 10 weeks. The sessions include activity-based learning about Māori language and culture. Once students have completed the programme, they 'graduate', allowing whānau and others to acknowledge the participants and their achievements.

Although Te Mana Tikitiki shares many of the features of PB4L–SW Tier Two interventions, it has not been included in the above list of interventions because it is not currently readily accessible for schools. Further information on the programme is available on [TKI](#). To find out more about how to obtain Te Mana Tikitiki materials and support for implementing the intervention in your school, contact your local Ministry of Education office.

FEATURES OF TIER TWO INTERVENTIONS

The following are some key features of Tier Two interventions.

1. Tier Two interventions are continuously available and quickly accessible to students.

- Tier Two interventions should be available in a school at all times so that a student can be supported with an appropriate intervention as soon as the need becomes apparent. Ideally, students should be able to access an intervention within 72 hours of data revealing the need.
- In some cases, more time may be needed before a student can access an intervention (e.g., for formal interviewing, further data collection, or selection of additional participants). However, the initial steps towards providing a student with a Tier Two intervention should always begin within 72 hours of identifying a need.

2. They require minimal effort and time commitment from teachers.

- Some Tier Two interventions may require classroom teachers to modify their usual practices or implement new teaching strategies (e.g., increasing positive feedback, monitoring student progress, and evaluating behavioural and academic progress). Most interventions, however, will fit within existing classroom routines, are consistent with quality instruction, require minimal changes to methods and strategies, and require only a few extra minutes of teacher time each day.
- Strategies that require teachers to undergo intensive training and skill development may be beyond the scope of Tier Two interventions. These are more likely to form part of intensive and individualised Tier Three interventions.

3. They are consistent with universal school-wide expectations.

- It is essential that all Tier Two interventions are consistent with the expectations taught and applied throughout the school.
- The interventions use a structured process for teaching expected behaviours and give students regular opportunities to practise them.
- The interventions should also be a good fit with the culture of the school.

4. They can be consistently implemented for most students while allowing some flexibility.

- Tier Two interventions are selected to address the functions of students' problem behaviour. They are generally implemented in a similar way for the great majority of the students receiving the intervention.
- Minor modifications may need to be made to increase the intervention's effectiveness for some students. However, if significant modifications of a Tier Two intervention need to be made for a particular student, this may indicate a need for Tier Three support.

5. They provide students with positive feedback and positive contact with adults.

- Tier Two interventions are educative, relationship-based, and not punitive.
- They provide students with increased positive contact with teachers and other adults.
- Students receive regular and specific positive feedback when they meet their behavioural goals.

6. Students participate voluntarily in Tier Two interventions.

- It is essential that a student understands and engages with the intervention that has been recommended for them.
- The support and understanding of the student's whānau is also important for the success of the intervention.

6.2 IMPLEMENTING TIER TWO INTERVENTIONS

Your Tier Two Team is responsible for implementing and managing all the Tier Two interventions available in your school. The team does this in collaboration with:

- the coordinator of each intervention
- the students involved in the interventions
- the students' classroom teachers
- learning support staff, such as the school's SENCO or learning support coordinator
- parents and whānau.

It is important that all staff in your school are aware of how the school's Tier Two interventions work and understand their own roles in the process. Staff with responsibility for implementation should have adequate training, skills, management support, and administrative back-up to implement an intervention with fidelity.

The Tier Two Team is responsible for:

- deciding whether students require one or more Tier Two interventions
- analysing data to help match students with an intervention that addresses the function of their behaviour
- ensuring that data is collected to monitor students' progress towards their goals and to decide when to continue, modify, or fade the intervention.

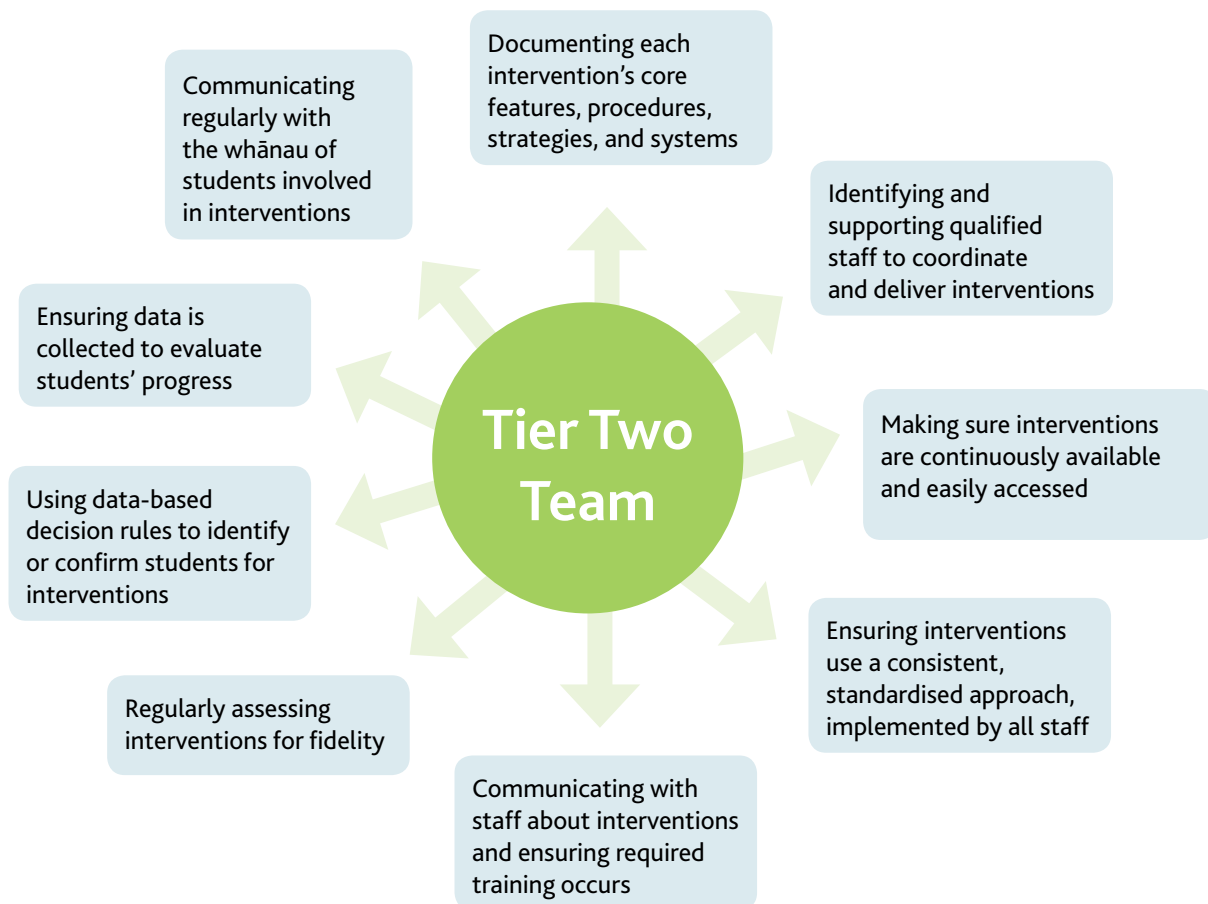
See sections 3.2–3.5 for information about how students are identified as requiring Tier Two support, section 2.2 for an overview of the Tier Two Team's functions and responsibilities, and section 6.4 for information about how the Tier Two Team uses data for decision making and monitoring.



KEY ACTIONS FOR IMPLEMENTING INTERVENTIONS

Figure 12 below summarises the key actions your Tier Two Team will need to undertake as they implement Tier Two interventions in the school.

Figure 12: Key actions for the Tier Two Team when implementing interventions



SELECTING AND MONITORING AN INTERVENTION FOR A STUDENT

Once an intervention is in place in your school, the process for the student tends to follow a set pattern. The checklist in Table 9 will help to guide staff through the process of selecting, accessing, and monitoring a targeted intervention for a student who has not responded to PB4L–SW Tier One supports or to the Tier Two strategies implemented by the Classroom Practices Team.

Table 9: Checklist for selecting and implementing a Tier Two intervention for a student

STAFF RESPONSIBLE	TASK	DATE COMPLETED
Tier Two Team representative	<p>Gather information and discuss it with the student's teacher(s). (Information could include Big 5 data from the Tier One team, a nomination form, attendance data, and/or monitoring data from Classroom Practices support.)</p> <p>Notify the Tier Two Team leader of the student's name to be added to the next meeting's agenda.</p> <p>At the meeting, distribute data about the student and, if applicable,¹⁴ information from the Classroom Practices Team that has been providing support (see sections 5.3 & 5.5).</p>	
Tier Two Team	<p>Review the student's data and (if applicable) the information from the Classroom Practices Team.</p> <p>If necessary, carry out a more detailed FBA to confirm the function of the student's behaviour and develop a full Behaviour Support Plan (see sections 4.3 & 4.4).</p> <p>Use a problem-solving approach to decide on an appropriate intervention to match the function of the student's behaviour and their support needs (e.g., academic, social, emotional).</p>	
Intervention coordinator	<p>Meet with the student's whānau and obtain permission to begin a targeted intervention.</p> <p>Once permission is obtained, meet with the student's teacher(s) to go through the Behaviour Support Plan and to discuss the intervention and how to reinforce planned strategies.</p> <p>If applicable, let the Classroom Practices Team know about the student's referral to the intervention.</p> <p>Begin the intervention.</p> <p>Collect student monitoring data to be discussed at the next Tier Two Team meeting.</p>	
Tier Two Team	<p>Discuss the student's progress towards their goal.</p> <p>Decide whether to continue, modify, or fade the intervention.</p>	
Intervention coordinator	<p>Continue to monitor the student's progress and update their record.</p> <p>Bring the student's monitoring data to the Tier Two Team for discussion and review.</p>	



This checklist is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>

¹⁴ 'If applicable' in this checklist covers the two possibilities of a student being directly referred to the Tier Two Team or being referred after support from a Classroom Practices Team has proved unsuccessful.

TIER TWO INTERVENTION COORDINATORS

Each Tier Two intervention will have an assigned coordinator to oversee its implementation in your school. (In smaller schools, one person may be responsible for coordinating several or all of the school's Tier Two interventions.)

The intervention coordinators are important members of your Tier Two Team and play a key role in establishing interventions and managing the day-to-day running of them. They work with the Tier Two Team to identify and prioritise students for support and to communicate with participating students and their teachers and whānau.

Each coordinator should have a thorough understanding of their intervention in order to develop and support efficient and effective processes for its implementation. Their knowledge of the intervention also means that they can provide professional development for staff on it and ensure that it is implemented with fidelity.

The coordinator should regularly collect and review data to determine each student's progress within the intervention. This information can then be shared with the student's teacher(s) and at Tier Two Team meetings to inform next steps (e.g., whether to continue, modify, or fade the intervention).

The intervention coordinators are important members of your Tier Two Team and play a key role in establishing interventions and managing the day-to-day running of them.

For example, once Check In/Check Out (CICO) is established in your school, its intervention coordinator may undertake the following tasks:

- introducing participating students and staff to the intervention
- providing support and guidance to staff on how to check students in and out on a daily basis, including, for example, how to positively begin and end each day (e.g., how to provide positive reinforcement, reminders, and practice)
- acknowledging students for meeting behavioural goals, turning in progress reports, and obtaining signatures from parents or guardians
- communicating with teachers and whānau regarding the needs and progress of individual students
- collecting Positive Progress Records
- entering data into the system each day
- summarising data to review with the Tier Two Team, students and their whānau, and participating staff members.



COMMUNICATION WITH THE WIDER SCHOOL COMMUNITY

Communication is an essential part of your Tier Two Team's responsibility. The team needs to ensure that all staff who interact with the students involved in an intervention, including specialists, teacher aides, and other support staff, understand how the intervention works and are able to appropriately reinforce its strategies.

At times, your school's SENCO or learning support coordinator will be a key support for your Tier Two Team, helping in data gathering, advising about selecting interventions, and coordinating referrals to other services.

The team also needs to maintain regular and thorough communication with each student's whānau. It is vital that whānau understand the intervention's objectives, support its strategies, and are kept fully informed about their child's progress.

Examples of approaches and strategies the team may adopt include:

- using appropriate formats to ensure that key descriptive information is captured and communicated to participating students, staff, and whānau (e.g., approved forms, school website pages)
- text messages to parents for sharing positive progress
- regular catch-up meetings with whānau (e.g., during parent-teacher conference evenings)
- big-picture progress reports for the board of trustees and school community.

