



Effective RTLB Practice

**Annotated Case Examples from
Resource Teachers Learning & Behaviour**

Collated by Mary Hancox & Annette MacDonald.

Mary and Annette are practising Resource Teachers Learning & Behaviour (RTL) from Christchurch and Wellington. RTL from throughout New Zealand were invited to submit case examples. Mary and Annette were the recipients of a TeachNZ sabbatical which enabled them to collate and annotate this resource.

July 2011

Contents

Introduction

Acknowledgements

Case Examples

1. Systems Level Intervention to Facilitate Positive Change in the School Playground
2. Whole School Behaviour: Positive Behaviour for Learning (PB4L)
3. Reciprocal Teaching in a Secondary School
4. Reciprocal Peer Tutoring in a Secondary School Raises Literacy Levels
5. School Leadership in a Successful Oral Language Programme (HPP)
6. Systems Level Resource to Facilitate Better Teacher/Teacher Aide Communication
7. Teacher Aide Professional Development
8. Numeracy in a Secondary Setting: Peer Tutoring
9. Classroom Management: Supporting the Teacher of a Year 5 class
10. Small Group Programme Targeting New Entrant Students
11. Six Year 10 Māori Students in a Science Class
12. Year 6 Student with an Autistic Spectrum Disorder
13. Cultural Reader Leader: Discovering the Good and Encouraging It
14. "Boys United" Mentoring Programme
15. Restorative Practices to Address Bullying
16. Teacher Workshop Addresses Slow Progress in Literacy
17. Year One Boy with Challenging Behaviour
18. Peer Tutoring Supports Year 6 Boy New to the School
19. Referral for an Individual Student is a Catalyst for School-wide Behaviour Change
20. Pasifika Student in Year 8
21. Classroom Intervention: Use of a Rote Learning Resource (Autopilot)
22. Cognitive Behavioural Approaches Help Student
23. Transition to School
24. Year 4 Girl with Emotional Outbursts

References & Web links

Introduction

Resource Teachers Learning and Behaviour (RTLB) have a pivotal role to play in assisting schools to meet the needs of students at risk of underachievement due to learning and/or behaviour difficulties.

Effective RTLB support provides schools with systems and practices that:

- maintain an educational focus in inclusive classroom environments
- enable teachers to meet the needs of diverse learners
- achieve positive, measurable outcomes for students with learning and behaviour difficulties.

This resource is a collation of examples of effective RTLB case work. The intention is to share RTLB case examples as a catalyst for professional reflection, inquiry and learning. We have selected RTLB cases which illustrate important evidence-based practices across a range of settings. These cases are provided as a professional development resource to enable RTLB learning communities to discuss practice issues in general, and in terms of their own specific settings. They are not necessarily “exemplary” in the sense of excellent or perfect; only the audience for whom they were recorded (the collaborative team involved in each case) could make a judgment about that. Nor is it intended that a particular format or type of intervention is replicable in its entirety, as RTLB work is responsive to each specific situation and decisions are made based on data collected in each particular context. These examples do however describe interventions and highlight principles, with reference to the literature, that will help learning communities develop their own best practice exemplars and inform future practice.

In collating these case examples we initially intended to categorise them as school-wide, teacher professional development, class, group and individual interventions. However this proved problematic as a number of cases encompassed two or three of these categories. Interventions focused on individual students led to whole school professional development; concerns about a class became a school-wide intervention; concern about a group was a catalyst for building teacher capability; referrals for a single student became an intervention targeting a group or a whole class. Such is the nature of effective RTLB practice.

We identified a number of themes underpinning the case examples that follow.

- Referrals are agreed to by the teacher/s involved in the referral
- Professional, trusting relationships are built with the key people involved
- Student, teacher and family/whanau voice are vital at each stage of the intervention
- Ecological data gathering informs decision making
- Assumptions and beliefs are uncovered and shared understandings are developed
- Future focused, strengths-based approaches are more likely to be followed through by those whose behaviour or practice needs to change
- Roles and responsibilities are negotiated, clarified and communicated
- RTLB work is focused on positive outcomes for students
- Ministry of Education priorities and research inform RTLB work
- The least intrusive, most inclusive interventions are promoted
- Knowledge of and familiarity with the cluster and individual school’s cultures and needs influences the work of the RTLB
- Peers have been effectively used to foster learning achievement, and have themselves benefited in the process
- Adaptations to accommodate and respond to diversity have benefited all class members.

Interesting trends emerged from this collation of case work:

- Often an individual student's behaviour or lack of progress with learning was the catalyst for the referral. However skilful RTLB used this as an opportunity to consider the bigger picture and referrals for individuals often resulted in wider interventions impacting on teachers, whole classes, groups of students and schools.
- To be effective as an RTLB it is not always necessary to have "all the answers". Often a naive inquiry stance and the ability to ask the right questions is perceived as being non-threatening, as teachers and RTLB collaboratively explore the possibilities: "I wonder what is happening here?" "What would happen if...?"
- Trained and skilled RTLB are on a continuum from cultural awareness to cultural competence, and seek to recognise and respond to cultural values and priorities, particularly as they relate to the principles of the Treaty of Waitangi – participation at all levels, partnership in service delivery and protection and improvement of Māori well being and education achievement.
- While interventions are based on strategies that have a strong evidence base, a simple 'one size fits all' approach can rarely be used as each situation is different in terms of the classroom context, school culture, teacher capability and willingness to change, student strengths and needs and family/whanau priorities.
- The RTLB who contributed to this resource have followed the intervention sequence from initial meeting to data gathering, analysis, collaborative planning, and implementation. They provided ongoing support and monitoring, making changes where needed, then gathered outcome data prior to review and closure.
- The positive relationships between the RTLB and the students, teachers and family with whom they work are of the utmost importance to the effectiveness of the service delivery.
- RTLB whose practice is evidence based provide more effective support for students, their families, teachers and school communities.

Acknowledgements

We would like to acknowledge and thank the Resource Teachers Learning & Behaviour who have contributed to this resource. In order to protect the privacy of the students, families, teachers, schools and RTLB, no individuals have been identified. Those who have contributed case examples have obtained the consent of all relevant parties. We thank all those who have collaboratively contributed to the successful outcomes described.

We also acknowledge the goodwill of our cluster schools and colleagues and the support of TeachNZ who provided the sabbatical which enabled us to collate this resource.

We hope you will take the opportunity to peruse these case examples within your clusters and learning communities and that these examples will inform, inspire, challenge and promote inquiry into effective RTLB practice.

Mary Hancox & Annette MacDonald

July 2011

1 Collaborative Systems Level Intervention to Facilitate Positive Change in the School Playground

Development and Use of a Playground Audit

Context:

- Large urban Decile 5 primary school.
- Two RTLB identified that students on their rolls were experiencing problems in the playground.
- Existing interventions were not generating positive change for the referred students.
- Discussion with Senior Management confirmed interest and support for an audit into all aspects of the playground environment.

Two RTLB shared this referral. This allowed for collegial support, pooling of ideas and distribution of responsibilities. Inquiry by the RTLB showed that a playground audit could guide changes to the playground that would support positive student behaviour.

Assessment:

The following issues emerged from initial data collection:

- Teachers negative regarding duty.
- High numbers in lunch time detention every day.
- Referred RTLB students repeatedly placed out of playground.
- Distribution of equipment slow and inequitable.
- Crowded jungle gym with negative behaviour.
- Lack of creative spontaneous play.

“Assessment of the playground environment is more effective than assessing the student behaviour.”

Doll.B
ISPA Conference, Malta 2009

Analysis:

From the data it was decided that the physical environment and the values and beliefs of all those who used the school playground should be reviewed, using a playground audit.

Atkins (1996) emphasises the importance of exploring and sharing the values and beliefs of all concerned.

“Interest grew as new and other relevant learning and thinking came from analysis of data collected”.

RTLB

Expected Outcomes:

The overall aim and measurable outcome was to reduce the numbers of students placed out of the playground for unacceptable behaviour. This would involve:

- Increased opportunities for all children to engage in positive activities particularly creative spontaneous play.
- Providing a wider choice for students of all ages.
- Exploring understandings around compliance with Health and Safety regulations, supervision and the role of the duty teacher.

This was an important outcome for students on RTLB rolls who were actually the students at greatest need of learning skills in social competence in the playground.

Another expected outcome was that the school playground would be viewed as a valued curriculum resource.

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning. NZ Curriculum: Principles (p9)

Intervention:

- Reviewed existing initiatives.
- Clarified values and beliefs of management.
- Surveyed students, parents, teachers on likes and dislikes of their playground.
- Collected data through interviews and observations on what were popular activities, what locations, what students.
- Interviewed and surveyed teachers about their role as duty teachers
- Explored students view of the role of teacher on duty.
- Invited all students to discuss or draw their ideal playground.
- Shared results of surveys, drawings with landscape designer and BOT.
- Produced a written report with results and recommendations for all stakeholders.

“Students who relate well to others are open to new learning and able to take different roles in different situations’.

NZ Curriculum
Key Competencies, 2007

“It is important to acknowledge successes and to work from strengths”

RTLB

Outcomes:

- Significant reduction in playground incidents (down by two thirds)
- Duty teachers more positive with their role and now choosing own duty times. PD around mediation supported their problem solving skills.
- Craze of the week led by senior students increased range of play activities. Knuckle bones, hula hoops, skipping games, four square, skateboards.
- Zones set up for quiet area activities like dress up, books, toy cars, blocks, pickup sticks, chess.
- Sandpit and water trays set up for easy access.
- Landscaped grounds provided variety of surfaces and interesting play areas.
- School wide collaborative planning and reviewing of vision and policy for the playground established
- Shared research has confirmed the school playground as a curriculum resource and important context for learning social competence
- It was important to allow time for change to occur and to empower the school community to plan its own journey. This school is now taking responsibility for many significant initiatives. It is visited by other educators and has been used in a presentation at an ISPA Conference in Dublin

*“The key to the success of this case was the enthusiastic supportive involvement of the Senior Management as well as BOT, parents and whole school community
The starting point however for us all, was answering the questions: Whose playground is it? What do you want to see happening in your playground? What is play?”*

RTLB

A Practical Guide for Conducting a Playground Audit is available on www.mps.school.nz

2 Whole School Behaviour

Positive Behaviour for Learning (PB4L)

Context:

At the beginning of Term 4, 2009 a number of new students enrolled at the school. By the end of October an escalation of behaviours was occurring both in classrooms and in the playground. Four students were receiving Interim Response Funding. By November some students with challenging behaviours had banded together and thrown rocks, breaking windows and compromising the safety of other students and teachers within the school.

High numbers of students with behaviour issues were referred to RTLB and MOE SE.

There were daily incidents of physical violence in the playground and classrooms, involving fifteen per cent of students. Apart from the Principal and DP teachers were frightened to intervene. They cited a lack of knowledge and training about dealing with behaviour as having a major influence in their ability to deal effectively with these incidents.

“To inform progress and outcomes four phases of data collection and collation have been identified. Pre data - November 2009 - to identify need and to inform practice decisions. On-going – one year into the intervention, November 2010 (the basis of this report) two years into the intervention – November 2011 and a final data collection point in November 2012. Reflection with the team on a monthly basis assists in the provision of an intervention that is relevant and enables teacher progress (McLaughlin, M., 1990).”

RTLB

Assessment:

PB4L School-wide Student Survey Nov 2009

- 50% of students know the school rules.
- 50% of students have received positive recognition in assembly during the past year.

*PB4L School-wide Programme
Lewis, J, 2006; Sugai et al,
2005*

PB4L School-wide Teacher Survey Nov 2009

- 37% of teachers able to articulate the school rules.
- 62% had taught the school rules in 2009.
- 62% had rewarded good behaviour during the previous eight weeks.
- 87% did not know whether discipline data is used for decision making.

“Effective behaviour management practice is essential if teachers are to work successfully with students who display a range of behaviour challenges.”

*Christine Richmond
Taumata Whanonga, 2009*

Christine Richmond Teacher survey

- Boundaries are valued.
- Coping measures are used from time to time.
- Staffroom talk includes much blaming, complaining about students and lack of support systems.
- They lack the skills to deal with many of the student behaviours.
- They want to stay.

*“Learn More, Manage Less”
Richmond, 2009.*

Intervention:

The RTLB worked collaboratively with MOE SE to support the school, working with the Principal and Board of Trustees to develop an initial plan. Further information was needed to assist in developing a long term intervention that would address staff and student needs. Furthermore the intervention needed to be sustainable within the current staffing and financial provisions. The PB4L School-wide Programme is such an intervention (Lewis. J, 2006; Sugai et al, 2005). It was agreed that the RTLB, who had recent professional development in School wide Positive Behaviour would lead the intervention. MOE SE agreed to provide support and guidance when needed at various points of the project. A three year time frame was agreed as realistic in the implementation of the programme.

“The use of local expertise and resources to support change along with teacher training that is specific to need, teacher participation in decisions, regular team meetings, classroom observation and assistance by the RTLB and the commitment and participation of the principal and community have contributed to the positive outcomes for teachers and students which is evident from the data collected in November 2010.”

RTLB

Outcomes:

PB4L School-wide Student Survey Nov 2010

- ▶ 90% of students know the school rules.
- ▶ 75% of students have received positive recognition in assembly during the past year.

PB4L School-wide Teacher Survey Nov 2010

- ▶ 100% of teachers able to articulate the school rules.
- ▶ 100% had taught the school rules in 2010.
- ▶ 100% had rewarded good behaviour during the previous eight weeks.
- ▶ 100% know discipline data is used for decision making.

“We as a school see it as our responsibility to make a difference in our community, because somebody has to.”

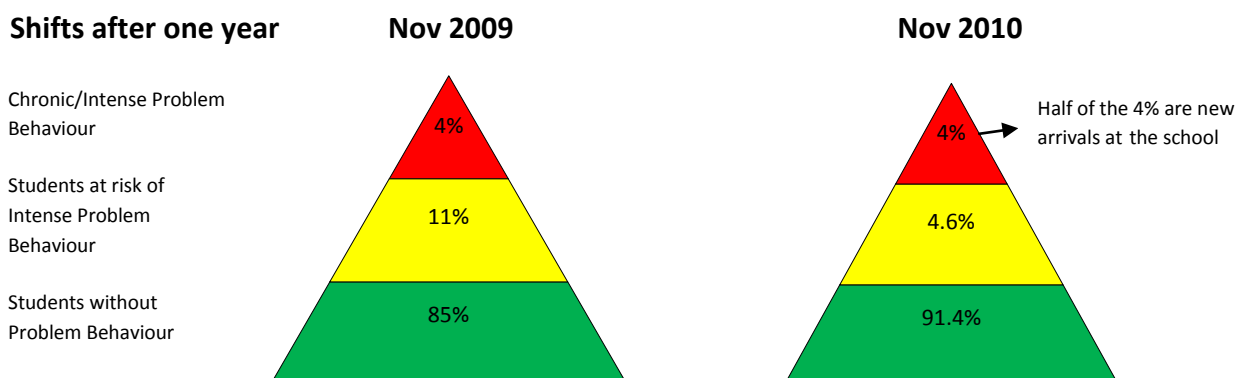
Principal

The 2010 data showed a significant shift in overall teacher ability to make judgements about behavioural data, to consistently teach about the school rules, to reward good behaviour and in knowing that discipline data is used to inform whole school teaching about positive behaviour. Teachers had also been involved in on-going professional development to develop their skills in dealing with behaviour. A shift in student behaviour was evident with numbers of students at risk of intense problem behaviour decreasing from 11 per cent to 4.6 per cent. A corresponding increase in students without problem behaviour was seen with the initial measure of 85 per cent increasing to 91.4 per cent one year later. The percentage of students in the chronic/intense problem behaviour has remained static at four per cent of the school, however, four of the original six students identified moved into the students at risk of intense problem behaviour category. Of the seven students identified in the Chronic/intense problem behaviour area four are recent enrolments and have not had the benefit of the PB4L School-wide Programme

“The evidence clearly indicates that the PB4L School-wide approach is having a positive impact on staff and students.”

RTLB

Shifts after one year



3 Reciprocal Teaching in a Secondary School

Context:

The referral was to:

- Introduce Reciprocal Teaching (RT) to nominated teachers of a streamed low level Year 9 and 10 class, at an all boys secondary school.
- Train Year 13 students in RT to act as tutors and the leaders of the groups of 3 – 5 tutees

Assessment:

Burt, STAR, PAT, written and oral questionnaires were used to gather baseline data. In the Learning Support Class, the Burt testing in February showed a Reading Age range of 7.2 to 12.4, and Probe data showed a range from 5yrs to 11 yrs, with comprehension scores from 60% – 80%.

Three students, one of whom was on the Supplementary Learning Support Roll, had a diagnosis of dyslexia. One was an ESOL student and one had just transitioned from a Kura Kaupapa.

Analysis:

Data collected indicated students needed assistance in improving their comprehension skills.

Peer Tutoring is a format that has grown and developed. It works well at the school with benefits for both tutors and tutees.

Intervention:

- Trained staff and tutors in RT.
- Developed templates as a guide to be used by tutors on the RT procedure
- Assisted in forming groups of tutees according to collected data results i.e. reading age and social dynamics.
- Assisted with development of lesson format and associated monitoring sheets to be completed by tutors
- Assisted with finding resources, however these were superseded by the class teacher developing her own excellent resources, using high interest web and newspaper articles.
- On-going monitoring of tutors skills and appropriate feedback.
- On-going monitoring of overall programme
- On-going support for teacher
- Introduced Inferential Reading skills programme to teacher and assisted with developing format to be included in the RT session.

“Students need to do more than just read and write. They need to use their reading and writing to meet the demands of the New Zealand Curriculum. These demands are integral to many of the teaching and learning activities that support students in developing the key competencies as well as knowledge and skills in all the essential learning areas.”

Literacy Learning Progressions

‘Reciprocal teaching is a scaffolded discussion technique that is built on four strategies that good readers use to comprehend text: predicting, questioning, clarifying and summarizing’.

Palincsar & Brown, 1984
“Once the teacher has successfully modelled (guided) the reciprocal process for the class, it is a process that offers a reading, interpreting and questioning framework, independent of the teacher, that involves each student in turn as teacher and learner within small mixed-ability groups. It’s appeal is that it engages them in collaborative exploration of a variety of texts at different levels; providing them with the scaffolding for interactive predicting, questioning, summarizing and clarifying to support their understanding of text and how the author’s intention makes links with their own experiences and thinking.”

Oczkus, 2006

Outcomes:

Tutees

- Increase in Reading Age – see BURT, STAR and Probe results below.
- Questionnaires revealed a change in attitude towards reading by the tutees, who were more confident in their own abilities and problem solving when they came across words and concepts they didn't understand
- They enjoyed the relationships developed with their tutors
- When the tutors left for study leave the groups of tutees continued very successfully leading the groups by themselves which was an unexpected bonus.

“Initially it required a lot of input and work to get this referral up and running but now the school has complete “buy-in” and this case works like a “well oiled” machine.”
RTL

Tutors

- Tutors were acknowledged for their participation through termly morning teas, a letter for their CV and at an Awards Assembly.
- Peer tutoring is seen as part of the culture of the school / community service and there is an expectation that all Prefects participate and a considerable number of Year 13 students willingly volunteer to be involved.

“The tutors’ thoughtful and insightful feedback responses to the completion questionnaires about their involvement showed they took their position seriously and wanted to make a difference.”

RTL

Outcome Data for Learning Support Class:

Student	Burt Feb	Burt Nov	Probe Feb	Comp Feb	Probe Nov	Comp Nov	Probe Feb	Probe Nov
A	9.4	12.1	7 – 8	75%	12.5 - 13.5	80%	3	6
B	8.9	12.2	5.5 – 6.5	75%	7 – 8	75%	1	1
C	12.4	13.1	9.5 -10.5	80%	11 - 12	100%	5	7
D	8.8	11.1	6.5 - 7.5	71%	11.5 - 12.5	70%	2	6
E	8.6	9.7	6.5 - 7.5	71%	9.5 - 10.5	90%	1	2
F	11.9	13.2	10 - 11	80%	12 - 13	80%	4	6
G	8.6	9.3	5.5 – 6.5	75%	9.5 - 10.5	90%	1	2
H	8	9.8	8 – 9	75%	11.5 – 12.5	90%	1	2
I	8.7	11.7	6.5 – 7.5	57%	11 – 12	90%	3	3
J	7.6	9	7 – 8	87%	12.5 – 13.5	90%	1	3
K	8.1	12.1	7 – 8	87%	11.5 – 12.5	90%	1	5
L	11.2	12.7	9.5 -10.5	80%	11 – 12	80%	4	5
M	8.8	9.9	7.5 – 8.5	87%	13.5 – 14.5	90%	3	5
N	10.2	12	6.5 - 7.5	71%	11 – 12	90%	2	3
O	11.4	12.9	7 – 8	75%	11 – 12	80%	2	4
P	7.2	9.8	5 – 6	60%	9.5 - 10.5	90%	1	2
Q	7.2	8.3	6.5 - 7.5	86%	11.5 – 12.5	80%	1	1
R	9.3	11.3	7 – 8	87%	10 – 11	80%	2	3

4 Reciprocal Peer Tutoring in a Secondary School

Raises Literacy Levels and Improves Student Engagement

Context:

This school system intervention involving Reciprocal Peer Tutoring to address low levels of literacy in a Secondary School arose from discussions between the RTLB and senior management about how to lift literacy achievement across this Year 7-13 school.

Assessment:

Years 7 and 8 teachers and teachers in the English faculty were asked to provide reading age bands for all students. These broad bands were: <8, 8 ½ - 10, 10 ½ - 12 ½ and > 12 ½.

Goals

Teacher/School

- Provide PD for all staff on Reciprocal Teaching and Peer Tutoring.
- Raise staff awareness of student Literacy Levels
- Train staff in the use of the Reciprocal Peer Tutoring Programme for whānau.
- Assist staff to analyse Literacy data and make adaptations to their class programmes to ensure that there is instructional match for delivery to students.