REFERRING STUDENTS FOR TIER THREE SUPPORT

In some situations, it will be immediately apparent that a student requires Tier Three support. In others, it may take some time to recognise that a student is not responding to the strategies and interventions available through Tier Two.

Students who are experiencing very severe or significant academic, behavioural, social, or emotional problems should be able to rapidly access individualised Tier Three supports. Such students include those whose behaviour is harmful to themselves or others or whose behaviours of concern have occurred over a long period of time. This flexible and responsive approach avoids the situation where students can only have access to Tier Three supports *after* Tier Two interventions have been tried. It enables more intensive support to be provided where needed in a timely and efficient manner. Remember though that Tiers One and Two will still have their place, as students receiving Tier Three support require strong connections to Tiers One and Two for their support to be most effective.

A student you have identified for Tier Three support will require more significant, long-term, external assistance. Your school's PB4L–SW teams, in consultation with whānau, can gain support from your local Ministry of Education office or other agencies where appropriate. A Ministry representative will work with your staff, the student, their whānau, and specialists such as psychologists, RTLBs, and kaitakawaenga to assess the student's needs and co-design tailored support for them. A lead practitioner will support the process and facilitate the creation of an individualised Learning Support Plan for the student.

A small number of children who have highly complex and challenging behavioural, social, and/or learning needs will require extra help and support through the Ministry's Intensive Wraparound Service (IWS). Provided through a student's local school, home, and community, this support aims to help the student to:

- learn new skills and positive, social ways of behaving and learning
- stay at their local school (or return there after a short period of time in an off-site learning environment)
- enjoy a successful life at school and home.

For more information on IWS, see <https://www.education.govt.nz/school/student-support/special-education/intensive-wraparound-service-iws>

6.3 SELECTING AN APPROPRIATE INTERVENTION

After reviewing a student's data and identifying the function of their behaviour, your Tier Two Team will select the intervention that best matches the student's needs. Some students may require and benefit from two interventions. For example, students who are experiencing both academic and social skills difficulties may need interventions targeting their academic as well as behavioural needs.

Table 10 indicates which functions of behaviour are addressed by each of the Tier Two interventions currently available in New Zealand schools. Further information about each of these interventions can be found in section 6.5.

Table 10: Matching interventions with the functions of behaviour

	Check In/ Check Out	Small Group Social Skills Instruction	Academic Support	Check & Connect	Newcomers' Club
Function of behaviour					
To gain adult attention	✓				
To gain peer attention		✓			✓
To avoid tasks			✓	✓	
To avoid social interaction		✓		✓	✓

Take care when using this table, as student behaviour is often complex and some Tier Two interventions can address several functions. Selecting an appropriate intervention to address the function of the student's behaviour will enhance the effectiveness of the intervention. In addition, considering the student's social, academic, and emotional needs can inform the other responses that may be put in place to strengthen the intervention. The strategies you identified when developing a Behaviour Support Plan for the student will be a good starting point (see section 4.4).

In a central North Island primary school, the Tier Two Team uses the table below to record the support they provide for each Tier Two student.

STUDENT: JAMES SMITH
YEAR AND CLASS: YEAR 2 / ROOM 12
DATE: 15/6/2017

<i>Support needs</i>	<i>Interventions and responses</i>
<i>James seeks attention from adults and peers in inappropriate ways. This has been a significant, persistent problem, unresolved through universal strategies and negatively affecting his relationships. There have been several major behavioural incidents this term.</i>	<i>RTLB referral</i> <i>Check In/Check Out (CICO)</i>
<i>Literacy – James has difficulties with phonological processing and comprehension and is working well below expectations for his year group.</i>	<i>Explicit teaching of strategies to support comprehension and phonological skills and knowledge</i>
<i>Home-school relationship – James needs support from his whānau for reading and CICO.</i>	<i>Regular contact with family, via an initial meeting, and then by texts and informal progress reports during drop-off and pick-up</i> <i>Reading Together Programme</i> <i>Positive reports on CICO card, with comments section for whānau to complete</i>



6.4 MONITORING STUDENT PROGRESS

Your Tier Two Team is responsible for monitoring students' progress while they are involved in targeted interventions. The data collected during the monitoring process helps the team to answer the question 'Is this intervention proving effective for this student?' Careful monitoring prevents time and energy being spent on an intervention that is not having the desired effect.

Each intervention coordinator should regularly collect and review data and share it with the classroom teacher and your Tier Two Team, so that decisions can be made about maintaining, modifying, fading, or discontinuing the intervention.

In the same way that a mix of data is used in judgments about academic progress, you will need access to a range of data as you monitor the progress of individual students and evaluate the success of interventions for them – for example:

- attendance data
- academic data
- specific information about the behaviour or behaviours that you, the student, and their whānau have been working to change
- comments from the student on their experiences within the intervention.

Your Tier Two Team will also collect data across the whole school, evaluating the progress of all students involved in Tier Two interventions. The team is responsible for communicating to the whole staff the 'big picture' of students' progress in the interventions.

The data collected during monitoring helps the team to answer the question 'Is this intervention proving effective for this student?'

COLLECTING AND DISPLAYING DATA

Before a student starts an intervention, the Tier Two Team should address the following questions:

- What do we want to know about the student's behaviour and learning?
- What data should we collect to measure their progress?
- What is the simplest way to collect the data?
- How will we know if the intervention is working? What are our success criteria?
- How often will we review the data?
- How will we summarise and display the data?

Whatever method is used to monitor the student's progress, the data should be collected at least weekly. Sometimes it is possible for the student to monitor, record, and evaluate their own performance. This helps to ensure buy-in to the intervention and fosters the student's self-management skills.

USING LIKERT SCALES

Ministry of Education Learning Support staff and RTLBs use Likert scales as a way of measuring the outcomes of targeted support for students. If neither is involved in providing support for a student or group of students within a Tier Two intervention, it is still straightforward and easy for Tier Two Team members, particularly intervention coordinators, to create simple scales to measure progress for students participating in interventions.

Most Likert scales use five indicators, although fewer may be more appropriate when working with young students. The scale should show a starting point – often where the student or group of students is now – and a series of indicators that show progress towards a goal for behaviour change – for example:

1. *Rarely complies with reasonable adult requests*
2. *Complies with reasonable adult requests some of the time*
3. *Complies with reasonable adult requests about half of the time*
4. *Complies with reasonable adult requests most of the time*
5. *Always complies with reasonable adult requests*

Indicators can be developed with students and worded as 'I' statements in order to capture the students' perception of their current behaviour and their aspirations for behaviour change. For example, for a young student who experiences a combination of isolation and conflict in the playground, scales could express where the student is now, include one or more indicators that show interim progress, and end with the goal for the student – for example:

1. *I don't have many friends in the playground.*
2. *I have some friends in the playground.*
3. *I have lots of friends in the playground.*

1. *I find it hard to join in games.*
2. *I sometimes join in games.*
3. *I join in lots of games.*

Some schools adopt commercial resources that use Likert scales to support and measure behaviour change for students – *Outcome Stars* is an example. If you decide to adopt a commercial resource, ensure it has a strong evidence base, is easy to use, and is appropriate for your school's context and culture.

GRAPHING DATA

Another way of displaying data is by using a graph. Data in the form of a graph will support you in making decisions – for example, about:

- whether sufficient progress is being made
- whether to continue the intervention as planned
- when to check whether the intervention is being implemented with fidelity
- whether to intensify the intervention
- when to begin fading the intervention.

Check In/Check Out is the PB4L–SW intervention most suited to graphing data, because it results in daily percentage data and because there is a spreadsheet for collecting and displaying this data, the Advanced Tiers Spreadsheet. This uses an Excel format and is designed to graph and store individual data for up to 30 students; it is available at pbmissouri.org. When data is entered, it automatically generates a graph of student progress, including a trend line (see below for examples of CICO graphs).

THREE PHASES FOR COLLECTING DATA

For any intervention, it is important to collect and analyse data about a student's performance:

- **before** the student begins the intervention (the **baseline** phase)
- **while** the intervention is in place (the **intervention** phase)
- **after** the student finishes the intervention (the **follow-up** phase).

If the data collection and monitoring methods are as simple as possible, it is much more likely that staff will carry out this important task thoroughly and consistently. The following sections outline several important considerations for data collection and monitoring.

BASELINE DATA

Baseline data provides information about a student's learning and behaviour within a particular context. For example, if the area of concern for a student is their ability to comply with reasonable adult requests, then baseline data about the student's current responses to such requests will be important.

During an intervention, you may use baseline data as a 'measuring stick' for comparison with data from the implementation phase to determine how far the student has progressed. When reporting progress, it is important to frame it positively – that is, to report on the uptake and increase of prosocial behaviour rather than focusing on the reduction of antisocial behaviour.

Sources of baseline data could include:

- the data used to refer a student for a Tier Two intervention (e.g., records of behavioural incident referrals, attendance records, or behavioural monitoring forms)
- student, teacher, and whānau assessments of performance in relation to behavioural goals (e.g., using a simple Likert scale)
- assessment information describing progress and achievement.

Some interventions (e.g., Check In/Check Out) may have a recommended format for monitoring a student's daily or weekly progress. In this case, the appropriate form can be completed before the intervention starts and used as baseline data.

INTERVENTION DATA

Student data should be regularly reviewed to monitor progress and determine each student's response to the intervention.

Record the student's **level of performance** regularly. For example, for CICO, each student's performance is captured daily via the Positive Progress Record; for other, more long-term interventions, such as academic support, students' performance might be summarised weekly.

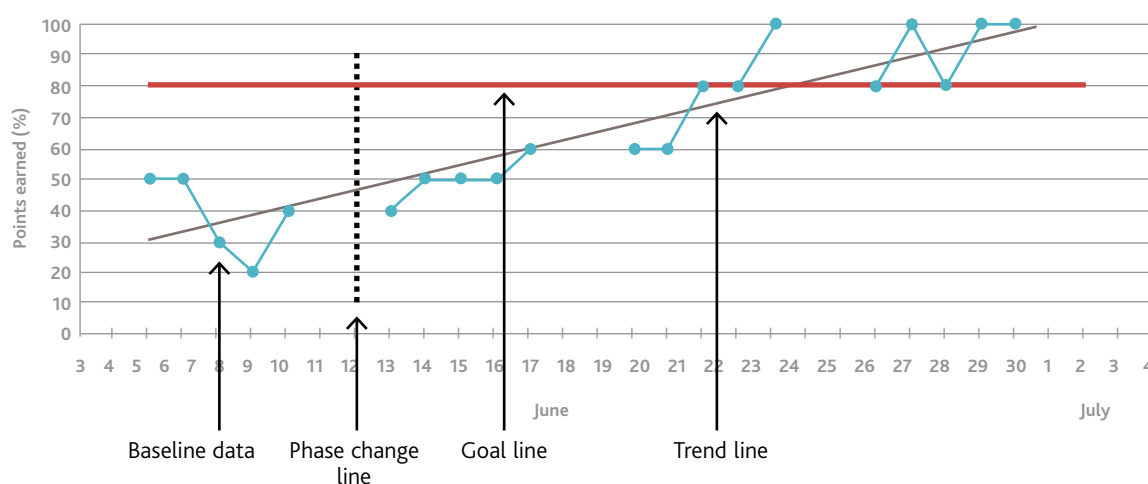
Express **trends and progress towards goals** in ways that everyone, including the student and their whānau, can understand – for example, in short sentences or using simple, clear graphs.

One aspect of 'SMART' goals is that they are achievable. For most interventions, you and the student will use baseline data to set an initial goal that is challenging to the student but that they can achieve within a reasonable period of time – for CICO, this is by the end of week 1; for other, more long-term interventions, it can be up to three weeks. As the student shows progress, the goal is reset several times until the final goal is achieved.

A CICO graph covers all the above requirements. The following example shows:

- baseline data, capturing performance before the intervention
- a phase change line to indicate when the intervention began
- the student's level of performance each day of the week
- the goal line (in red), showing the desired level of performance
- the trend line (in grey), a 'best fit' line drawn through the data points to show the student's rate of progress.

Example of a Check In/Check Out graph



FOLLOW-UP DATA

Follow-up data is collected and analysed after an intervention is phased out to check how well the student is maintaining the skills they have learned and generalising them across settings. Typically the data is collected for 3–5 weeks by the intervention coordinator and teacher. Using established data systems in your school will ensure that this does not become onerous or time-consuming for staff.