Learning Achievement

- Improve Literacy Levels Y7 -10. Measure using PAT scores.

Social Behavioural

- Increase student on task behaviour during Whānau time

Participation

- Provide a leadership role for Senior Students.

Intervention:

The intervention took place in the students' own Whānau Class using senior students as tutors. The required time frame was three times per week for twenty minutes per session.

The intervention phase lasted for ten weeks.

Procedure

The Literacy Leaders utilized the broad band reading age information to create 165 reading groups. Groups consisted of between two and eight students; behavioural issues were taken into account when allocating senior students to lead the groups.

Training of Students

Initial Reciprocal Peer Tutoring training for students was provided by the RTLB. Senior students with low levels of literacy were paired with another senior student and responsibility for the tutoring of the junior group was shared.

The training included the following elements:

- Discussion of the senior student role in assisting the student to develop comprehension skills.

“There was a common understanding of the goals – beliefs were shared. Motivation was mainly due to the shared responsibility for task completion, although occasional extrinsic motivators were provided at School Assembly”

RTLB

“For RPT particular attention was paid to the training of tutors as discussed by Constable, 1983; Greenwood et al., 1988; Limbrick and McNaughton, 1985 and the teaching of metacognitive strategies (Vygotsky, 1978) as discussed by Palinscar and Brown (1986 & 1987) in their research on reciprocal teaching.”

Lomas, 2004

“The use of RPT strategies closely aligns with the traditional Māori teaching styles of poutama (scaffolding through modelling) and ako (younger and older learning from one another) and is arguably therefore a culturally acceptable way of teaching in a climate where ‘culture counts’

Bishop & Glynn, 2000

- Familiarisation and practice in using specific procedures to assist the students throughout the reading time. These included: discussion of the story title, pictures and new vocabulary; scanning small sections of text and asking a relevant literal question, assisting when difficulties occur, waiting for the sentence containing the answer to be read, giving appropriate feedback and asking students to summarise, question, clarify and make predictions.
- Recording story titles and student participation information in booklets.
- Who to ask for assistance if difficulties occurred.

Some Whanau classes had larger numbers of junior students with reading ages of 14 plus. These students were termed 'star groups' and were trained by the RTL in the traditional Reciprocal Teaching format without a senior leader.

Training of Staff

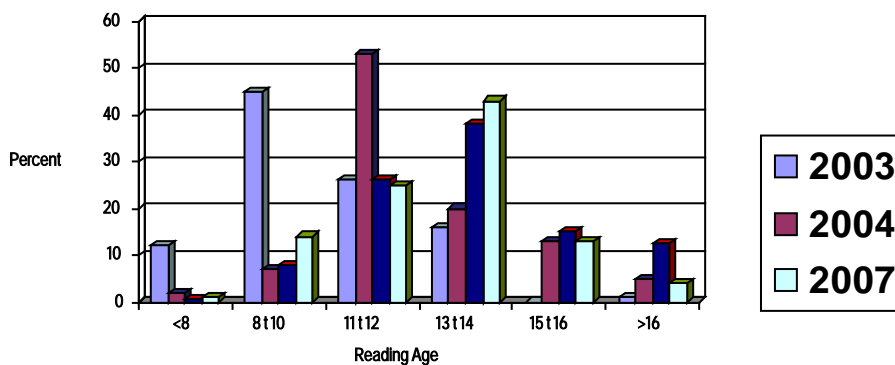
Whole staff training (including part-time teachers and the librarian) took place at an hour long Staff Meeting; this followed much the same format as the student training. Staff training occurred after the student training. Senior students took a leadership role in assisting with staff training though staff were made aware of the RPT programme during morning briefing sessions and in discussion with senior students.

Resources

The Literacy Leaders located School Journals with stories within the appropriate age bands; these were boxed and distributed to Whānau Classes. A senior student took responsibility for rotation of the boxes every Friday. Each Whanau Class was provided with a set of dictionaries and atlases.

There was high teacher presence and interaction with groups as well as opportunities for tutors and tutees to monitor progress in a record booklet. There was instructional match with reading materials and teachers carefully monitored social match, making minor adjustments to groups where needed.

Outcomes:



Teachers, Peer Tutors, and Tutees commented favourably on the programme. Some Year 11 students whom staff doubted would be able to be effective Tutors, due to their own poor behaviour and attitude, were successful contributors. Following the RPT programme some teachers utilized other forms of Peer Tutoring in their subject areas. A noticeable benefit was the decrease in students being sent to the Deputy Principal during Whānau time. In addition to the measured academic outcomes there were also social benefits. This intervention continued in subsequent years.

This was part of the effort made by the school to be responsive to the values and practices of Māori in a school environment where thirty three percent of the roll is Māori (Constable, 1993; Glynn, Fairweather, & Donald, 1992; Greenwood et al., 1988; Limbrick, McNaughton, & Glynn, 1985)"

Lomas, 2004

"Training older students as instructors not only assists and shows clear gains in student reading levels but also serves to improve attitudes and relationships between senior and junior students. Parents of Year 7 students commented positively about the transition of their children from Primary to Secondary school. Many parents attributed this to the RPT programme, saying that their children felt nurtured by the older students with whom they had formed close working relationships."

RTL

Medcalf (1995) reported positive outcomes for behaviour and attitude for those students who tutored another student; this was attributed to the fact that the role of a tutor carries with it a number of expectations and responsibilities.

Analysis of improved reading levels that result from a new teaching approach can provide the motivation for teachers to continue to change and refine their practice.

Teacher Professional Development & Learning BES (2007)

5 School Leadership in a Successful Oral Language Programme

Hei Awhiawhi Tamariki ki te Pānui Pukapuka (HPP)

(Embracing students within storybook reading contexts)

Context:

This referral came as a result of a cluster-wide initiative to use Learning Support Funding to bring Kathryn Atvars to Christchurch to deliver a two day workshop to at least one staff member from each of the cluster schools – thus having a key person in every school for RTLB to liaise with, and eventually be responsible for the correct training and monitoring of the HPP (Hei Awhiawhi Tamariki ki te Pānui Pukapuka) programme in their schools. The funding also covered the costs of the relievers – ensuring full participation from the cluster.

In this case the DP was the designated staff member and also the referrer.

Assessment:

- Students identified with poor oral language skills – significantly lower than their peers.
- Pre data collected as per the HPP Assessment (Running Record, phonological awareness, JOST and sound identification).
- Various factors considered such as lack of confidence, poor role models, lack of conversation in the home, too much ‘screen time’ in the home, developmental delay.
- None of these students exhibited behavioural challenges.

Analysis:

- Through research and experience, the school recognised the impact of students entering school with poor oral language skills and was willing to put in the resources (personnel, time, space, money etc) to address the referral issues. All school personnel were ‘on board’
- Some students lacked opportunities to engage in conversation with family members (parents working, high level of time spent alone with screens – television, computer, play station)
- Lack of importance given to time spent reading to, by and with children.
- The school was keen to upskill a senior staff member and to use its parent community as a resource to implement a programme, thus upskilling and informing the community of the importance of early language activities.

The cluster received many referrals that reflected poor oral language skills of students entering school. They strongly believed in the efficacy of building teacher capability and promoting ownership of programmes.

Expertise in oral language is essential to learning the code, making meaning, and thinking critically, and not just in the early years of school.
Literacy Learning Progressions
2007

The school used its assessment data to identify the gaps in oral language acquisition and to ensure that each student received the appropriate intervention.

“Assessment information was used to provide analysis of the teaching-learning relationship for the purpose of improving it”

Teacher Professional Development & Learning
BES (2007)

The school chose to use the HPP programme as one of the tools to address some of the issues, as this is “an effective, highly structured, fun and attractive programme” Atvars

“The collaboration between the RTLB and the Deputy Principal was a good fit here – each contributing different strengths to the intervention”

RTLB

Intervention:

HPP is a story reading programme whereby adult tutors are trained and supported to read storybooks with identified students. These are students who require one-on-one, intensive additional fun loving language experiences. Listening to adult tutors talk about what's happening in the pictures helps students to make links between hearing oral language, and connecting this vocabulary to pictures and written language within storybooks. It also helps them make links to their classroom curriculum.

HPP is about having fun with early readers, it is about modelling language in whole sentences, it is about encouraging students to listen carefully for words that rhyme and sound the same. It is about encouraging students to respond to open questions in increasingly complex sentence structures. (K. Atvars 2009).

The goals set were:

- To create a cohort of trained adults to implement the HPP programme within the school.
- To build up the resources for the ongoing use of the HPP programme.
- To build on the joy of sharing storybooks.
- To increase the vocabulary and sentence level of targeted students.
- To increase phonological awareness in targeted students (in particular rhyme recognition, rhyme creation and onset and rime).

The volunteer parents were willing, enthusiastic and committed to working with students in their children's school. None of the volunteer parents' own children were part of the programme.

Outcomes:

Students:

- Post data showed improvements in most areas assessed

Example of data: Phonological Awareness

	Letter sound knowledge (LSK)	Rhyme Recognition (RR)	Rhyme Creation (RC)	Total
	(19)	(7)	(9)	(35)
Student 1	19	7	9	35 (pre 29)
Student 2	19	7	3	29 (pre 22)

School:

- Built up a library of appropriate picture books – different from those found in the school library
- BOT donated towards buying of books
- 'Statements and question' resources were laminated and stored with relevant books
- Positive reports were given to BOT

Parents

- Commitment from parents to continue into following years.
- Plans for more parent training - using the existing cohort to model and advise.
- Ongoing verbal and written positive comments and conversations.
- Shared morning tea with students and liaison teacher.

"RTL B and DP joint training of the parent volunteers gave the programme validity within the school community."

RTL B

The RTL B believed the success of this programme in this particular school was due to a variety of factors:

- *Making the training for the key school personnel available and affordable to all schools through the LSF.*
- *Engaging the creator of HPP, along with her passion and enthusiasm, to train the key personnel.*
- *Giving the programme a high profile and importance through the input of senior management at the school*
- *Support from the principal and BOT. (Hallinger & Heck in BES, 2009)*
- *Recruitment of able parent tutors.*
- *Parent training undertaken by DP (supported by RTL B)*
- *Collaboration between school and RTL B*

"The laminated 'statements and question' resources served only as guidelines. Experience showed that statements and questions were more effective when they were tailored to the student and their particular needs, rather than general ones provided by others"

RTL B

"The key learning here is that when a programme is well prepared and understood, is wanted and supported by the school and delivered in partnership with the school, a positive and sustainable outcome is likely to result and to carry on into the future."

RTL B

6 Systems Level Development of a Resource to Facilitate Better Teacher/Teacher Aide Communication

Context:

A large urban Decile 5 full primary school employed 12 teacher aides – many of whom had been employed at the school for many years and were ‘set’ in their ways. The referral was for support in developing a resource that would:

- Clearly define the role of the teacher aide in a student, group or class intervention
- Provide a tool for accountability and communication between classroom teacher and teacher aide
- Be user friendly

Assessment:

A team was set up consisting of the SENCO (who was also the AP), three classroom teachers – one from each syndicate, three teacher aides and the RTLB. It was seen as important that the teacher aides were involved in the development of this resource; that their points of view, values and beliefs were listened to and acknowledged.

A series of meetings and surveys were held to gather in information as to what teachers and teacher aides wanted to make this resource work. The buy in was positive – more than 80%.

Analysis:

Teachers often did not know what the teacher aides were doing with their ‘special needs’ students. It was assumed that the TA’s had more specific knowledge than the teacher as they had often been supporting the student from New Entrant level. It was also common practice in that school to ‘pull out’ students into a separate space to do special programmes (sometimes unrelated to what was happening in the classroom). The students were then returned to class and expected to slot back in. Teachers wanted the programmes to be aligned with the curriculum and the student’s IEP.

Teacher aides felt that they were left to get on with providing special programmes and were frustrated that they were not given specific tasks or involved in the classroom culture. They felt that they ‘belonged’ to certain students and were even sometimes held responsible for ‘their’ students’ misdemeanours.

Intervention:

- The RTLB and SENCO outlined the proposed plan at a staff meeting to gain support from the whole school staff.
- The RTLB and SENCO facilitated the team meetings, workshops and collected data using surveys and questionnaires.
- Draft plans were outlined and trialled by teachers and teacher aides
- The RTLB and SENCO again presented the final plan at a staff meeting.

This referral was welcomed by the RTLB and was seen to be potentially a very valuable and versatile tool to use with Learning Support Funded programmes that were being supported by teacher aides.

“Planning, teaching and learning are team activities. Team work is founded on respect for the opinions and choices of all team members.”
IEP Guidelines (draft) 2011

The importance of clarifying the differing roles of teacher and teacher aide is emphasised by many authors and is central to a successful partnership. Safarik 1997

There are ethical questions surrounding the least qualified employees being primarily responsible for students with the most complex challenges to learning, whilst students without special education needs receive most of their instruction from qualified teachers.

Giangreco & Doyle, 2002

‘All teachers must become more effective in working with a diverse range of students, and school systems must enhance that practice.’
‘The one thing you can be certain of is that if special education is not merged into the regular education setting then it will fail to achieve the goals of equity and effectiveness.’

Don Brown

Outcomes:

The 'Learning Support Plan' consists of:

- Demographics (school, student/group/programme, teacher, room, teacher aide and length of intervention)
- Programme outline – which ties in with curriculum and/or IEP goals and Specific Learning Outcomes (SLO).
- Daily tick space for TA to record whether achieved
- Space for written comments, queries or general communication between teacher and teacher aide
- Resources needed
- Review date.

The Learning Support Plan is flexible and can be used as best suits the teacher/TA partnership.

It can be used as a plan to accompany Learning Support Funded interventions.

“The success of this intervention was as a result of many factors

- *The timing was right for a more robust structure for communication between teachers and teacher aides*
 - *The resource was wanted by management, teachers and teacher aides*
 - *All cohorts were represented in the planning team*
 - *Equal status was given to all team members*
- The resource was continually trialled and modified.”*

RTLB

LEARNING SUPPORT PLAN							
School:	Student:	Teacher:	Room:	Teacher Aide:		Week/s	
Programme of Work	M	T	W	Th	F	Comments/Information	
Focus: SLO: Programme							
Focus: SLO: Programme							
Focus: SLO: Programm							
RESOURCES:				Review Date:			

7 Teacher Aide Professional Development

Building Capability in Teacher Aides Supporting Students in Secondary Schools.

Context:

As a cluster we spend \$26,000 from Learning Support Funding on teacher aide/ kaiāwhina funding each year. Many of the teacher aides are extremely hard working and caring but need more support in what they do and are asked to do. A teacher aide can be an asset to teachers and students alike, or they can be a barrier to learning.

Assessment:

RTL B in the cluster, through their ecological observations, noticed that:

- teachers aides were willing to “go the extra mile” for students, however they were often unsure of what was expected and how to deliver what was expected
- their relationships with the students are vital
- teacher aides/ kaiāwhina could be better utilised by schools and teachers
- some teacher aides appeared to be “in charge” and others little more than “dog’s bodies”
- in secondary schools teacher aides/ kaiāwhina are often asked to work differently by different members of staff
- in many cases staff and teacher aide/ kaiāwhina appeared unsure of their respective roles and responsibilities
- neither teachers nor teacher aides/ kaiāwhina had received any PD on what was “best use” of teacher aide/ kaiāwhina

Analysis:

If teacher aides/ kaiāwhina are aware of what their roles and responsibilities are and have been shown “best practice” then they will be more able to work successfully with students and teachers.

Because teacher aide/ kaiāwhina are adults they have their own prejudices, preconceptions and perspective. This is ingrained and difficult to change.

The better equipped they are to work alongside students and staff the more likely is student success. This should also lead to fewer referrals from the same school/classroom/teacher.

“In the course of our ecological observations in classrooms, RTL B see many teacher aides/ kaiāwhina at work. We see the improvements that can be made when a teacher aide kaiāwhina / works well. The Secondary teacher aides/ kaiāwhina, encounter different problems to primary ones, therefore I worked with a group from secondary schools in our cluster.” RTL B

This TA workshop was developed by the RTL B from the Ministry’s resource “Kia Tūtangata Ai – Supporting Learning.”

“Principals and teachers benefit from including their teacher aides/kaiāwhina in collaborative teams with the common goal of achieving positive education outcomes for each student. Having a clear understanding of roles and responsibilities contributes to this process.”

Kia Tūtangata Ai Supporting Learning, MOE, 2002

“When working with adults from different schools it was important to use a collaborative workshop approach, where best practice was shown and they discussed how and where it fitted in to their every day work. They had to take ownership of what was being presented and link it to their work.”

RTL B

Intervention:

The goal was to provide professional development for teacher aides/ kaiāwhina, with representation from all secondary schools in our cluster. The workshops were divided into two sessions for teacher aides and one session for a large secondary school's staff (dates and times in consultation with schools).

The workshop was delivered away from school in a comfortable setting, as we thought this would make the participants more relaxed and more likely to contribute, as well as giving them a feeling of being valued.

First TA Session

- Roles and Responsibilities
- Main areas of Special Education
- IEPs
- Whole school approach
- Planning for the future

Staff Session

- A brief synopsis of what had been delivered in Session 1.

Second TA Session

Review of Roles and Responsibilities

Strategies to Support Learning:

- Social Skills
- Security and structure
- Motivation
- Fostering friendships
- Effective Communication
- Questioning techniques – Open/closed
- Understanding behaviour difficulties
- Observation techniques

Monitoring:

During Session 1 it became obvious that teacher aides/ kaiāwhina didn't believe that all staff knew what "best practice" was. They also wanted to know "how to deal with disruptive students". This was reinforced in the evaluation forms handed in after session. With this in mind the session with a whole school staff was formulated and delivered and the second session was designed to be more practical.

Outcomes:

The workshops gave teacher aides/ kaiāwhina the opportunity to contribute and discuss, to have time to consider their position and compare it with others and to develop new skills.

SENCO from a secondary school provided feedback to RTLB about how teacher aides/ kaiāwhina were using resources from the workshops.

Teacher aides/ kaiāwhina involved in workshops continue to speak to RTLB positively about the workshops and what they are doing.

"If I was to undertake this training again I would:

- *Interview a selection of students before and after the workshops.*
- *Try to get schools to guarantee that the Teacher Aides who attended the first session attended the second.*
- *The session we undertook with the whole staff should be taken to every secondary staff room in our cluster and we may then get a better response from class room teachers.*
- *I would put all three sessions closer together – with the staff session being the first."*

RTLB

"The whole school approach encourages innovative use of resources, development of teaching strategies and collaborative problem-solving as any issues arise. This approach benefits all students attending the school, including those with special education needs."

Kia Tūtangata Ai Supporting Learning, MOE, 2002

"Where teacher aide/ kaiāwhina worked collaboratively with staff then they were more effective and contented."

RTLB

"Key to our success was the involvement of the schools. We achieved this through our positive relationships with SENCOs and Principals."

RTLB

8 Numeracy in a Secondary Setting

Peer Tutoring of Basic Number Knowledge during Whanau Time

Context:

Low levels of Numeracy Achievement were identified across Years 7 – 10. The RTLB was invited to analyse the data with the principal and HOD Maths and subsequently developed and facilitated the implementation of this Peer Tutoring intervention.

“Critically analyse the data.....making inferences about what it reveals about the strengths and needs of the students and educators.”

Ki te Aoturoa, 2008

Assessment:

Data gathering took place during normal classroom Maths lessons pre intervention. 14% of Maori students and 22% of non-Maori were at Level 7.

Analysis:

It was agreed that an improvement in basic facts recall would result in improved levels of Numeracy Achievement.

“A number of benefits can be derived from implementing peer tutoring in a classroom.”

Jones & Jones, 2001

Intervention:

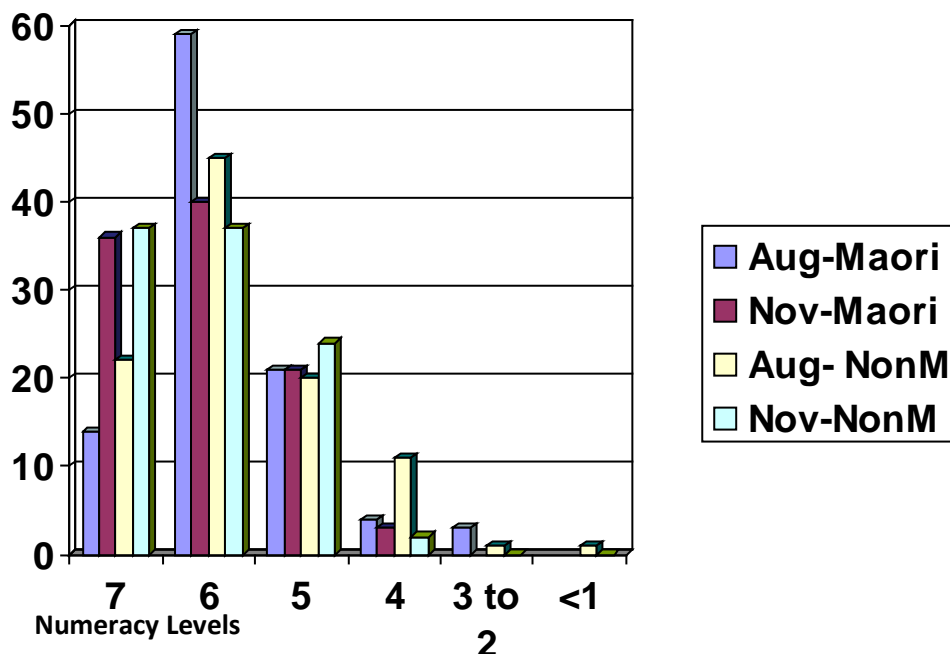
Members of the Maths department and the RTLB planned a Peer Tutored intervention to take place during Whānau time.

Games from the Numeracy Project were used along with adapted existing dice and card games. The focus was on developing recall of basic number knowledge. The cost was about \$1000 for a whole school intervention that took place for 20 minutes, twice a week, over a 10 week period.