Sources of data can include teachers' daily notes, academic records, behavioural incident reports, attendance records, and numbers of acknowledgments. See Table 8 in section 5.5 for examples of simple ways of monitoring progress that could be adapted to gather follow-up data.

The data provides the Tier Two Team with information on the success of the intervention and whether further support is required by the student. Once everyone is confident the student is maintaining their desired behaviours, monitoring can return to what occurs for all students within the school's usual Tier One systems.

INTERPRETING DATA TO MAKE DECISIONS

As discussed above, students taking part in a Tier Two intervention should reach their initial goal within 1–3 weeks, depending on the intervention. Thereafter they will continue to work towards a series of interim goals until they reach their final goal.

Different interventions have different expected rates of progress. For CICO, if the student does not reach their final goal within three weeks, their rate of progress may be considered too slow. Other interventions, such as Small Group Social Skills Instruction and those providing academic support, will involve a longer time frame.

Generally, you should generate at least eight data points within three weeks before making a decision about whether or not to modify an intervention.

Each time you review student data, you should make an interpretation – that is, whether the student has made a **positive**, **questionable**, or **poor** response to the intervention – see Figure 13.



Figure 13: Possible responses to an intervention

<p>A positive response to an intervention means that the student is making appropriate, expected progress towards their goals.</p>	<p>A questionable response means that the student is making progress towards their goals but not at an acceptable rate.</p>	<p>A poor response means that the student is making no progress towards their goals or is even moving further away from them.</p>
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These interpretations are discussed in more detail below.

Once you have made the interpretation, you will need to make a decision about what happens next.

Decisions could include continuing, intensifying, modifying, or fading the intervention, or returning to the problem-solving phase to gather additional information. In every case, you should base your decision about the next phase of intervention on your interpretation of student data (i.e., the student's response to the intervention).

POSITIVE RESPONSE TO AN INTERVENTION

If the data indicates that the student is making progress towards their goal and will reach it within a reasonable amount of time, you will need to decide how long this progress needs to be maintained before the intervention is faded.

Sina, a year 2 student, has ongoing difficulty with self-management and relating to others. This results in daily occurrences of playground and classroom conflict during activities or games that require her to wait her turn or share space and resources.

In a Small Group Social Skills intervention run by the school's SENCO, Sina and four other students have been working on 'sharing space and resources with others' and 'waiting for my turn'. In collaboration with the students and their whānau, the SENCO has developed two ways to monitor the students' progress during the intervention. Both methods involve the students and are visually powerful and motivating. (The SENCO felt it was important to have the students involved in the monitoring process to create opportunities for daily feedback about progress.)

The monitoring process has been positively framed, focusing on the students' effort and successes in order to build their confidence and self-belief. The first method involves the daily recording and display of the number of times they are successful at managing themselves and relating to others during games and activities (shown as happy faces on a daily card). For Sina, her teacher and the playground duty teacher notice successes, provide feedback to her on them, and stamp the card with her.

The other method is a simple scale with an agreed statement that describes the behaviours the students are working towards. Sina, her mum, and the SENCO discuss this at the end of each week, and her progress towards the goal is plotted on a line with a sticker chosen by Sina.

After four weeks of the intervention, playground and classroom conflict have significantly reduced, Sina is achieving at least five happy faces each day, and she is 'mostly' achieving her goal. She and her mum agree with the SENCO to continue with the intervention for two more weeks and then, as long as her success has been maintained, to phase it out over two weeks.

Sina

Smiley faces for Tuesday 15 July

I got on well with others and joined in activities 4 times today.



Sina

Goal for week ending 18 July

I enjoy playing with my friends. I use a friendly voice and I am happy to wait and share.

Never

Sometimes

Mostly

Always

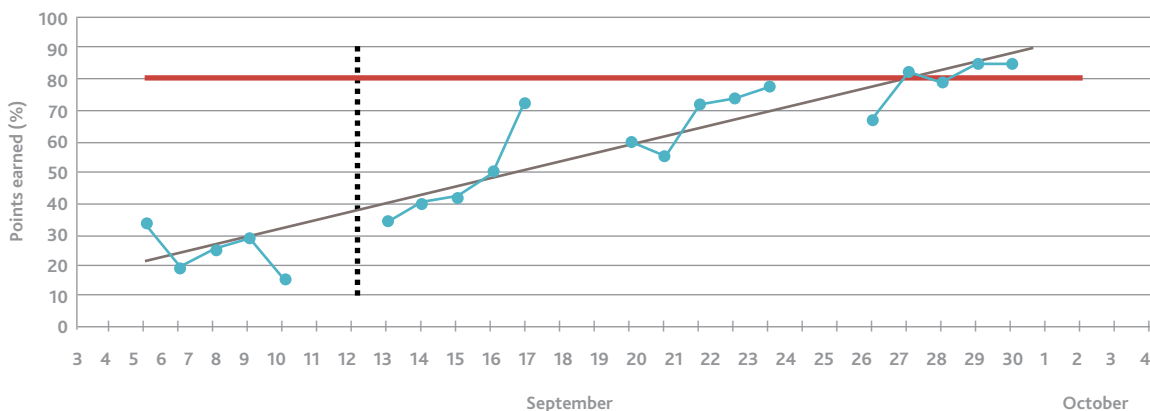


The baseline data for Vanessa, a year 10 student, was entered for five days prior to starting a Check In/Check Out (CICO) intervention. Before Vanessa began participating in CICO, the data indicated that her performance ranged from 15% to 35% of the total possible points. The team decided that an initial goal of 80% or more of the total possible points was appropriate. A phase line shows when the intervention began.

After Vanessa started participating in CICO, the coordinator continued to enter daily data to record her levels of performance. In this example, Vanessa's performance ranges from 35% to 85% across a period of three weeks. Her desired level of performance is 80%, which is represented by the goal line drawn in red. The trend line (shown in brown) shows Vanessa's actual rate of progress. After two weeks, Vanessa reaches her goal and then maintains her performance close to this level, indicating a positive response to the intervention.

Given her progress, Vanessa and the coordinator agree that she will take responsibility for recording and reviewing her performance with her teacher after each lesson, with the goal of phasing out the intervention within three weeks.

Vanessa: Check In/Check Out scores



QUESTIONABLE RESPONSE TO AN INTERVENTION

When the student is making progress but at an unacceptable rate, the response to the intervention is seen as questionable.

In this case, you first need to check whether the intervention has been implemented with fidelity (i.e., with all its components delivered consistently and accurately). If the result of this investigation is positive, you may decide to modify or intensify the intervention and to check the impact of this change after a short while. Examples of possible modifications include:

- **providing more frequent support** – for example, you could arrange extra feedback sessions with the intervention coordinator, or you could encourage more frequent learning interactions between the student and his or her teachers
- **individualising the feedback procedure** – for example, the student could be allowed to select the adult with whom they will regularly meet to review progress
- **adding a self-monitoring component** – encouraging the student to record and review their own data can build self-awareness and foster self-management skills
- **individualising the ways in which the student's positive behaviour is reinforced** – for example, a contract could be collaboratively developed with the student, specifying the rewards for positive behaviour.

Oliver, a year 4 student, has been referred to his school's Tier Two Team because of persistent behavioural problems. Analysis of his behaviour suggests that its function is to avoid aspects of academic work, in particular maths, in which Oliver is working well below curriculum expectations for his year level. The avoidance strategies that Oliver uses cause significant disruption to his learning and the learning of others. The Tier Two Team has also been concerned about a drop in his attendance and his general motivation, energy, and well-being at school.

One of the key interventions planned by the team is to raise Oliver's achievement as a way of lifting his confidence and self-belief. He has been placed in a small year 4 group receiving additional support in maths. Staff have identified a series of goals for the students for terms 2 and 3, each realistically achievable within three weeks. The initial goal relates to using basic addition facts to solve problems.

As part of monitoring their progress in the intervention, each student completes a short problem-solving task at the end of each week. Oliver is participating positively in the maths group, but results from these tasks show that his acceleration is slower than expected. As a result, the intervention coordinator arranges with Oliver's teacher to supplement the intervention with specific, focused practice in addition facts and with prompts to use strategies to support memory and metacognition. This helps Oliver to develop a more positive relationship with his teacher and to acquire 2–3 simple strategies for solving problems using basic addition facts.

POOR RESPONSE TO AN INTERVENTION

When the distance between the trend line and the goal line is unchanged or widening, the student's response to the intervention is seen as poor.

If the data indicates a poor response to the intervention, you should first check that the intervention has been implemented with fidelity. If the result of this check is positive, you may decide to modify or intensify the intervention, using similar methods to those suggested above for 'questionable' responses.

Alternatively, you could review the student's data and consider whether:

- the function of the problem behaviour was identified correctly
- the intervention was appropriately matched with the function
- other functions of behaviour need to be considered as well.

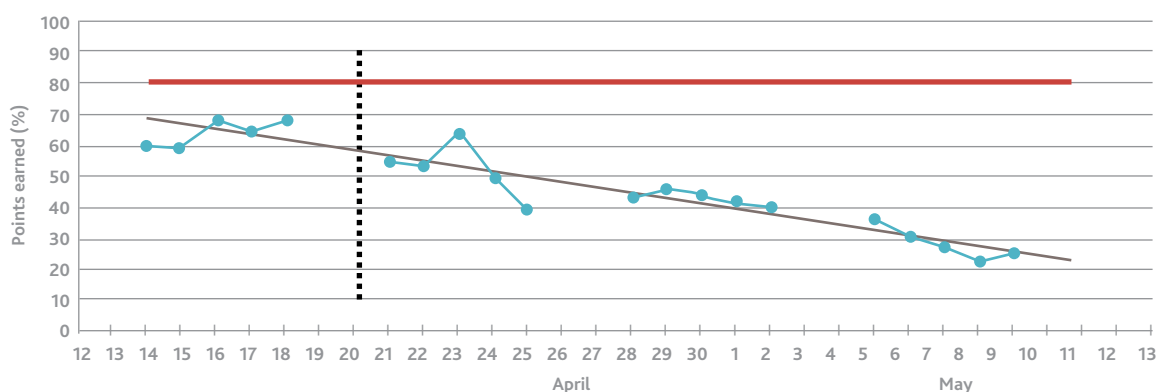
You may then decide to remove the student from the intervention, consider alternative interventions, or seek further information about the student's behaviour.

Sione, a year 7 student, has been participating in a Check In/Check Out (CICO) intervention. The data for his baseline level of performance ranged from 60% to 70% of the total possible points per day. The desired level of performance is 80%.

The trend line shows Sione's actual rate of progress during the intervention. For the first two weeks, his daily score ranges from 65% to 40%. Nine of the ten data points collected are lower than the scores recorded in the baseline phase. The gap between the trend line and the goal line is growing, indicating that unless changes are made, Sione is very unlikely to reach his goal.

When the Tier Two Team reviews Sione's data and looks at additional information provided by staff, they realise that he is finding much of his school work difficult because of a lack of basic literacy skills. They decide that the main function of his behaviour is to avoid tasks, and, in consultation with his family, enrol him also in a local school cluster intervention providing additional literacy support.

Sione: Check In/Check Out scores



6.5 SUMMARY DESCRIPTIONS OF KEY INTERVENTIONS

This section provides brief information about the following Tier Two interventions, which are currently available in New Zealand schools:

- Check In/Check Out (CICO)
- Small Group Social Skills Instruction
- Interventions providing academic support
- Check & Connect
- Newcomers' Club.

More detailed information about each intervention and support for its implementation is available via the links given at the end of each description.

CHECK IN/CHECK OUT (CICO)

The Check In/Check Out (CICO) intervention incorporates a number of research-based practices that are known to be effective for improving student behaviour. Students who participate in CICO benefit from:

- defined expectations
- positive adult contact
- specific feedback
- home-school communication
- positive reinforcement.

A number of studies have found CICO to be effective in supporting positive behaviour change for the majority of students involved (Hawken et al., 2007; Hawken et al., 2011; Miller et al., 2015).

The main roles of those in the intervention are the intervention coordinator, facilitators (who meet with participating students every day), the students, the students' teachers, and the students' parents and whānau.

Two key considerations for CICO are:

- using data and knowledge of students to select those who will benefit from the intervention (if a student does not find adult attention reinforcing, then this is not the intervention for them);
- supporting student self-management before and during fading of the intervention, once students are meeting their goals.