“The tuakana–teina relationship, an integral part of traditional Māori society, provides a model for buddy systems. An older or more expert tuakana helps and guides a younger or less expert. In a learning environment that recognises the value of ako, the tuakana–teina roles may be reversed at any time.”

tiki Curriculum Guidelines

Outcomes: Numeracy Data / Ethnicity



“Use of a Peer Tutored, games based Numeracy Intervention, combined with effective classroom teaching, is a cost effective way to improve educational outcome for students. Future programmes should include a survey of student attitude.”

RTLB

Post-intervention data gathering took place 10 weeks later in November. A significant (ANOVA <.005) upward shift was evident with all students. The positive effect was greater for Maori – in August only 14% of Maori students were at Level 7 compared with 22% of Non Maori. In November 36% of Maori and 37% of Non Maori were performing at Level 7.

9 Classroom Management

Supporting the Teacher of a Year 5 class to Develop Skills and Regain Confidence

Context:

A Decile 5 school had a school-wide classroom management plan that all teachers were expected to follow consistently in order to deal with disruptive behaviour.

A newly arrived disruptive student in a Year 5 class had been removed from the school for 2 days. On his return to class he continued to be difficult to manage and was bullying classmates. The teacher, who had only just gained registration, then took time off work on stress leave. On her return, she had lost confidence in her ability to manage the class. A referral to RTLB was made

Assessment:

A collaborative meeting was held off-site with the teacher to:

- listen to concerns and problem-solve using a reflection checklist
- gather and share any anecdotal data, class notes/records, timetables
- complete a Classroom Behavioural Expectations form.

The RTLB and teacher clarified roles using a service agreement.

Anecdotal observations

- Four boys exhibited disruptive mat behaviour; talking, calling out etc
- Clear expectations were not always delivered
- Transitions from outside to inside the classroom were noisy
- The teacher was not consistently using the school-wide plan; e.g. she was allowing students to write their own names on the board when using the class-wide management procedure
- Full attention before instructions was gained 50% of the time

Time sampling

- Average on-task behaviour was 70%
- Feedback to students about behaviour compared to learning was 2:1
- Feedback was 15 positive feedback statements to 45 negative or neutral statements
- 60% of the positive statements were unspecific; e.g. *well done, that's good* rather than *Well done for getting on-task quickly.*

Analysis:

Following the anecdotal observations an analysis of the data was done by RTLB and the class teacher. The teacher required specific skills and strategies in managing the new student's inappropriate behaviour. The teacher needed feedback on classroom management strategies being used as a means of further developing these skills.

It was agreed to work towards the following outcomes:

- Teacher regains confidence with managing the class
- Teacher develops strategies to manage difficult behaviours
- Positive interactions between students are increased

The teacher agreed to record "components of the classroom to be focussed on:

- *Teacher Expectations*
- *Classroom Environment*
- *Informed feedback*
- *Academic engaged time"*

TIES II

Ysseldyke & Christensen, 1993

The RTLB needed to reframe the teacher's perceptions of the student in order to identify specific behaviours that could be addressed.

"Children who struggle to behave appropriately need educators who continue to express warmth and caring even when they must set limits and reteach appropriate behaviours."

Jones & Jones, 2001

"The process was collaborative and non-threatening and the teacher would be happy to work with the RTLB again where necessary."

RTLB

Intervention:

The teacher and RTLB agreed on the strategies to be implemented. The RTLB was involved in modelling the new strategies for the class teacher:

Use clear directives. – SAY WHAT YOU MEAN AND MEAN WHAT YOU SAY

- Avoid the use of *could you, I would like you to, may I?* etc
- Use firm 'Alpha statements'. e.g. **"Jack, return to your desk and complete your task, thanks"**. Remember effective use of voice.

Get full attention

- Give class instructions standing up, preferably in the same place. Insist on full attention.
- Use a clear audible signal or word command
- Reinforce positive behaviour quickly through specific praise and feedback.

Transition Times

- Rove to get students on-task before starting to work with a group of students
- Use "withitness" and eye-scanning to ensure on-task behaviour is high during independent group work
- Give on-task students feedback about their on-task behaviour
- The use of the timer to encourage quick transition times and introduce an element of competition was to be considered

Classroom Management system

- Use more positive re-direction from the teacher with less need to use the school-wide classroom plan
- Be consistent with use of the plan
- Teacher to put names on the board, not students

Mat times

- New routine for sitting on the mat; special areas for certain students and outline of mat area was taped onto the floor

A self-evaluation checklist was kept by the teacher for self-monitoring purposes and the RTLB carried out follow-up observations.

Interim Outcomes:

Students:

- Positive interactions between students had improved but there was still concern
- Students were motivated to earn group reinforcement; positive peer pressure
- Students were responding well to transition procedures
- On-task behaviour was 75%

Teacher:

- New routine for sitting on the mat was being used successfully
- Teacher developed a "relaxed vigilant" mode; good roving to re-direct students back on-task.
- Use of whistle outside to get students attention and settled after

"Rather than just provide the information and expect teacher to adopt the new strategies, I modelled the strategies, and provided team-teaching opportunities."

RTLB

"Modelling is the one technique most likely to result in teachers 'buying in' to new instructional techniques and modifying their practices."

Poglonco & Bach, in
Kit e Aoturoa, 2008

"The specific teacher strategies learnt in relation to the management of students will continue to be used."

RTLB

"One of the most important communication skills teachers can use is specific, clear, descriptive feedback that helps students take responsibility for their successes."

Jones & Jones, 2001

"It was important to monitor progress, and continue to model for the teacher and provide her with feedback as she took on board the new strategies."

RTLB

- energiser
- Better use of the school-wide classroom plan although there were times when a more consistent use would have reduced the inappropriate behaviour in one or two students
- The teacher no longer used “DON’T”; positive re-directions were used
- Use of directives rather than comments; ie. *alpha statements* were being used more frequently
- Positive feedback for learning although not always specific
- Some positive feedback for behaviour although not always specific

“The teacher feels much more confident in her management of students with difficult behaviours.”

RTLb

Following monitoring and analysis, further strategies were agreed to:

- Getting full attention from the class before giving instructions
- Increase specific feedback for behaviour
- No-Blame Restorative Practice classroom conference

To promote teacher learning it is necessary to provide “an extended time for teachers to engage with the new ideas and their implications for practice.”

Teacher Professional Learning and Development BES, 2007

Outcomes

Results of observations

- Full attention was gained before instructions were given 100% of the time
- Specified feedback was used 61% of the time

Outcomes related to students

- Two Restorative Practice Class conferences were held 3 weeks apart
- Verbal evaluation by the class indicated an increase in positive interactions
- Teacher and school data indicated only two students in the class were engaging in negative interactions in the form of verbal put-downs

“The specific outcomes of the intervention for the teacher and the students were achieved. The positive outcomes in relation to the student relationships were that they were noticeably more friendly, caring and considerate to others.”

RTLb

Outcomes related to the target student

Event recording Observations

- Observations of target student showed 80% compliance after the first instruction
- The target student had no aggressive incidents in the classroom until Term 4.

Agreed Next Steps

- It was agreed to close the case and suggestions for maintaining the strategies were discussed

10 Small Group Programme Targeting New Entrant Students

Developing Prerequisite Skills for Level One of the Curriculum

Context:

A group of Year One students lacked many of the prerequisite skills for formal academic learning.

Assessment:

School entry assessment indicated that a number of New Entrant students had not yet developed the prerequisite skills to enable them to engage in Level 1 of the NZ Curriculum. Behaviours observed included a lack of focus, low levels of engagement, difficulty sitting in one place, difficulty following instructions and inability to complete set tasks.

Analysis

Following analysis of the SEA and observational data and consultation with the New Entrant Teacher and Principal, the RTLB developed a small group programme targeting the development of these underpinning skills.

Intervention:

- Three 45 minute sessions per week for 20 weeks
- Two groups alternated daily between the times of 8:30 – 9:15 and 9:15 – 10:00.
- RTLB trained an experienced teacher aide to run the programme
- Students were nominated for the programme through the Junior Teaching Team.
- Students referred were assessed to gather baseline data and to determine needs.
- Follow up assessment data was gathered to demonstrate achievements made and inform next steps for learning

Programme Focus

- Kinaesthetic processing (crawling, sandpit play etc) – assists with laterality, directionality, ability to read, write and spell in proper sequence, ability to see and keep written words in the correct order.
- Eye tracking – assists with smooth movement of the eye along text, ability to focus and ability to maintain place.
- Auditory memory – ability to process and retain what is heard – links to reading, syllabification and spacing of words, link new pieces of information to old, follow instructions.
- Perceptuo-motor Handwriting – a cognitive approach to developing fine motor coordination and visual perception

“The scaffolding for children to be successful learners in classroom environments has usually developed through numerous experiences prior to and after school entry (Olfman, 2003). However there is a small group of students who have difficulties in a range of areas associated with learning readiness. These students often struggle to learn successfully in a classroom environment and can often be found as peripheral dwellers on the edge of the communal mat space where most instruction occurs.”

RTLB

The NZ Curriculum states:

- *Students learn as they engage in shared activities and conversations with other people*
- *Students learn best when they are able to integrate new learning with what they already understand*
- *When teachers deliberately build on what their students know and have experienced, they maximise the use of learning time*
- *Students learn most effectively when they have time and opportunity to engage with, practice, and transfer new learning*

- Cooperative play – assists the ability to work together, develops language and social skills.
- Language, listening and speaking – develops vocabulary, sentence structure and confidence to contribute verbally.

Outcomes:

Excerpt from data collection following 20 week programme
Expressive Language age levels:

Student	A	B	C	D	E	F	G	H
May	5yrs	6 ½	5yrs	2yrs	5 ½	3 ½	3yrs	5yrs
Nov	7 yrs	7 ½	6 ½	6 ½	7 ½	5 ½	7yrs	7yrs

“When they start school, most children will be able to communicate their experiences in many ways and begin to interpret the ways in which others represent experience”

Literacy Learning Progressions, 2007

Participation

Improved:

- Attendance – increased time at school
- Engagement –observable ‘on task’ behaviour on the mat and during activities
- Contribution to discussion – hand up, willing to comment
- Learning readiness – able to listen to instructions and follow task board

“The hands on activities and high adult-to-child ratio, with lots of opportunities for reciprocal conversations, contributed to the successful outcomes.”

RTL B

Social and Behavioural

Development of:

- Cooperative play – less argument
- Playing with peers rather than alongside
- Turn taking
- Sharing of equipment and learning materials
- Compliance with teacher instructions
- Strategies for dealing with conflict

“Following the success of the initial programme, this small group intervention has been used in several other schools in the cluster.”

RTL B

Learning Achievement

Improvement in skills that are pre requisite for achieving at Level 1 of the New Zealand Curriculum:

- Visual processing – output improved at or towards age appropriate
- Auditory processing - output improved at or towards age appropriate
- Vocabulary – improved understanding and extended word bank
- Communication – eye contact; observation of social cues
- Fine and gross motor skills – improved performance.