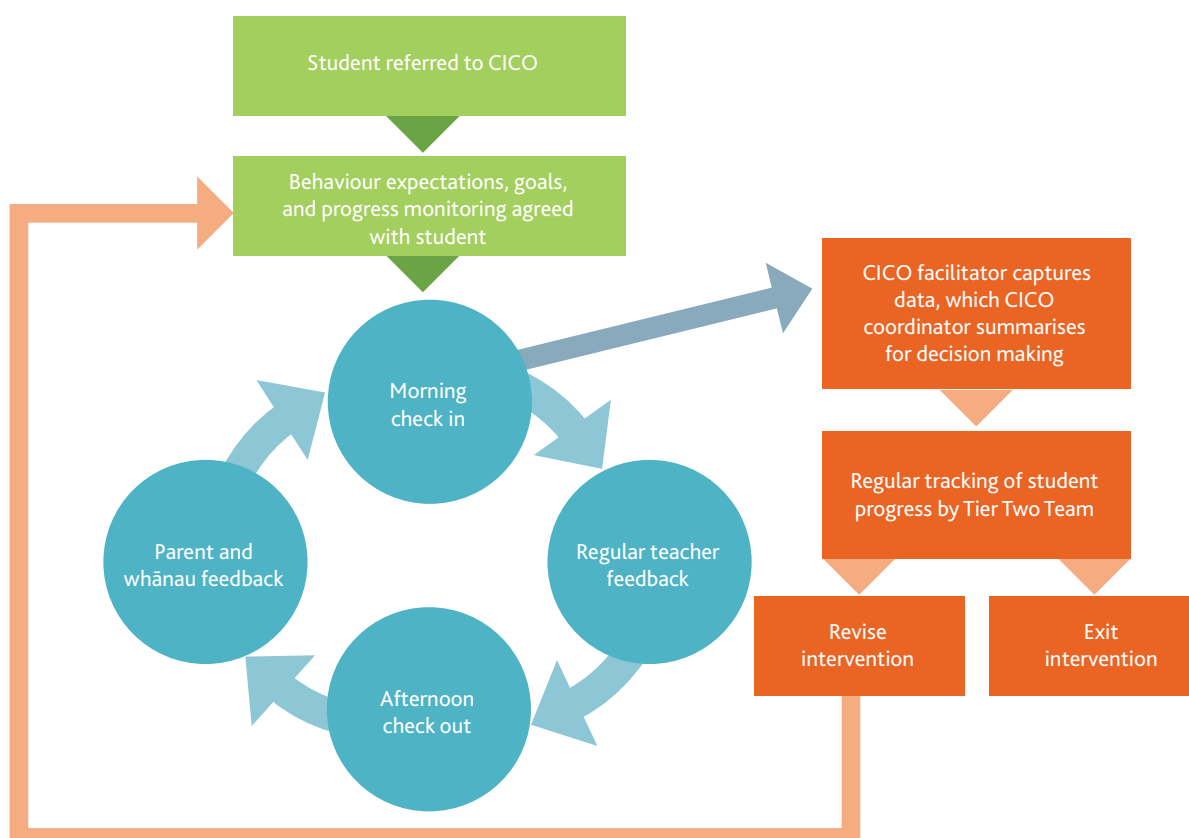
PURPOSE AND PROCESS

CICO most strongly supports students who inappropriately seek attention from adults. Students who participate in the programme have typically been identified because of low-level disruptive behaviour such as calling out, talking back, and being off task. The intervention is generally most effective for students who enjoy positive adult attention and are willing to participate.

Once CICO is established in a school, the intervention should be continuously available and easily accessible for students. Putting CICO in place for a student generally follows the process shown in Figure 14:

- The student is identified as needing additional behaviour support through CICO.
- The student and the intervention coordinator define and document behaviour expectations and goals for the student on a Positive Progress Record¹⁵ (PPR – see the example on page 153).
- The student receives regular feedback and praise from their teachers, their day-to-day facilitator, and their whānau in relation to the behaviour expectations and goals.
- Student data is captured each day and used to monitor progress and make decisions about the next steps for the student in the intervention, which may include revising expectations and goals with the student.
- The student exits the intervention, typically after 6–10 weeks.

Figure 14: Typical process for Check In/Check Out



¹⁵ The Positive Progress Record is also known as a Daily Progress Report (DPR).



Key features of a successful CICO intervention include:

1. Checking in

Participating students complete a 'check in' with a CICO facilitator each morning after arriving at school. The facilitator provides each student with a Positive Progress Record (PPR) and offers reminders for meeting daily behaviour expectations and a goal for a certain number of points.

2. Regular teacher feedback

The student receives specific feedback about their behaviour from their teacher(s) at the end of each class period or during natural transitions throughout the school day. The teacher gives positive, specific praise for appropriate behaviour, provides corrective feedback when required, and rates the student's demonstration of expectations listed on the PPR using an agreed point system.

3. Checking out

At the end of each school day, the student returns to the CICO facilitator for 'check out'. Together they total the points earned on the PPR. The facilitator praises the student and may offer a reward associated with the existing school-wide acknowledgment system if daily or weekly goals are met. If a point goal is not met, the facilitator reteaches or reinforces expectations and provides supportive encouragement.

The quality of the daily conversation between the student and facilitator at the end of the day is crucial. It needs to be based on a trusting and honest relationship, positively reinforcing the things that went well while also maintaining high standards and a resilient belief that change is possible and expected even if some things didn't go well. This is not the time for a 'telling off', although it might include a conversation about what could have gone better and how the student could achieve this.

4. Parent and whānau involvement

The student takes their PPR home with them after the school day for their parent(s) or caregiver to sign. This provides an opportunity for positive discussions about the school day and for celebrating the student's progress and achievements. It is important to explain to parents that they need to remain positive and encouraging should the student not achieve their goal for a certain number of points.

5. Data collection and progress monitoring

The intervention facilitator captures the percentage of PPR points earned by the student (e.g., by entering the data in a spreadsheet). The student's data is periodically graphed by the intervention coordinator and reviewed by the school's Tier Two Team. Results are used to monitor progress and make decisions about next steps with the intervention. Typically, the student should reach their initial goal within a week and their final goal within three weeks.

6. A well-considered exit strategy

A student is ready to exit CICO when they can take responsibility for their learning and behaviour without the need for adult supervision. To support this, the core components of CICO, such as regular feedback and checking in and out, are typically faded (gradually removed in a systematic, planned way) rather than abruptly ended.

In preparation for exiting, the facilitator ensures that the student is regularly self-monitoring and checking their own scores against those of their teacher(s). Fading of the intervention should begin

when the Tier Two Team and intervention coordinator agree that student data indicates there is a consistent pattern of desired behaviour. For example, when the student is consistently meeting the goals and behaviour expectations agreed at the start of the intervention, the student and facilitator may agree that the student's teacher(s) will gradually reduce the sessions or days in which they provide feedback.

KEY TASKS FOR PARTICIPANTS

Table 11 outlines the tasks for the main participants in CICO. Note that classroom teachers usually require 5–10 minutes per day to support a student participating in the intervention. More time is required for the intervention coordinator and facilitator.

Table 11: Roles and tasks in Check In/Check Out

INTERVENTION COORDINATOR	PARENTS AND WHĀNAU
<ul style="list-style-type: none"> • Prioritises students for discussion during Tier Two Team meetings • Analyses data and creates individual student progress graphs for Tier Two Team meetings • Provides support to CICO facilitators, meeting regularly with them to review the progress of the students they support • Ensures staff are trained in the intervention • Provides general information to staff and whānau about CICO implementation (at least once a term) • Maintains records for all students participating in CICO • Ensures the intervention is implemented with fidelity 	<ul style="list-style-type: none"> • Provide consent for their child to participate in CICO • Review the daily PPR and provide positive feedback to their child • Consider the use of additional acknowledgments at home • Communicate regularly with the school, particularly if a change in home life occurs
CICO FACILITATORS	STUDENTS
<ul style="list-style-type: none"> • Lead the morning check in and afternoon check out with each student assigned to them • Capture PPR data (e.g., in a spreadsheet) • Meet with the coordinator to prioritise students for discussion during Tier Two Team meetings • Liaise with student's teacher(s) 	<ul style="list-style-type: none"> • Participate in selecting the CICO facilitator they will check in and out with • Work with the CICO coordinator to agree on expectations and goals • Check in and pick up the PPR • Hand the PPR to the teacher at the beginning of the day or class period • Accept teacher feedback • Obtain a new PPR if it is lost during the day • Return the completed PPR during afternoon check out • Take the PPR home for whānau feedback and return it to school the next day • Gradually take responsibility for their own learning and behaviour without adult supervision
TEACHERS	
<ul style="list-style-type: none"> • Greet the student positively at the beginning of the school day or class period • Provide praise and prompts for following expectations or making improvements during class • Initiate feedback at the end of each session, acknowledging successes and explaining the rating they've given • Encourage the student to self-monitor • Liaise with the facilitator on progress and any concerns (e.g., about the student's behaviour) 	

RESOURCES REQUIRED

1. Intervention coordinator and facilitators
2. Positive Progress Record cards (see example on the right)
3. In-depth explanations and unpacking of the intervention – for example:
 - Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to Problem Behavior in Schools: The Behavior Education Program*. New York: Guilford Press.
This book provides clear, step-by-step guidelines for implementing CICO, with reproducible Daily Progress Reports (Positive Progress Records), handouts, planning tools, and access to a webpage to download further resources.
 - The DVD *Check In/Check Out: A Tier 2 Intervention for Students at Risk* (by L. S. Hawken & K. Breen, second edition, 2017).
This training video illustrates the key components of CICO and shows how school staff and whānau can quickly and effectively support positive behaviour throughout the day; it includes reproducible forms, training materials, and spreadsheets for managing daily data.
 - Missouri's Schoolwide Positive Behaviour Support Tier Two workbook, [Chapter 5](#). This chapter provides information on some of the key intended outcomes of CICO. It describes the students who are most likely to benefit from the intervention, provides guidance on collecting and graphing data, and discusses how to phase out support. There are also links to resources that support the development of CICO systems and practices, such as examples of Daily Progress Reports (Positive Progress Records), checklists, and implementation scripts.

A large Auckland primary school has been implementing CICO for two years. The Tier Two Team has found that the secret of success is using data and knowledge of their students to ensure they select those who value adult attention and will therefore benefit from the intervention.

The school's PPR card uses the school's four broad expectations as the basis for each student's behavioural goals. It includes a section for whānau to complete that highlights the positive ("I am proud of you today because ..."), which has encouraged students to share their successes with whānau and has improved home-school communication. Following initial implementation of CICO, the intervention coordinator found that some staff were using the card to add negative comments, which was impacting on students' motivation to take part and their relationships with staff. In response, the Tier Two Team used a staff meeting to give staff practice at providing positive, genuine feedback and to discuss techniques for fostering authentic relationships with students.

The intervention coordinator undertakes training with all staff who act as facilitators and ensures that no facilitator has more than four students at any one time to check in and out with. In addition, the coordinator runs a whole-staff meeting on CICO at the beginning of the school year, covering the key features and advantages of the intervention, students who will most benefit from it, what the process looks like for individual teachers, and how to fill out the PPR card.

The Tier Two Team has decided on criteria for when a student is ready to begin exiting the programme. A student who achieves 80% or more for four days per week across four consecutive weeks is successfully demonstrating a consistent pattern of positive behaviour. When the student is ready to exit CICO, the school invites whānau in for an informal presentation of a certificate to the student.

EXAMPLE: A SECONDARY SCHOOL CICO POSITIVE PROGRESS RECORD

Student name: _____

Date: _____

Student and teacher: for each period, enter a numerical grade under each of the four columns.

Teacher: sign your initials in the column provided; in discussion with the student, make a brief positive comment if appropriate under the heading 'Success notes'.

1 = needing three or more reminders 2 = needing two reminders 3 = needing one or zero reminders

	Respect Used polite language with staff and other students		Integrity Made the right choices, even if it was difficult		Service Contributed to the lesson, was helpful		Excellence Completed required class work		Teacher initials	Success notes
	S	T	S	T	S	T	S	T		
Period 1										
Period 2										
Form time										
Period 3										
Period 4										
Period 5										

Today's goal (circle the agreed goal): 65% 70% 75% 80% 85% 90% 95%

Today's self-graded points total: _____

Today's self-graded %: _____

Today's teacher-graded points: _____

Today's teacher-graded %: _____

Best achievement for today: _____

Facilitator signature: _____

Student signature: _____

Parent/caregiver signature: _____

SMALL GROUP SOCIAL SKILLS INSTRUCTION

The New Zealand Curriculum is clear about the social skills and competencies young people are expected to develop. For example, the key competency *relating to others* includes “the ability to listen actively, recognise different points of view, negotiate, and share ideas” (page 12). The curriculum vision is for students to be “confident, connected, actively involved, and lifelong learners” (page 8), and, within the health and physical education learning area, demonstrating empathy and developing skills that enhance relationships are emphasised (page 23).

Social skills are sometimes viewed as ‘academic enablers’, because students with more developed social skills are more successful in the classroom and better at paying attention, asking questions, and considering the viewpoints of others (DiPerna, 2006). Students who relate well to others are also more likely to be open to new learning and able to take different roles in different situations.

The 2015 OECD report *Skills for Social Progress: The Power of Social and Emotional Skills* synthesised three years of analytical research (including New Zealand data) to identify the skills that drive well-being and social progress. Key findings included:

- Children need a balanced set of cognitive, social, and emotional skills for achieving positive life outcomes.
- Teachers and whānau can help children's social and emotional skills by promoting strong relationships with children and mobilising practical learning experiences.
- Early intervention can play an important role in efficiently raising social skills and reducing educational, labour market, and social disparities.

For New Zealand, the report suggested that improving social and emotional skills (perseverance, responsibility, and social skills with peers) had a high impact on increasing well-being and reduced the likelihood of conduct problems at age 16 (OECD, 2015).

Three key considerations for Small Group Social Skills Instruction are:

- ensuring that there are enough group facilitators available
- maintaining regular communication with whānau to foster supportive relationships for students and to help them practise their developing social skills
- ensuring teachers are aware of students' social skills goals and provide regular support for students to practise and generalise them across different contexts.

PURPOSE AND PROCESS

Students can have social skills difficulties due to a lack of knowledge, little practice, poor understanding of social cues, insufficient reinforcement for appropriate behaviours, or problem behaviours that interfere with using social skills (Gresham & Elliott, 2008). Their difficulties may result in internalising or externalising behaviours.

A Classroom Practices Team may identify the social skills a student needs to learn or practise and provide support for teaching and positively reinforcing the appropriate use of the skill within the classroom. However, some students will still need additional support via a Tier Two intervention.

Small Group Social Skills Instruction is effective both for students who seek attention from adults or peers and for those who try to avoid it because they lack the skills required to confidently interact with others.

Setting up the intervention

In smaller schools, Small Group Social Skills Instruction may be managed on an as-needs basis. In larger schools, the Tier Two Team will generally oversee the establishment of an intervention process that is continuously available. Preparation activities could include:

1. Using key data from staff to identify the most common social skills difficulties for their students.
2. Gathering lessons for a social skills intervention programme in response to the identified difficulties. The programme may be created using a range of social skills resources or may draw on a published 'commercial' programme (see under Resources Required below).
3. Establishing session procedures: number of students per group; length, frequency, and location of sessions; protocols for sessions (e.g., confidentiality); and the focus of sessions – for example, each social skills group could focus on a single skill, with the group changing each time a new skill is covered (rather than a static group of students working on all the skills).
4. Planning processes for notifying group participants and their whānau, supporting group facilitators who lead the sessions, monitoring progress, and evaluating the programme.

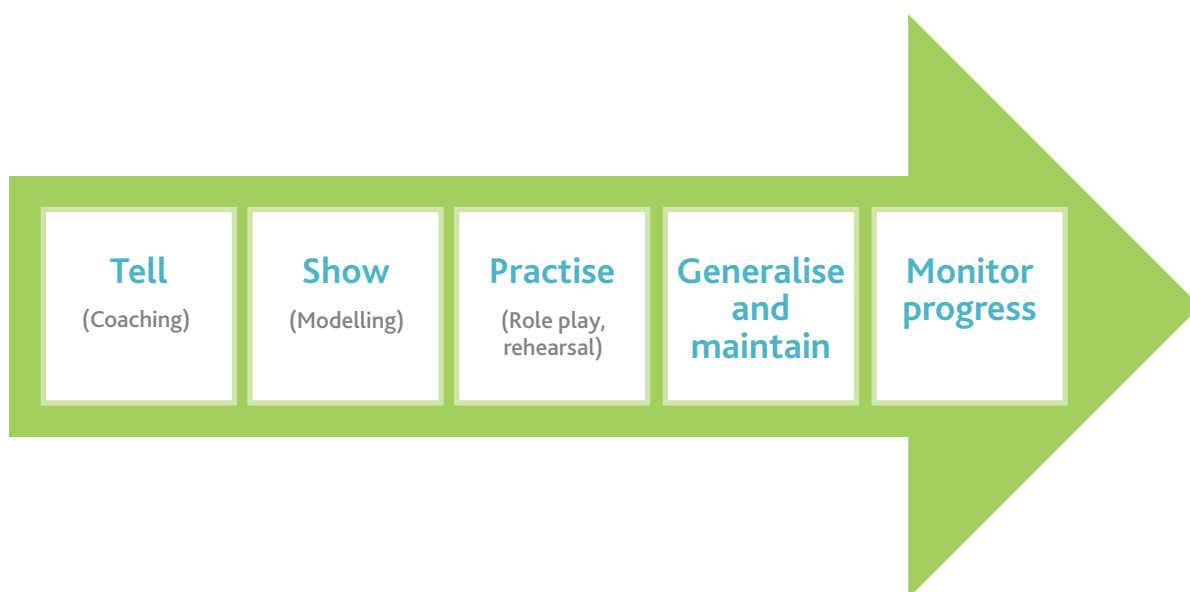
What happens for students

When a student is identified as requiring additional behaviour support in the area of social skills, he or she is assigned to a small group with others who have similar needs. It is often helpful for the group to also include one or two peers who can act as role models.

During group sessions, students learn about and observe particular skills and are given opportunities to practise them. Outside of sessions, teachers, parents, and other adults regularly prompt and recognise the students' use of the skills, helping them to generalise and maintain the skills.¹⁶ Student data is generated on a regular basis and used to monitor progress and make decisions about next steps for each student.

Figure 15 summarises the above approach.

Figure 15: Recommended approach for Small Group Social Skills Instruction



¹⁶ When a student has multiple teachers across the school day, a useful strategy can be to also use Check In/Check Out to remind teachers of the student's social skills goals and their need to practise particular skills in a range of contexts and be acknowledged as they work towards their goals.

KEY TASKS FOR PARTICIPANTS

Table 12 outlines the tasks for the main participants in Small Group Social Skills Instruction. Note that classroom teachers usually require 5–10 minutes per day to support a student participating in the intervention. More time is required for the intervention coordinator and small-group facilitator.

Table 12: Roles and tasks in Small Group Social Skills Instruction

INTERVENTION COORDINATOR	STUDENTS
<ul style="list-style-type: none"> • Prioritises students for discussion during Tier Two Team meetings • Collates data on students' responses to the intervention for review at Tier Two Team meetings • Supports the small-group facilitators • Ensures facilitators and teachers are trained in the intervention • Obtains permission from whānau for their child to participate in the intervention and discusses how they can best support the intervention • Provides information to the Tier Two Team and school staff about numbers of students participating and the impact of the intervention • Maintains records for all students participating in Small Group Social Skills Instruction 	PARENTS AND WHĀNAU
	<ul style="list-style-type: none"> • Agree to be part of a social skills group • Participate in the selection of practice activities • Engage in role plays, discussions, and problem solving during sessions • Self-assess progress and acknowledge others' developing skills • Practise skills at school, at home, and in the community
SMALL-GROUP FACILITATORS	TEACHERS
<ul style="list-style-type: none"> • Meet at least once a week with the small group of students assigned to them • Plan 30–60 minute sessions of social skills instruction for the students, using resources the school has decided on • Let teachers know what skills have been covered, how students will demonstrate success with the skills, and what can be recognised as reasonable approximations of the skills • Support teachers to prompt and reinforce students' use of newly learned skills • Provide data (e.g., teacher ratings) on student progress to the coordinator 	<ul style="list-style-type: none"> • Liaise with facilitators to know what social skills are being focused on • Gather data on students' use of these skills • Provide acknowledgment and support to students who are practising and using the skills • Make links between Tier One lesson plans for teaching expected behaviours in order to reinforce the skills

RESOURCES REQUIRED

1. Intervention coordinator and small-group facilitators
2. Lesson plans or activities for teaching social skills, developed by staff or adapted from Tier One lesson plans or an evidence-based social skills programme (e.g., see the Shapiro book or Jimenez et al. website in Recommended Resources)
3. In-depth explanations and unpacking of the intervention – for example:
 - Missouri's Schoolwide Positive Behavior Support Tier Two Workbook, [Chapter 6](#)
 - Terry Scott's [speech](#) at the PB4L-SW conference in 2013.

Social skills programmes

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), the goals of social and emotional skills-based programmes are to foster the development of five interrelated sets of cognitive, affective, and behavioural competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (CASEL, 2012).

Effective, school-based social skills programmes identified in a recent review by Clarke et al. (2015) shared a number of common characteristics, including:

- a focus on teaching skills, in particular the cognitive, affective, and behavioural competencies outlined by CASEL above
- the use of competence enhancement and empowering approaches
- the use of interactive teaching methods, including role play, games, and group work
- well-defined goals and the use of a coordinated set of activities to achieve objectives.

Similarly, Durlak et al. (2011) found that the most effective programmes were those that incorporated four elements represented by the acronym SAFE:

- **S**equenced activities that led in a coordinated, connected way to the development of skills
- **A**ctive forms of learning
- **F**ocus on developing one or more skills
- **E**xplicitness about targeting specific skills.



The Ministry of Education does not endorse any specific programme, nor is it required that schools buy a programme in order to establish a social skills intervention. The Ministry recommends that schools use the above research findings to ensure that any programme they are considering is fit for purpose. The following information is included so that schools can make informed decisions if they choose to purchase a particular programme.

- ***Stop Think Do***¹⁷

Author: Lindy Petersen

An Australian cognitive-behavioural, social skills training programme originally devised in the Adelaide Women and Children's Hospital as a treatment programme for children and adolescents with social or behavioural difficulties. The programme may be run in clinics or schools, with individuals or groups. Its approach is both instructional and experiential, teaching children specific social skills and a process for relating to others so that they can make and keep friends.

See <http://www.stopthinkdo.com/> for more information.

- ***Skillstreaming – Teaching Prosocial Skills***

Authors: Arnold P. Goldstein & Ellen McGinnis, 1997, Research Press

A research-based, prosocial skills¹⁸ training programme that employs a four-part training approach – modelling, role-playing, performance feedback, and generalisation – to teach essential prosocial skills to children and adolescents. Each book provides a description of the programme with instructions for teaching a variety of prosocial skills and a CD with reproducible forms and handouts.

See <http://www.skillstreaming.com/> for more information.

- ***Social Skills Improvement System (SSIS™) Intervention Guide***

Authors: Stephen Elliott & Frank Gresham

A programme designed for students who are having social skills acquisition or performance difficulties and who have not experienced success from social skills instruction in the classroom. It can be used with children and students aged from three to eighteen. The guide provides 20 lesson topics that follow the instructional format 'Tell, Show, Do, Practise, Monitor Progress, and Generalise'.

See <http://www.pearsonclinical.com/education/products/100000355/social-skills-improvement-system-ssis-intervention-guide.html#tab-details> for more information.

- ***Coping Power***

Authors: John E. Lochman, Karen C. Wells, & Lisa A. Lenhart

A preventive intervention for at-risk children in late primary and early intermediate school. The programme teaches skills that help students achieve their goals, develop healthy social skills, make good choices, maintain friendships with positive peers, and cope with adversity and strong feelings. It includes 16 group sessions for parents supporting their use of strategies such as positive attention, clear expectations, communication, and problem solving.

See <http://www.copingpower.com/> for more information.