Tungia te ururuā, kia tupu whakaritorito te tupu o te harakeke

Set fire to the overgrown bush, and the new flax shoots will spring up

11 Six Year 10 Māori Students in a Science Class

Building Teacher/Student Relationships through Co-construction

Context:

As a result of a Te Kotahitanga shadow coaching feedback session, the teacher shared her concerns about six Year 10 Māori boys who were not engaged in the learning opportunities she provided, and had poor attendance. The teacher was of Fijian Indian decent.

“Te Kotahitanga enables teachers to create a culturally responsive context for learning” Russell Bishop

Assessment:

Through the data collected, the teacher and RTLB identified two trends:

- a) A group of 6 Māori male students were not present for the Period 4 lesson. Attendance data confirmed this to be a pattern in not only this class but many Period 4 classes (between 12.30 pm and 1.30 pm). The students commented that they became hungry during Period 4 so they would often go to the shop and get food.
- b) Although these Māori students completed all written tasks, they would not participate in ‘whole class discussion’. During this time the students would withdraw, become disruptive or disengage from the lesson.

“Teachers deficit theorising about Māori students had created a downward spiralling, self-fulfilling prophecy of Māori student underachievement and failure.”

Bishop, Berryman, Tiakiwai & Richardson, 2003

Analysis:

Providing a forum where relationships between the students and teacher could develop and co-constructing with these students a way of increasing attendance would increase participation and engagement in whole class discussions.

“Research shows that student engagement and achievement improves when teachers develop positive teaching and learning relationships with Māori students”

Ka Hikitia

Intervention:

The teacher and RTLB organised two formal lunches and invited the six students causing concern. Karakia (lead by the students) and table etiquette were used throughout the meals. Discussions during the first meal included:

- whakawhanaungatanga (relationships)
- sharing of information about themselves
- sharing and analysis of attendance data with the students
- setting individual goals to improve
- providing suggestions for improving punctuality

The teacher and RTLB emphasised the position of ‘what can we do to help’ rather than ‘we will discipline you if you don’t improve’.

A second lunch a week later reviewed progress and addressed other concerns. All students had achieved their goals and set new goals. The students were whakama about voicing their thoughts in front of peers and teachers in a classroom situation. A discussion was held about ‘power sharing’ in the classroom, clear expectations, proximity and the use of private signals to enable students to prepare their answers. ‘Questioning’ and ‘telling’ styles of teaching were modelled so that the students could recognise them. They then practiced how they might answer a question, or put forward an idea either individually or as a group. The teacher began to use ‘questioning’ as a strategy to involve the students in the classroom and monitored progress.

“The teacher commented several times that her relationship with these students had dramatically improved. The teacher and students were much more open in sharing thoughts and I could see humour increasing between students and teacher.”

RTLB

Significant features of this intervention:

- Whakawhanaungatanga – taking time to learn about each other. Relationships are key
- Power sharing – creating an environment where ‘students’ voice is as important as adults
- Co-construction – allowing the students to have a voice rather than assuming or planning for them
- Kai and table etiquette – shows a culture of care and wellbeing. Karakia etc allows the students to be Māori in a way that they know how. Expectations are clear
- High expectations – believing that the students could manage with the least intrusive intervention at the beginning, more support would be provided as necessary
- High expectations in achievement – believing that the students could achieve academically – Mana Motuhake
- Data driven – providing explicit data can be a powerful realisation to individuals. Letting them analyse it can be more important than someone else doing it for them
- Modelling – as teachers, not assuming that students understand or know what we want
- Teacher realisation – through discussions the teacher realised that she had changed her teaching practice to manage behaviour rather than increase learning
- Teacher ownership - the teacher has been fundamental in collecting the data and reviewing this with the students on a weekly basis. The success of this intervention has been due to the teacher genuinely taking a position of care and responsibility
- Monitoring – there is power in monitoring. We all try harder when we know there is a ‘caring eye’ watching
- Follow through – never make a promise if you aren’t going to keep it.

Outcomes:

There are many observable outcomes to this intervention, some being data driven, some just have to be seen to be believed. Some of the things I have seen include:

- An excited teacher saying that she wishes we had done this earlier in the year rather than in week 3 of term 4
- A teacher who has realised the difference between teaching for behaviour and teaching for learning
- Student and teacher relationships, seeing the walls come down, seeing humour and an understood expectation that is high of both behaviour and learning. The openness of the students
- The students engage and fully interact in class discussions without fear
- The students taking ownership with the guidance of a caring teacher
- Body language – caring interactions
- Seeing the teacher actively follow through with co-constructed agreements
- Improved attendance

Te Kotahitanga promotes the development of a pedagogy that is based upon kaupapa Māori and that addresses issues of power and control to create new power-sharing relationships and interactions drawing on Māori cultural aspirations and sense making processes.

Bishop, Berryman, Tiakiwai & Richardson, 2003.

“This intervention in the teachers and my mind has been very successful. The fact that she would like to use this intervention in the future, is a good indication of how she felt about it. The relationships that have formed will continue to blossom. We are currently planning an outing with the students to celebrate the students’ and teacher’s success.”

RTLB

“It is not sufficient to simply raise awareness of other cultural backgrounds; it is also important for educators to critically evaluate how one set of cultural traditions (their own) can impinge on another (their students).”

Bishop & Glynn, 1999

“I found this intervention a very powerful tool. The things that changed in my classroom were amazing. Students started participating and became more responsible towards the resources and gear. They could come to class and share lots of things about themselves. Big success! Makes me feel I have made a difference to these kids.”

Science Teacher

12 Year 6 Student with an Autistic Spectrum Disorder

Supporting the Teacher to Develop New Understandings

Context:

This case was instigated by the parents of a Year 6 student who had been diagnosed with Asperger's Syndrome. They were concerned that he was bored, teased and lonely at school. The teacher agreed to proceed with a referral to RTLB.

"At the cluster Review and Intake meeting, this case was seen as a good opportunity to develop a better understanding of the needs of students with ASD in this school" RTLB

Assessment:

Through an ecological assessment it was seen that

The student:

- Had very poor social skills and spent most of the school day by himself
- Got angry and upset when he perceived that things were not going his way
- Was teased and excluded from games in the playground
- Had little empathy shown from peers – had been at the school since new entrants with a group of students who had now grown tired of him and his ways
- Was intelligent and knowledgeable in areas of high interest, but had great difficulty with organisation and getting his thoughts and ideas down on paper

Julia Atkins (1996) has developed a set of processes and strategies that is helping many educators to surface and clarify their values and beliefs and to compare their practice to the beliefs that they espouse.

The teacher:

- Had little knowledge of the characteristics of students diagnosed with Asperger's Syndrome
- Found him exasperating and believed him to be more capable than he appeared

Robinson & Lai have emphasised the critical importance of aligning beliefs with practice. The dissonance created in discussions with teachers about their beliefs and assumptions can be a catalyst for making changes to practice. INSTEP's Ki te Aotūroa, 2008.

The parents:

- Wanted the best for their son and the school to be more informed (this was backed up by an independent agency that catered for students on the Autistic Spectrum)

"The values, knowledge, preferences and cultural perspectives of the family should be respected and evident in services and resources..."

Analysis:

Student needed to:

- Be encouraged to accept invitations to join in games with peers and share and cooperate in a group setting.

....The learning of new skills should take place in the child's usual environment and with access to peers who do not have ASD. Spontaneous communication, socialisation and play goals should be a priority."

Peers and school personnel needed to:

- Have empathy strengthened through heightened awareness of characteristic of students with Asperger's Syndrome
- Build up a "Circle of Friends" to teach games, include, encourage and support student

NZ Autism Spectrum Disorder Guideline, Ministries of Health and Education, 2008

Intervention:

- Supported teacher in the delivery of the 'Sixth Sense' programme to her class to heighten awareness and promote empathy.
- Collaboratively formed a 'Circle of Friends' with referred student and main teasers as members to promote open discussion and problem solving
- Liaised with a local sports organisation on suitable games to be taught and encouraged
- Used Learning Support Funding for a teacher aide to initially teach and monitor games at lunchtime.
- Met with PALS (Physical Activity Leaders) to ensure that they included and encouraged student in activities
- Collaboratively designed appropriate work schedules to be trialled in class

The RTLB provided the teacher with a programme outline that linked in with physical disabilities – an area which the teacher had an understanding and empathy with – this was the key for her to a better understanding of the 'social sense'. ("The Sixth Sense II" Carol Gray, 2002.) This programme lead naturally onto the formation of the Circle of Friends
Pearpoint, Forest, & Snow
1993

Outcomes:

- Solitary activities in the playground reduced from 95% to 30/40% (it was agreed that the student have choices as to whether he joined in the activities offered.)
- Virtually no teasing behaviour – Circle of Friends looked out for him
- More understanding and empathy from school personnel and peers contributed to
 - Student being more included in classroom and appearing less frustrated
 - Use of schedules in classroom helping with inclusion and increased work output
 - Teachers' increased understanding leading to student being able to present work in a way that gives a truer picture of his capabilities – most noticeably a reader – writer for tests and being allowed to give verbal reports
 - Parents reporting that he is much happier at school - they had noticed other students talking to him and including him more.
- His choices not to join in were dispiriting at times for his peers, but with better understanding, the situation did not escalate as often.

The curriculum.... ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.
NZ Curriculum: Principles (p9)

"The key to the positive outcomes of this intervention was the sharing of knowledge between the participants – leading to a shared understanding of the needs of the student."

RTLB

Ko koe ki tena, Ko au ki tenei kiwai o te kete

You take that handle of the basket, I'll take this one, and we'll share the load

13 Cultural Reader Leader

Discovering the Good and Encouraging It

Context:

This case evolved from a group referral from a teacher in a decile 3 contributing primary school. The teacher referred a group of six male students whom she claimed had behavioural problems that were disrupting the classroom environment.

Assessment:

The teacher had taught for eight years in the junior school and this was her first year of teaching a Year 5/6 class. She described the boys as being “dominating and disruptive in their behaviours, they can be intimidating and upset others and they have a reputation as being the ‘bad boys’ in the school, which they like.”

Having identified the problem together, the teacher and RTLB created the tentative hypothesis that the behaviours of a group of six boys are making the classroom feel unsafe for learning. They began to consider methodologies for collecting baseline data so as to better understand the problem, and to provide a benchmark against which to judge the effectiveness of any future intervention.

Following Ysseldyke & Christianson’s (2003) ecological assessment data gathering model, the RTLB completed observations of the class, including during the silent reading time (a period the teacher indicated was when the boys’ behaviours were at their worst) and when a reliever was taking the class. Data gathering revealed that all but one of the boys was able to work at an age appropriate level and that unless directly working with the teacher almost all of the students in this class were intermittently disengaged in their learning. The teacher encouraged an interactive classroom where there was almost constant noise, movement and off task behaviour; in comparison the class were relatively settled, focused and polite for the relief teacher. All but one of the six boys were Māori or Pacific Islander and there was an indication of academic strength in five out of the six boys.