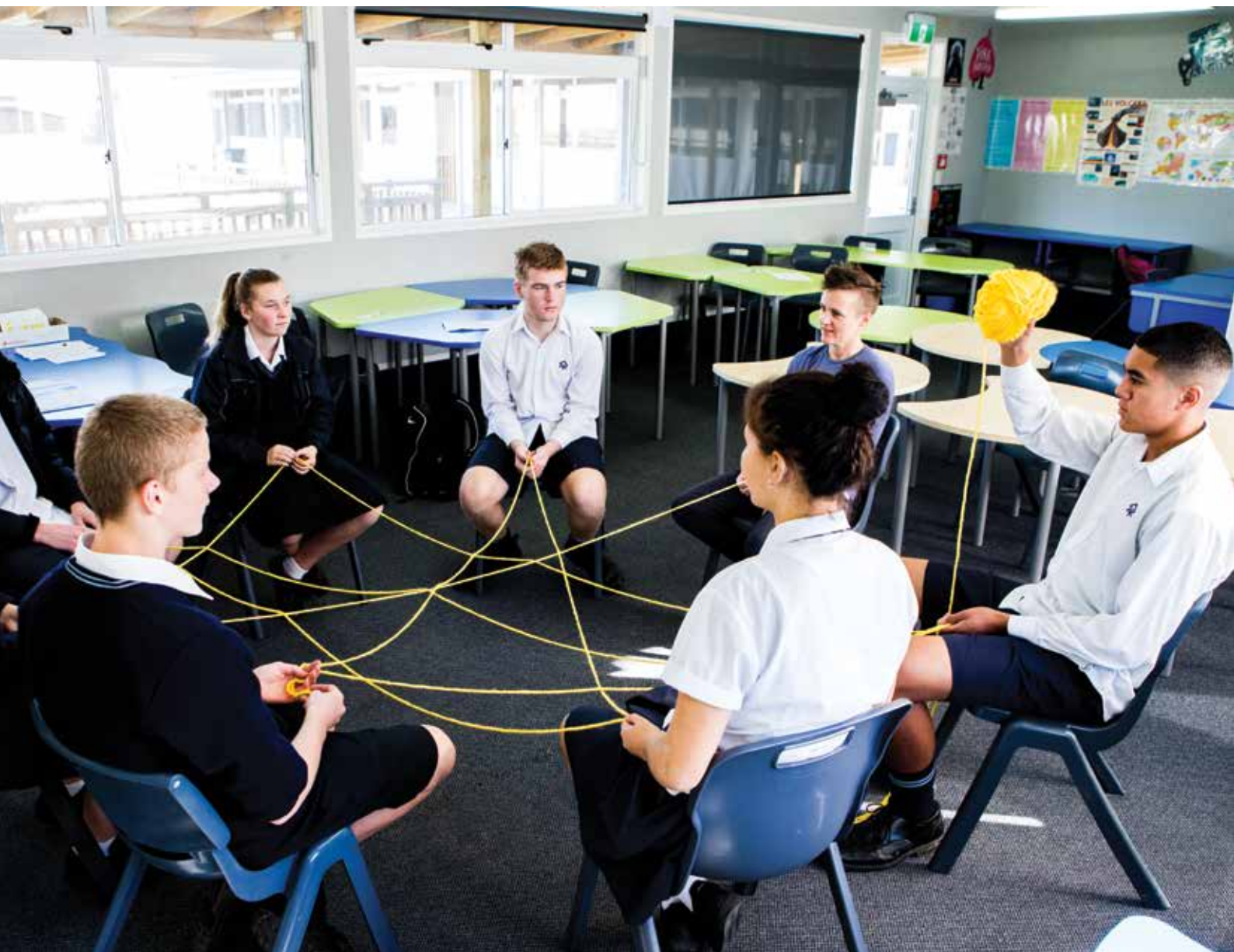
¹⁷These descriptions of social skills programmes are adapted from each programme's website and are copyright as ascribed on the website.

¹⁸ Prosocial skills support prosocial behaviour, which can be defined as positive actions that benefit others, prompted by empathy, moral values, and a sense of personal responsibility rather than a desire for personal gain (Kidron & Fleischman, 2006).

The junior syndicate teachers in a large Hutt Valley primary school have identified a group of four year 2 boys who are struggling to play safely on the playground. They have reviewed teacher records and incident data and discovered that the key problem behaviours are snatching equipment and not sharing or turn taking. This often results in the boys becoming aggressive and pushing and shoving each other during break times. Teachers report that having to solve the 'fall outs' after interval and lunchtime causes delays in starting their next sessions.

The Tier Two Team decides to form a social skills group that includes the four boys and three peer role models. Drawing on the school-wide expectations, the team identifies two social skills as a focus: respecting property and respecting others. The students' parents give permission for their children to participate and agree to support the initiative with practice of the focus skills at home. Lessons are adapted from the school's Tier One lesson plans, and the intervention coordinator liaises with the students' regular teachers to ensure that they know what the boys are practising and will look for teaching opportunities in class and on the school grounds. Across the school, all staff have agreed to give more attention to positive, inclusive play by students during break times.

For six weeks, the social skills group meets twice a week for 30 minutes. Staff give positive feedback and use the school acknowledgments system when the boys are observed displaying prosocial skills. During this time, playground incidents reduce. At the end of the six weeks, the boys receive a 'Congratulations' certificate in assembly in recognition of their progress. Their parents attend and are delighted to see their children come up on stage to receive their acknowledgment.



INTERVENTIONS PROVIDING ACADEMIC SUPPORT

Research has demonstrated a strong correlation between low academic achievement and behavioural difficulties (Martella & Marchand-Martella, 2015). For example, many studies have found that students who have difficulties learning to read often show more aggressive behaviours later on at school, which can impact on their peer relationships (Miles & Stipek, 2006; Pierce et al., 2013; Russell et al., 2015).

For this reason, when a student is referred to the Tier Two Team because of behavioural issues, it is important to review the student's academic performance. Often students with problem behaviours have underlying learning needs; identifying and meeting these needs reduces the likelihood of misbehaviour. Furthermore, for many students who need support with their learning, relatively simple, temporary interventions can have a large impact (Stormont et al., 2012).

Key considerations for interventions providing academic support are:

- tracking student progress beside behavioural data to identify students who would benefit from academic support
- ensuring selected interventions align with your school's strategic plan and take advantage of existing inquiries and initiatives
- ensuring there is a strong evidence base for a new programme being considered and that the programme will be a good fit with your school's culture and community
- working with teachers and whānau to help participating students apply new knowledge and skills, across the curriculum and both at school and at home
- monitoring students' progress by gathering accurate and timely data that supports decisions on adapting or phasing out an intervention.

PURPOSE AND PROCESS

Interventions providing academic support most strongly support students who avoid tasks, sometimes just in one or two specific learning areas, because they are not confident about their ability. Occasionally, for some students, this lack of confidence can also lead to frequent requests for help from adults or peers.

Unlike an established intervention such as Check In/Check Out, interventions providing academic support can take many forms. For example, in its simplest form, an intervention might be a one-off initiative for a small group of students who meet at lunchtimes for six weeks for additional instruction and practice from their teacher around a particular mathematics skill. A more complex example could be an ongoing, established programme that provides focused instruction for students needing additional support, that serves a cluster of schools, and that is supported by an external professional development facilitator.

Often students with problem behaviours have underlying learning needs; identifying and meeting these needs reduces the likelihood of misbehaviour.

Whatever its size and nature, a Tier Two intervention providing academic support will generally follow the steps below:

1. Identifying students who require academic support

When a student is referred for Tier Two support because of behavioural issues, reviewing their academic data often confirms that they are achieving below expectations, are making little progress over time, or have gaps in their skills and understanding. Sometimes their learning and progress are affected by difficulties with organisation and self-management.

The intervention coordinator will meet with the student and their whānau to agree on the student's participation in an appropriate intervention and to set goals for the student's learning and self-management. The coordinator will then aim to group students with similar academic needs and goals.

2. Selecting or setting up an appropriate intervention

It is important to ensure that your decisions about support for students take advantage of existing initiatives wherever possible. Most schools have established systems for supporting students who need additional academic support – for example, through referrals to RTLBs and through interventions such as Reading Recovery, numeracy groups, and tutoring programmes.

Your school may also be receiving support from the Ministry of Education – recent national initiatives within Programme for Students have included Accelerating Learning in Literacy (ALL) and Accelerating Learning in Mathematics (ALiM), which used expertise within the school to undertake short-term interventions to accelerate the progress of small groups of students working below or well below expectations for reading, writing, or mathematics.

In addition, your school may be conducting an inquiry into an identified need for many students, possibly within a cluster of schools, or working to address a particular challenge as a community of learning. It will be important that Tier Two academic support for a student integrates with this initiative if appropriate.

In larger schools, there may be separate facilitators leading interventions focused on a particular learning area or need – for example, a literacy leader or mathematics support teacher may coordinate and lead sessions with students, liaise with their regular teachers, and capture progress data for them.

3. Supporting student participation and monitoring progress

At times an academic intervention will involve a small group of students meeting and working with a facilitator. However, an inclusive approach ensures students are active participants in their classroom community, and so students will usually remain in their regular class and work within a small group with their teacher for the intervention. They will need lots of practice and a range of strategies as they develop new skills and knowledge and learn more effective ways of managing their work – for example, by using tools such as graphic organisers, visual schedules, and organisational checklists to self-manage and complete tasks at school and at home.

Throughout the intervention, there should be regular liaison between each student's teacher(s), whānau, the coordinator, and the intervention facilitator to support the student's participation and to ensure the student and their whānau 'own' the intervention. This communication also helps

the student to apply new knowledge and skills across the curriculum at school and at home, and it provides valuable data on progress towards the goals everyone has agreed on.

Whatever approach is taken, the teacher or facilitator needs to have access to agreed, efficient methods for collecting data on progress in relation to the academic goals the students are working towards. As well as providing information on individual students, this data will feed into the evaluation of overall effectiveness of each academic intervention by the coordinator and Tier Two Team.

4. Supporting students to exit the intervention

When all participants are satisfied that a student has reached their goals, then it is time for the student to exit the intervention. This is usually straightforward for students who have been receiving support for a relatively short time, especially if they exit at the same time as several of their peers. Students who have been participating in an intervention for several months may require a more tailored approach with a gradual phasing out of support. In either case, the coordinator should agree on plans for ongoing monitoring of academic performance and behaviour with the student's teacher(s).

It is important to recognise and celebrate success when a student finishes an intervention. Depending on the student's wishes and the school's protocols for the intervention, this may be a small-scale, private occasion (e.g., a final meeting between the student, their whānau, and the facilitator) or a more public celebration (e.g., receiving a certificate at assembly).



KEY TASKS FOR PARTICIPANTS

Table 13 outlines the tasks for the main participants in a typical intervention providing academic support. Note that classroom teachers usually require 5–10 minutes per day to support a student participating in the intervention. More time is required for individual intervention facilitators and the intervention coordinator.

Table 13: Roles and tasks in interventions providing academic support

INTERVENTION COORDINATOR	STUDENTS
<ul style="list-style-type: none"> Ensures there is a suitable range of interventions for students needing academic support Prioritises students for discussion during Tier Two Team meetings Organises for identified students to access an appropriate intervention to support their learning Liaises with the facilitator of each intervention Ensures there are efficient data collection methods and supports progress monitoring Maintains records for all participating students Communicates with whānau about their child's progress and the role of whānau in providing support Communicates regularly with the Tier Two Team and school staff about available support, numbers of participating students, and their progress 	PARENTS AND WHĀNAU
	<ul style="list-style-type: none"> Agree to participate in the intervention Set academic goals for themselves with the support of their facilitator and whānau Participate fully in intervention activities Take part in assessing progress towards meeting goals
INDIVIDUAL INTERVENTION FACILITATORS	TEACHERS
<ul style="list-style-type: none"> Agree on goals with students and their whānau and teachers Coordinate and lead sessions with students Liaise with students' teachers Capture progress data for students Meet with the coordinator to prioritise students for discussion during Tier Two Team meetings 	<ul style="list-style-type: none"> Identify students who require additional support with their learning and/or organisational skills Liaise with facilitator on intervention activities, students' progress, and any concerns Support students to apply new knowledge and skills across the curriculum Provide data to inform progress monitoring Encourage students to self-monitor Acknowledge and reinforce progress with students and their whānau

RESOURCES REQUIRED

1. Intervention coordinator and individual intervention facilitators
2. External support if appropriate (e.g., from an experienced PLD facilitator, from colleagues within a cluster of schools, or from an established national initiative funded by the Ministry of Education)
3. Information and resources to support particular interventions, particularly those provided by the Ministry of Education – for example:
 - Literacy Online (<http://literacyonline.tki.org.nz>), a website that helps primary and secondary teachers to develop teaching and learning programmes based on the literacy needs of their learners
 - nzmaths (<https://nzmaths.co.nz>), supporting teachers with resources, professional learning, communities of practice, and planning tools
 - Universal Design for Learning (<http://inclusive.tki.org.nz/universal-design-for-learning>), a guide on embedding flexible supports for learning and minimising barriers to learning, with practical strategies, suggestions, and resources for supporting learners with diverse needs
 - Everyone's In: An Inclusive Planning Tool (<http://everyones-in.tki.org.nz>), an interactive tool for planning a specific lesson, unit, or inquiry that reflects the principles of Universal Design for Learning and includes appropriate adaptations and differentiations. See also the UDL Tech Toolkit at <http://udltechtoolkit.wikispaces.com/Home>
 - Resource Selector (<http://nzcurriculum.tki.org.nz/System-of-support-incl.-PLD/Resource-selector>), a range of support and resources known to help accelerate the learning of particular groups of students and improve the teaching of the school curriculum
 - Programme for Students (<http://nzcurriculum.tki.org.nz/System-of-support-incl.-PLD/School-initiated-supports/Programme-for-Students-PfS>), information on ALL (Accelerating Learning in Literacy), ALiM (Accelerating Learning in Mathematics), and MST (Mathematics Support Teachers), which support primary schools to inquire into their teaching practices to accelerate the mathematics and/or literacy progress of students, with an overall aim of supporting whole-school change¹⁹
 - Reading Together (<https://www.readingtogether.net.nz/reading-together.html>), information on this research-based workshop programme which helps whānau to provide effective support for their children's reading in years 1–8.

¹⁹ Note that at the time of this resource's publication, the Ministry of Education was increasingly targeting Programme for Students funding towards communities of learning.

A rural wharekura in Waikato has a roll of 200. Māori learners (ākonga) enter the kura at all year levels, and many come with limited te reo Māori. Most subjects, and all activities and interactions, are taught in Māori. This has raised significant challenges, because some ākonga cannot understand their kaiako (teachers) and are therefore unable to access the curriculum. They become reluctant to attend school, and they sometimes present behavioural challenges because they do not understand the processes and systems of the kura.

In response, the kura has introduced an intervention providing academic support. Ākonga arriving with little or no te reo go into their own class, where they receive te reo lessons and in which their main subjects are taught in English. As they become more proficient in the language, instruction gradually uses more and more te reo. When they are able to understand basic classroom instructions and have a sound vocabulary, they join a class for their year group but continue to receive additional, focused instruction in te reo.

These ākonga are also each assigned a tuakana who supports them with their te reo at interval and lunchtime, because the school-wide expectation for the grounds is 'kōrero Māori i ngā wā katoa' ('always speak Māori'). In addition, whānau are offered classes in Māori at night so that they can support the use of te reo at home with their tamariki.

The kura has identified clear benefits from the intervention: new ākonga are less anxious, there are fewer behavioural issues, ākonga are much happier to attend school, and more te reo is being spoken in the home.



CHECK & CONNECT

Check & Connect originated in the United States with good evidence of success – for example, it has been shown to improve student attendance, involvement, and learning outcomes (Christenson et al., 2012). The Ministry of Education piloted Check & Connect in Christchurch after the 2010–11 earthquakes and also trialled the programme as part of the Prime Minister's Youth Mental Health Project. Following this, the New Zealand Council for Educational Research (NZCER) was commissioned to evaluate how well Check & Connect can be adapted for New Zealand students, particularly Māori and Pasifika students, and to the New Zealand Curriculum.

Check & Connect is a targeted, early intervention approach designed to re-engage primary and secondary students showing early signs of disengaging from school.

The evaluation report provides an initial evidence base for the effectiveness of the programme with target students. It recognises strengths in the programme's content and in its emphasis on relationships and home-based partnerships. And it shows that most participating students and their mentors noted positive gains for the students (Wylie & Felgate, 2016) – for example, just under three-quarters of students said that they were now putting more effort into their schoolwork and were achieving better results, and around two-thirds reported a better sense of their strengths and improved ways of dealing with things that upset them. Gains for students were higher for those who had between 18 months and two years on the programme.

Three key considerations for Check & Connect are:

- fostering trusting relationships between the mentor, the student, their whānau, and the school
- supporting mentors by identifying and addressing any barriers in the school hindering their engagement with their student
- identifying key measures of student progress, gathering baseline data for them, and regularly monitoring changes in them.

PURPOSE AND PROCESS

Students need to be present in class (behaviourally engaged), and experience a degree of emotional comfort and connectedness (emotionally engaged), before they can become cognitively engaged. In essence, behavioural and emotional engagement are preconditions of cognitive engagement.

Poskitt and Gibbs, 2010, page 11

Check & Connect is a targeted, early intervention approach designed to re-engage primary and secondary students showing early signs of disengaging from school (e.g., often being late, incomplete homework, absenteeism). Students disengage from school for many different reasons. Some of the most common are finding school work too difficult or irrelevant, having few opportunities to form positive and supportive relationships with others, and difficult home circumstances.

For these reasons, Check & Connect is most effective for students who seek to avoid or escape attention or to avoid or escape tasks and school work.

In the programme, each student is paired up with a mentor whom they have helped identify. For at least two years, the student and mentor meet frequently to set and achieve goals for the student's re-engagement and success in school. Whānau are also involved in supporting the student to achieve their goals. Schools often adapt the programme to ensure a good fit with their students and community.

'Check' in Check & Connect refers to the process whereby mentors systematically monitor attendance, achievement, and pastoral data to support problem solving. 'Connect' refers to the way in which mentors provide personalised, timely interventions to help students solve problems, build skills, and enhance their competence.

Mentors are adults with knowledge, skills, and attitudes that enable them to form strong relationships with their assigned students – for example, teachers, teacher aides, deans, syndicate leaders, kaumatua, and community youth workers. They receive specialised training and are supported by a supervisor.

KEY TASKS FOR PARTICIPANTS

Table 14 outlines the tasks for the main participants in Check & Connect. Note that classroom teachers usually just require a brief weekly check to support a student participating in the intervention. More time is required for the intervention coordinator, supervisor, and, particularly, the mentor.



Table 14: Roles and tasks in Check & Connect

INTERVENTION COORDINATOR	STUDENTS
<ul style="list-style-type: none"> • Prioritises students for discussion during Tier Two Team meetings • Provides mentors with attendance, engagement, and achievement data and alerts to new concerns • Actively engages with whānau and supports mentors' relationships with them • Works with teachers and others to support student goals • Supports mentors by linking them with a supervisor and arranging access to ongoing training • Provides key information on Check & Connect to school staff and the community • Maintains records for all students participating in the programme 	<ul style="list-style-type: none"> • Agree to be part of Check & Connect following discussions with their whānau and the coordinator • Participate in selecting their mentor • Work with the mentor to agree on key goals and processes • Meet with the mentor every week to monitor progress and develop skills in conflict resolution, problem solving, and self-management • Participate in the wider school community (e.g., through clubs, extracurricular activities) • Keep their whānau up-to-date with goals and progress within the programme
MENTORS	TEACHERS
<ul style="list-style-type: none"> • Work with the student and whānau, building trust and commitment over a minimum of two years • Set learning and behavioural goals with the student • Conduct weekly checks of the student's attendance, behaviour, and educational progress using data • Maintain and model a solution-focused approach to support resilience and intrinsic motivation for the student • Respect and support the student's culture and identity • Leverage support for the student at school, home, and in the community • Work as part of a team, sharing knowledge and providing support while receiving regular supervision • Liaise with school staff on support strategies for the student and on policies and practices that may reduce the student's engagement 	<ul style="list-style-type: none"> • Regularly meet and communicate with mentors to ensure awareness of student goals and a consistent approach • Acknowledge the student for following expectations and making progress towards their goals • Provide ongoing encouragement and support to the student's whānau • Respect and support the student's culture and identity • Provide data to the coordinator and Tier Two Team
SUPERVISORS	PARENTS AND WHĀNAU
<ul style="list-style-type: none"> • Provide ongoing support to mentors to help problem-solve and to ensure fidelity of implementation 	<ul style="list-style-type: none"> • Provide consent for their child to participate in Check & Connect • Support their child in developing realistic, positive goals and acknowledge progress towards them • Meet regularly with the mentor and school and are open to communication, especially when there are changes in circumstances • Facilitate their child's engagement at school and positive relationships with others

RESOURCES REQUIRED

1. Intervention coordinator, supervisors, and trained mentors
2. Data collection and progress monitoring forms
3. In-depth explanations and unpacking of the intervention – for example:
 - Christenson, S. L., Stout, K., & Pohl, A. (2012). *Check & Connect: A Comprehensive Student Engagement Intervention: Implementing with Fidelity*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.
This manual covers the research foundations, main components, and detailed steps for implementation of Check & Connect. It provides practical examples and guidelines for goal setting and for using knowledge of local contexts during implementation. It also includes useful resources such as referral, intake, and monitoring forms for primary, intermediate, and secondary schools.
 - The University of Minnesota website for Check & Connect (<http://checkandconnect.umn.edu>). This site provides information on the intervention and the research behind it along with links to online resources and sample tools.

A North Island secondary school, well established in PB4L–SW and with an embedded restorative approach, has decided to pilot Check & Connect. The Tier Two Team has appointed a coordinator, who has recruited mentors from the teaching staff based on two criteria: a proven ability to build relationships with students, and the ability to follow a process with fidelity. An external provider, with an education background and extensive experience working in schools, has carried out the training and supervision of the mentors. She ensures they understand their role – to maintain a positive relationship with students and to help them reach their goals and stay engaged in school.

Students and mentors are matched on the basis of strong existing relationships. The mentor explains the process to their student: touching base every week, talking about what's happening at school, and catching up with parents regularly to let them know how things are going. The school then invites participants to a relaxed, informal 'whānau kai' where students, whānau, and mentors share details about the process. After this, mentors timetable a session with their student each week.

The school has developed an electronic 'Student Tracking Sheet' based on KAMAR data and each student's goals. This is a shared document that the students have ultimate ownership of and can add to. During mentoring sessions, the student and mentor update the sheet, acknowledging improvements and addressing issues. The Check & Connect coordinator draws on this data and liaises with the supervisor to keep track of student progress and report on the effectiveness of the intervention to the Tier Two Team.

Overall, the school has found that students who most benefit from Check & Connect are those in years 8 and 9 who have begun to exhibit 'out-of-character' misbehaviours. Mentors develop a detailed understanding of students' possible career paths, their current skills, and the skills they need to develop to achieve their goals. The intervention's process also supports an effective partnership between mentors and students' classroom teachers, focused on students' learning needs. Regular contact with whānau has been important and helps facilitate the process.

NEWCOMERS' CLUB

Most students will experience several transitions during their school years when they must adjust to new teachers and peers, new environments and ways of working, and different routines and expectations (Sanders et al., 2005). This can be challenging, academically and socially, especially when it is exacerbated by emotional issues or difficult home circumstances (Kennedy & Cox, 2008). How well students respond to transition is largely dependent on two factors: students' personal resources and coping skills, and the culture of the school they are entering (ERO, 2012).

How well students respond to transition is largely dependent on two factors: students' personal resources and coping skills, and the culture of the school they are entering.

While positive, school-wide pastoral and learning care is important for all students, ERO also identified the need for specific structures or approaches tailored to the needs of vulnerable students during transition. Schools should identify students who are likely to need support early, involve people connected to them when planning support, and understand their interests, strengths, and learning needs in order to enhance their engagement (ERO, 2012).

Newcomers' Club is an intervention that is designed to support students during transition and that is in keeping with ERO's recommendations. It is effective both as a targeted Tier Two intervention and a universal programme for all students joining a school after the annual start-of-year intake. The description below covers its use as a targeted intervention for new students with specific behavioural needs. For example, it is often adopted for students who have attended multiple schools or who find it difficult to transition because of behavioural issues or limited social skills.

For new students, Newcomers' Club supports their transition into the new school environment and makes them feel valued and welcomed. It provides leadership opportunities for existing students in their roles as student ambassadors supporting new students in their year level. For staff, the intervention helps them to develop relationships with new students and their whānau, assess the students' needs and monitor their progress, and identify any who may need further Tier Two support.