Analysis:

The RTLB began to suspect that there might be a mismatch between the boys’ culture and learning styles and the culture of the teacher and the classroom. She supported the teacher to shift her attention from the behaviours, to begin to show some understanding of their family stressors and their individual strengths.

- What if the boys were invited to participate in a peer-mentoring programme where they took a cultural leadership role?
- Could a programme be created in such a way that would not only motivate the boys to read, but also benefit younger children by having seniors of their own culture model an interest in reading?
- Would this also address the boys’ bullying of younger children in the playground?

“Together the teacher and I identified the problem in global terms. This was achieved through systematically sifting through the information by listening, discussing, questioning and identifying what she perceived to be contributing to the problem.”

RTLB

The evidence is very clear that a positive student-teacher relationship is crucial to Māori students’ well-being within the school environment, Bevan-Brown 2006; Berryman & Glynn 2004; Bishop & Glynn 2004.

“The strategies I initially offered the teacher focused on the whole class. While she indicated a willingness to try several of these, it was clear from her manner that this was all getting a little too hard and what she really wanted from me was to ‘fix’ the boys she had identified as being the problem.”

RTLB

Sir Apirana Ngata (in Bevan-Brown, 2006) suggested two ways of tackling a problem. Either explore the bad and feature it, or discover the good and encourage it.

Intervention:

The 'cultural reader leader' group strategy involved the boys being invited to participate in a peer-mentoring programme where they took a cultural leadership role.

By selecting their own books, being part of the decision making, by setting the standard for their reading and participating in assessing each other's reading, the boys took ownership of the process and the programme. Rather than offering them a validated programme determined by other 'experts' to be effective and useful, this was a peer-mentoring programme that was developed together, using books with a Māori or Pacific Island theme.

The RTLB wrote a letter to the parents, requesting their permission for their child to be involved with the programme. It was agreed that the programme would not continue without their parent's approval. All of the permission slips were signed by parents and returned on the due date

The group agreed that to be a good role model to the younger students a certain standard of reading would need to be achieved. By assessing each others' reading skills the cultural reader leaders not only claimed ownership of the standard that they would accept, but were motivated to practice their own reading.

Outcomes:

This programme, based on the principles of manaaki and utilising the methodology of tuakana/teina, not only increased the participants' self esteem and reduced their bullying behaviour in the playground (as one of the boys explained to the RTLB, "how can you act tough with a little kid you've been reading to?"), it also benefited the younger children by having the 'cool kids' in the school take a positive interest in them while demonstrating a love of reading.

The boys' feedback about their parents' comments was positive. One said his father was so proud of him and another told me his father asked him to bring the books home to read to his younger brothers.

Over the weeks that the group worked together the RTLB only ever saw mutual respect between the participants.

Berryman & Glynn (2004) warn that not including parents in the decision making contravenes the principle of tino rangatiratanga as it is embodied in the Treaty of Waitangi

One of the NZ curriculum principles is 'Community Engagement' stressing that the curriculum needs to engage the support of student's families, whānau, and communities'. NZ Curriculum: Principles (P9)

"Through reading to others the boys had a reason to read which motivated them to practice. One of the students whispered to me "I'm going to be a teacher one day".

RTLB

Ahakoā he iti he pounamu

Although it is small, it is greenstone

14 “Boys United”

Mentoring Programme Results in No Further Stand downs and Suspensions

Context:

This case involves two Year 6 classes, a Māori Immersion class and a Samoan bi-lingual class, in a Decile 2 school. The boys from these classes frequently engaged in bullying and fighting.

Assessment:

The frequent incidents of bullying and fighting were perceived as being based on inter-class and cultural rivalry. Students from these two classes were frequently mentioned at Special Needs meetings.

The majority of school stand downs the previous year were from these two classes.

The one male member of staff was not willing to facilitate sporting activities during break times. Some of the female staff viewed the boisterous break time play negatively and contact sports were not encouraged.

Analysis:

The hypothesis was that involving senior male students from the neighbouring secondary school in a mentoring/coaching role with these two classes would channel the boys’ energy, foster positive attitudes to education, improve self-control and social skills, build positive relationships between the two schools and reduce stand downs and suspensions.

The goal was to have no further stand downs or exclusions from the Māori Immersion class or Samoan bi-lingual unit for the remainder of the year.

Intervention:

The college Deputy Principal took responsibility for inviting selected Year 13 male students to be mentors. The boys were either prefects, involved in sport or had themselves overcome behaviour difficulties. They were of Māori, Samoan, Tongan, European, Niuean and Fijian Indian backgrounds.

The RTLB engaged the support of the cluster’s Pacific Island Mentor, who had been an international sportsman. His role was to coach the senior students in a range of techniques to enable them to work effectively with the younger students. He met each week with the senior students to discuss the week’s target goals, which were based on data gathered at the fortnightly Special Needs meetings

The mentors spent lunchtimes and a study lesson each Monday with the younger students. The sessions involved warm-ups, and sporting activities in mixed groups. Target issues and scenarios that were discussed while the activities were in progress included name calling, thinking for yourself, being honest, being a friend and calming techniques. The students were exposed to a range of sporting codes and positive feedback on good sportsmanship and cooperation was a key factor. The Year 6 boys named the group “Boys Unite”.

“An additional contributing factor concerned the high number of children in this Decile 2 school who do not have any positive male role models in their lives.”

RTLB

“The more often that school personnel are able to collaborate, the more likely they are to develop flexible problem solving strategies which will enable them to respond appropriately to the diversity of learners in their classrooms. This in turn improves the quality of teaching and learning for all students”

Friend & Cook, 2000

“Learning is inseparable from its social and cultural context. Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers, and when they are able to be active, visible members of the learning community. Effective teachers foster positive relationships within environments that are caring, inclusive, non-discriminatory, and cohesive. They also build good relationships with the wider school community”

Effective Pedagogy
NZ Curriculum

Outcomes:

From the beginning of Term 2 when the intervention was set up until the end of the year, **no student from the two target classes was stood down or excluded.**

Friendships and mutual respect developed between the two classes. The boys valued their participation in the group, evidenced by the fact that they monitored each other's behaviour and reminded each other to stay on task, to not hit other students or use inappropriate language, so they could continue to participate in the group.

The teachers and girls reported that the boys' behaviour had improved and that the girls felt safer in class.

Strong bonds were formed between the younger boys and their mentors, who were perceived as "cool". Verbal feedback indicated that they aspired to be like the older students when they grew up. Other students in the school viewed the group positively and aspired to be part of it when they were in Year 6.

A survey indicated that there were a number of benefits for the senior college students:

- They were acknowledged for doing a worthwhile job and received positive feedback from Senior Management
- They learned organisational and facilitation skills, which some were able to use in preparation for Level 3 PE achievement standards
- The positive relationships developed were also evident in the community e.g. younger boys walking to school with their mentors
- All went on to make career choices involving working in the community e.g. police, coaching and further degree study in sport and recreation
- Their contribution was acknowledged by the community with scholarships for tertiary studies

This project is now in its fourth year of intervention. It was extended to include all Year 6 boys in the second year. The following year it was extended to include students at the intermediate school, targeting Year 8 students at risk.

The RTLB continues to be involved in undertaking empirical data collection and in the selection of the mentors and target students.

An outcome of Ka Hikitia, the Ministry of Education's Māori Education Strategy is that "Māori students are at school, engaged and active in school life."

Ka Hikitia

"The project generated an expectation that it was something to aspire to when a boy reached Year 6. It was agreed to continue the "Boys United" group with Year 6 boys from other classes the following year."

RTLB

"Students who participate and contribute in communities have a sense of belonging and confidence to participate within new contexts. They understand the importance of balancing rights, roles and responsibilities and of contributing to the quality and sustainability of social, cultural physical and economic environments."

NZ Curriculum

15 Restorative Practices

Group Facilitation Addresses Bullying Behaviours

Context:

This case involved a group of seven Year 8 students involved in bullying and sexual harassment.

Assessment:

School investigation had identified a group of 7 Year 8 students involved in explicit sexual harassment both verbal and gestures, bullying, physical assault, house egging. The situation was escalating to involve many other students. It was decided to work with the students only because of time frames before Easter break to try and keep students and homes safe over the Easter holidays and provide for a new start after the break.

Goals

- To facilitate an opportunity for restored relationships so that all students could continue to participate at school.
- To facilitate a restorative meeting so students could be accountable for their behaviour and take measures for restoration of broken relationships.
- To provide a positive pathway for managing harassment issues
- To establish boundaries of appropriate school/ home behaviour around gossip and respect for other people's privacy.

Intervention:

- Pre meeting engagement with all parties
- Facilitation of restorative meeting
- Overview monitoring of outcomes

Restorative meetings involve bringing together those who have done wrong with those who have been harmed. The harm is explored and a place and a space are created for the parties involved to take responsibility for their actions and to be participant problem solvers who can work towards putting things right and healing the harm that has occurred. The underlying premise of restorative practices is that people are happier, more cooperative, more productive and more likely to make positive changes when those in authority do things with them rather than to them or for them.

Outcomes:

There was strong evidence of the positive outcomes from this restorative intervention:

- All students owned behaviours and apologies were sincerely made.
- Students understood the negative power of catastrophising and the need to respect the privacy of personal relationships.
- There was an immediate stop to physical and verbal harassment of primary victim. No incidents occurred over the Easter break or upon the return to school with the participating students.
- All students remained in school with no stand downs, suspensions or exclusions.
- The primary student harmed and the parents were all very relieved and happy with the outcomes.

"The fundamental concept guiding restorative practice is an understanding that wrongdoing harms relationships and these relationships need healing. This approach is in direct contrast to a traditional and punitive system that links wrongdoer to set consequences and punishments including isolation such as suspensions or detentions."

NZRTL B Assn Behaviour Kit

"The work of any RTL B is a collaborative process and builds on the knowledge and understanding of the students and teachers with whom we work. This kaupapa is very much a journey of learning daily to become more restorative in the way we respond to conflict and damaged relationships."

RTL B

A whole school approach in restorative practices exists in a continuum or hierarchy of practices from a base of restorative pedagogy that replaces traditional teaching with more discursive practices, 1-1-informal chats, informal meetings with students, mediated meetings including students and teachers to full formal restorative meetings with parent and community participation.

Cavanagh, 2007, Morrison, Blood & Thorsborne, 2005

"It is essential that RTL B wishing to undertake this work seek out training as facilitators. Margaret Thorsborne, Kath and Ron Cronin-Lampe and Waikato University (Masters paper) offer various forms of restorative training within educational contexts."

RTL B

16 Teacher Workshop Addresses Slow Progress in Literacy

Workshop Builds Teacher Capability to Meet the Needs of 8 Students

Context:

Eight referrals had been received for students in Years 4-6. The catalyst for these referrals, from 6 teachers, was the mid-year assessments and subsequent parent interviews. The common thread was the teachers' concerns about the students' lack of progress, particularly in Reading and Writing, and their lack of motivation to engage in literacy related learning opportunities.

At the time all seven RTLB in the cluster had full case loads and there was a short wait list. It was decided to focus on building teacher capability as a first response.