Key considerations for Newcomers' Club are:

- ensuring there are enough student ambassadors so that new students can receive individual attention
- obtaining relevant information from students, whānau, and previous schools or early childhood services to support transition
- fostering supportive relationships from the start through regular communication with whānau and teachers
- helping students to settle in by providing a range of activities to meet diverse student preferences.

PURPOSE AND PROCESS

Like Small Group Social Skills Instruction, Newcomers' Club can be effective both for students who seek attention and for those who avoid it because they lack the skills required to confidently interact with others. It helps new students to learn a school's systems, to get acquainted with staff and other students, and to become familiar with the school's behaviour expectations and routines.

Identifying students for Newcomers' Club should start well before the students start at their new school and should include a range of people – for example, the students' whānau, leaders and teachers from the 'contributing' school or early childhood service, staff from agencies that have worked with the student, and pastoral staff from the new school.²⁰

When a student is selected for Newcomers' Club, the intervention coordinator organises a meeting²¹ with the new student and their whānau to discuss some of the questions below and to set goals for the student's participation in the school community. The answers to the questions and agreed goals will help the coordinator, student ambassadors, and the new student's teacher(s) to get to know the student and to plan how best to support them.

Examples of questions for a new student

- What are your interests? What hobbies, sports, and activities do you enjoy?
- Tell us more about yourself – e.g., your family, pets, friends, and favourite music, food, and movies.
- What are you good at?
- What would you like help with?
- What do you know about our school?
- Do you already have any friends or people you know here?
- What are you most looking forward to in Newcomers' Club?
- What are you most nervous about in Newcomers' Club?
- What are you hoping to learn in the club?
- Who do you go to for help outside of school?
- What languages are spoken at home?

Examples of questions for the student's whānau

- Tell us about your child. What is he/she good at?
- What does he/she enjoy doing at school and out of school?
- What will he/she need help with?
- Are there any whānau members who can support him/her with homework?
- Who does he/she already know at the school?
- How do you hope your child will benefit from Newcomers' Club?
- Have you any concerns about how the club will work for your child?
- How do you like to be communicated with?
- What information would you like to have?
- How are you already involved with the school or wider community? Could we take advantage of this to help your child settle quickly into school?

²⁰ Hence unlike the other interventions described above, Newcomers' Club is a 'preventative' approach that bypasses the Classroom Practices Team and the usual pre-intervention practice of identifying the function of a student's behaviour.

²¹ In large schools, it is often deans, syndicate leaders, or members of the pastoral staff who organise and attend these meetings.

When students selected for Newcomers' Club arrive at the school, they are welcomed and introduced to their student ambassadors. The ambassadors take the newcomers on a personal tour of the school environment, review school-wide expectations, and have morning tea or lunch together to answer any questions.

As the newcomers settle into the school, their teachers and the coordinator keep an eye on them and liaise with them and their whānau about progress with the goals they set in their initial meeting – for example, that at least one reciprocal friendship has developed and that the student understands school-wide expectations and feels part of the school community. The coordinator also monitors basic data for each student (e.g., for attendance and academic progress).²² When all parties are confident that goals have been met and the student is settled in the school, the student graduates from the club.

At the end of the year:

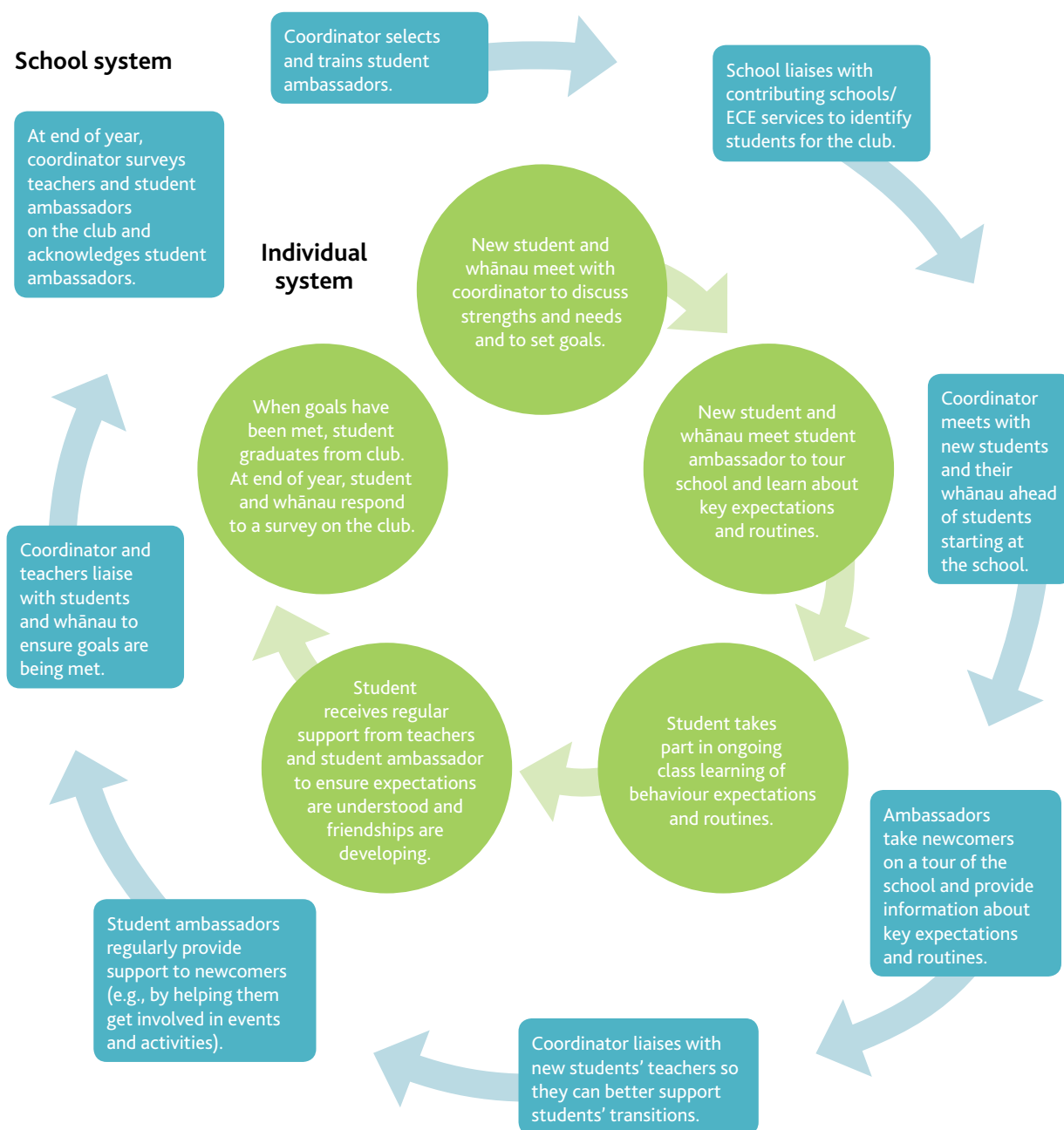
- teachers should acknowledge the student ambassadors for their year-long commitment
- newcomers, student ambassadors, whānau, and teachers may complete a survey to give feedback on the activities and effectiveness of the club.

Figure 16 shows how a Newcomers' Club might work in a school.

²² Some schools, in agreement with students and their whānau, adapt the Positive Progress Record from Check In/Check Out to gather data on the students' progress towards their goals and to promote positive relationships with teachers.



Figure 16: Example of how a Newcomers' Club could work in a school



KEY TASKS FOR PARTICIPANTS

Table 15 outlines the principal tasks for participants in Newcomers' Club.

Table 15: Roles and tasks in Newcomers' Club

INTERVENTION COORDINATOR	STUDENTS
<ul style="list-style-type: none"> • Liaises with the Tier Two Team to set up a system for identifying new students who may be at risk (Newcomers' Club gets new members throughout the year) • Selects student ambassadors (e.g., students suggested by the Classroom Practices Teams) • Trains the ambassadors to give tours, model behaviour expectations, and support newcomers in forming friendships • Meets with new students and their whānau ahead of the students starting at the school • Creates opportunities for student ambassadors to get to know new students and their whānau • Selects and creates activities for the club with staff and student ambassadors • Raises awareness of Newcomers' Club with all staff 	<ul style="list-style-type: none"> • Agree to be part of Newcomers' Club following discussions with their whānau and the intervention coordinator • Provide the coordinator with information about their strengths, interests, and needs • Agree on goals for becoming part of the school community • Meet with their student ambassador and participate in opportunities to get to know their new school environment • Keep their whānau up-to-date with their progress • Begin to participate in the wider school community (e.g., through clubs and extracurricular activities) • Give feedback on the success and effectiveness of the club
	STUDENT AMBASSADORS
	<ul style="list-style-type: none"> • Meet new students on their first day to take them round the school, share lunch, and answer questions • Continue to support their allocated newcomers • Provide information around key expectations and routines to newcomers • Give feedback on the success and effectiveness of the club
TEACHERS	PARENTS AND WHĀNAU
<ul style="list-style-type: none"> • Nominate students who would make good ambassadors • Help new students to learn and practise school-wide and classroom behaviour expectations with their classmates • Involve whānau in plans for new students • Regularly teach lessons on welcoming new students to the school and classroom • Ensure new students have buddies to have lunch with in their first week (or until they feel comfortable) 	<ul style="list-style-type: none"> • Participate in meetings and their child's introduction to the school • Provide information about their child and their hopes and aspirations for them • Participate in sharing good news and celebrating their child's integration into the school community • Give feedback on the success and effectiveness of the club

RESOURCES REQUIRED

1. Intervention coordinator and student ambassadors
2. Tier One lesson plans and activities for teaching key expectations, behaviours, and routines
3. Survey questions for whānau, new students, and student ambassadors
4. In-depth explanations and unpacking of the intervention – for example:
 - The PBIS Compendium: Resources compiled by the PBIS facilitators of the special school district of St. Louis County. This website has resources to support schools in their development of a Newcomers' Club, including examples of transfer information forms, family letters, lesson plans, and process documentation.



A Taranaki primary school has been implementing Newcomers' Club for two years. When examining their school-wide data, the Tier One Team had noticed that older students new to the school were significantly more likely to make behavioural errors than those who had started as new entrants. They shared this data with the staff, who agreed to support members of the Tier Two Team to develop and implement a Newcomers' Club.

When a new student arrives from another school, they are enrolled in Newcomers' Club, which provides support from a student ambassador, an introduction to the school's values, and opportunities to practise social skills in a range of settings. The process begins with a member of the senior leadership team gathering information from the student's previous school and meeting with the student and their whānau at enrolment. At this meeting, they introduce the school, they outline Newcomers' Club, they explore the student's culture, interests, and strengths, and they agree on goals for settling into the school.

Student ambassadors within Newcomers' Club are seen as leaders in the school. A student needs two student nominations and a staff endorsement to apply for the role, and they give an oral presentation to the senior school saying why they want to be an ambassador and what they will bring to the role.

The school has developed a 'passport' for Newcomers' Club, a simple checklist showing the expectations for each school setting (see excerpt below). At the enrolment meeting, participants talk through the expectations and the tips in a 'For help' column, and they identify people who the student can ask for support (e.g., their ambassador) in each setting.

	EXPECTATIONS	FOR HELP I CAN ...	STAMP & DATE
All settings	Walking feet Kind words Hands and feet to self Follow instructions	Ask my ambassador Ask my teacher Ask any staff member Pita (my ambassador) Mrs Jones	
Library	Shoes off at the door Return books to the return book box Stand in line to have books issued	Ask a school librarian (they wear a red badge) Look at the poster behind the issuing desk Mrs Farrell	
Playground	(etc.)		
My goals			

Newcomers' Club includes 'mini' skills lessons, modified versions of school-wide matrix lessons taught in the different settings by support staff, senior leaders, student ambassadors, and teachers. These sessions take place every Tuesday and Thursday before lunchtime and include opportunities to practise skills. At the conclusion of each session, the staff member or student leader stamps the passport and each student earns a school-wide ticket for having demonstrated the expected behaviours for the setting. The checklist is regularly shared with the student's teacher and whānau, who support the student to generalise some of the new skills across other contexts.

When all settings in the passport have been covered and the student, whānau, and school agree that the student's goals have been met, the student graduates from Newcomers' Club and receives a certificate at assembly.