Intervention:

The teachers were invited to a one day workshop, with release paid for by Learning Support Funding. They were asked to bring the writing books and a current running record for the students concerned. Two RTLB facilitated the workshop, which was planned to address the expressed needs of the teachers.

Workshop format:

- A group activity involving the teachers placing their beliefs about teaching and learning on a continuum
- "Adapting the Curriculum" – an overview of ways that curriculum delivery can be adapted to enable those students with lower levels of literacy to participate fully
- Analysis of running records and student writing samples to identify current skills and next steps
- An overview and discussion of alternative types of spelling programmes to build phonemic awareness
- Sharing of strategies, resources and planning formats to enable the teachers to plan to meet the identified learning needs of the target students
- Time for the teachers in pairs to develop initial plans

The teachers were assured that, should they continue to have concerns following the implementation of these plans, their initial referrals could be reactivated.

Outcomes:

All teachers commented positively on the workshop content, and felt that they were better equipped to identify the specific learning needs of the target students and adapt their teaching to meet these identified needs. None of the initial individual student referrals were re-activated.

The cluster had graphed a pattern of increased numbers of referrals following mid-year parent interviews.

The RTLB were committed to delivering a responsive service and were reluctant to just add these referrals to the wait list.

"The workshop addressed the specific needs of the teachers in relation to the student achievement data and writing samples." RTLB

"Changing of practice needs to start by addressing the assumptions and beliefs and philosophies that underpin that practice."

Robinson & Lai

"The teachers were provided with research based information related to their puzzles of practice" RTLB

By analysing the student data and formulating the plans collaboratively, the teachers were able to co-construct solutions to their inquiry questions. This is consistent with the findings in the "Teacher Professional Learning and Development" BES that *"teachers need opportunities to process their new learning with others if significant change is to occur."*

"The focus on building teacher capability enabled the teachers to meet the identified needs of their students". RTLB

17 Year One Boy with Challenging Behaviour

A Small Group Programme Focused on “Managing Self” and “Relating to Others”

Context:

A Year One boy, who had had brief involvement with the Early Intervention Team at Kindergarten, was referred by the New Entrant teacher because of concerns about inappropriate behaviour, including hurting other children.

Assessment:

Data gathering involved meetings with his teacher and mother, discussions with the EI Psychologist, 3 observations in the classroom and 2 in the playground. The RTLB carried out a functional assessment of the behaviours of concern. Observations were focused on describing the specific behaviours, and noting the triggers and the consequences. It was also of interest to note what the conditions were that enabled him to behave well.

- A review of the playground incident record showed that hurting behaviours directed towards his peers were happening on a daily basis. The behaviours included biting, hitting and punching other children. He also used disrespectful language to teachers and peers.
- The school’s “Blue Ticket” time-out system was not having a positive effect and his mother had been asked to remove him from the school during lunch breaks.
- The triggers for playground incidents seemed to be related to other children being unwilling to follow his agenda.
- Classroom observations showed high numbers of call outs (10 during a 12 minute mat time). The call outs and other random noise making interfered with his own and others’ learning and with the teacher’s focus on her teaching.
- Laughter or negative responses from peers tended to escalate his inappropriate behaviours.
- He frequently undermined the teacher by mimicking her comments to other students and laughing when others were corrected.
- Teacher interactions with the target student during a typical classroom observation were overwhelmingly directive (10) or instructional (5) with 1 negative comment and no positive feedback.

Type of teacher comment	Percentage of comments
Directive comments	62.5%
Instructional comments	31.25%
Negative Comments	6.25%
Positive comments	0%

- His mother reported that he was difficult to manage at home. He had a well established a pattern of not responding to his mother’s requests. She had done a parenting course in the past and was not interested in attending another.

A Functional Behaviour Assessment (FBA) is a systematic process for developing statements about occurrence and maintenance of problem behaviour and, more importantly, serves as a basis for developing proactive & comprehensive behaviour support plans.

Juliet Lewis, 2006
(based on Sugai FBA)

Sugai has described some of the features of FBA:

- Attention to environmental context
 - Emphasis on “purpose” or function of behaviour
 - Focus on teaching relevant, effective, and efficient behaviours
 - Attention to behaviour of staff in the environment
- Juliet Lewis, 2006

“Data becomes evidence when it is used as a means of asking deeper, more complex questions and focusing investigations. Interpretation requires time, thoughtfulness, reservation of judgements and open challenge of, as well as support for, ideas. Interpretation is thinking-formulating possibilities, developing convincing arguments, locating logical flaws and establishing a feasible and defensible notion of what the data represent”

Earl & Katz, 2002

Analysis:

The teacher and RTLB discussed the triggers for and functions of his behaviour. Many of his behaviours seemed to be motivated by getting the attention of his peers and having his own way. His verbal and play interactions with peers were dominating and controlling.

When the teacher delivered specific instruction to the group or class, he was more likely to respond. Singling him out in any way escalated his inappropriate responses.

The hypothesis was that a focus on developing skills such as waiting for a turn, sharing equipment, coping with losing, thinking about how others feel and playing by the rules would result in improved interactions with peers.

Interventions:

- Sharing data with the teacher and encouraging her to direct her instructions to the class or group, and to “catch him when he’s good” by aiming for four positive comments for every negative one.
- Small group social skills programme (Goldstein, 1999) over a term, focused on the Key Competencies of “Managing Self” and “Relating to Others”. There was a specific skill each week and sessions involved role plays and creation of a poster about the skill that was then shared with the rest of the class. The teacher provided specific positive feed-forward and feedback on the use of these new skills.
- Involvement of a “Playground Coach” funded by Learning Support Funding, to promote the generalisation of the target behaviours in the playground context.
- Information was provided for the parent so that the target skills could be reinforced in the home environment as well.

Outcomes:

Follow up data gathering showed a positive shift in the type of teacher comments to the student, as evidenced in the following classroom observation data:

Type of teacher comment	Percentage of comments
Directive comments	31%
Instructional comments	58%
Negative Comments	4.5%
Positive comments	6.5%

Callouts were greatly reduced and the teacher reported that he was ‘much more of a class member’. His learning was progressing well. He followed teacher instructions and responded more appropriately to teacher correction and praise.

His behaviour in the playground improved greatly. There were no further complaints from duty teachers and he received no further “Time Out” slips. His mother reported improvements at home, with “fewer tantrums”.

“What worked well was presenting the teacher with the classroom observational data and having a conversation about what the data was telling us, rather than going into the meeting with a pre-determined agenda. This enabled the teacher to reflect and have a sense of ownership of the difficulties and possible solutions.”

RTLB

“You should not propose to reduce a problem behaviour without also identifying alternative, desired behaviours a person should perform instead of problem behaviour”

O’Neill et al., 1997

“The focus of the intervention was the target student, but it was decided that it would be more beneficial for the new learning to happen in the context of a small group of students who needed similar social skill development.”

RTLB

“Key competencies are both end and means. They are a focus for learning – and they enable learning.”

NZ Curriculum

“There’s been huge progress in the playground. It’s been a pleasure to see the growth.”

Classroom teacher

18 Peer Tutoring Supports Year 6 Boy with Learning and Social Needs who is New to the School

Context:

The referral was for an individual student, identified as a New Zealand European, who had transferred from a different RTLB cluster where he had received Supplementary Learning Support. The student had previously been a verified High Needs Student. He was classified as a Year 6 although he was 12 years old. The referral identified that this student had learning and social needs and these were compounded by the fact that he had a hearing and neurological disability.

Assessment:

The **teacher** was concerned about the student's difficulty comprehending both written text and oral communication.

The **student** found it difficult to construct sentences correctly. He had few life experiences to draw from with personal writing and limited social interaction with his peers. His strengths were handwriting, computers and science.

The interview with his **mother** identified that she did everything for him at home e.g. getting his clothes out for him, waiting on him. There were ongoing concerns about his health and the different symptoms this student was experiencing and meetings with different specialists. His hearing loss had not been picked up until he was 6 or 7. The student was interested in soccer and watching TV. The student was a bed wetter so a referral was made for the **Public Health Nurse** to meet with the student's mother to discuss the enuresis programme.

Three observations were carried out, two in the classroom setting and one in the playground. The observations highlighted that the student was on the periphery of social interaction with his peers during playtimes. He would watch what others were doing, however he would not join in. The teacher recorded observations regarding his socialisation and behaviours in both the classroom and playground settings.

The teacher/parent/student interview information was synthesised. The teacher carried out current curriculum assessment and work samples in English and Maths were collected:

- Running record 8-9 yr 99% accuracy, 40% understanding
- PAT results at Year 6 level
- Maths-stanine 2
- Reading Vocabulary Stanine 3
- Reading Comprehension Stanine 1
- Listening Stanine 1

The teacher had not looked at his file although the teacher was concerned and wanted the best for the student. The RTLB synthesised the information from his file to discuss at the next meeting with the teacher.

"The school culture is one of caring for students in a holistic sense. The leadership is strong and collegial. High expectations and a culture of "it is what the teacher does that makes the difference" is evident in this school"

RTLB

RTLB liaise with a range of health, iwi and social service agencies in order to provide a coordinated service to students and their whānau.

Hattie's synthesis of over 800 meta-analyses relating to achievement confirms that educational decision-making must be based on the intelligent application of relevant data.

Hattie, 2008

Analysis:

When the data was triangulated, a summary of the findings was reported at a third meeting. The referred problem situation was the student's difficulty in reading with understanding and forming friendships (as he was new to the school) and the goals set were formulated to meet his needs:

- To read with understanding and fluency.
- To develop positive relationships with peers.

Intervention:

An IEP was developed with 3 SMART goals and a goal for home was included. The Principal had asked the RTLB to talk at a staff meeting about Peer Reading. The outcome of this meeting was the teacher asked the RTLB to support her class to develop a peer reading programme.

The teacher was not familiar with the IEP process and Learning Support Fund was utilised to release her for the IEP planning meeting and also for her to be coached by another staff member to use the interactive whiteboard - a tool which would support the student (and others in the class) to understand.

A consensus was reached about the student's instructional needs and the needs prioritised in terms of immediacy for intervention. The teacher felt that the peer reading programme was going to meet the student's needs -to develop social skills, use of reading strategies and the development of understanding about what he read. The teacher was committed to implementing the intervention.

It was agreed that the reading goal from the IEP would be met by the implementation of a peer reading programme to develop fluency and understanding -coaching the students to use a thinking framework 'Bloom's taxonomy' and that this would also support his social interaction.

The teacher, RTLB and students were the key people involved with the peer reading programme which took place four times a week for five weeks in the classroom - one extra week was to train the students - all students were trained in the 'Pause, Prompt , Praise' model.

Several cooperative structures were used to reinforce key concepts e.g. rally table was used to identify reading strategies that students were currently using and then further strategies were coached to the students. The reading resources used were the range of School Journal Stories that were already in the school. The intervention was monitored by the teacher daily- checking for student understanding, providing specific feedback. The RTLB scaffolded the support from initially training the teacher and students, setting up the structure with the teacher and students to supporting the teacher to teach the components of the programme.

Emails and phone calls also supported the teacher and students. The use of the interactive whiteboard reinforced the skills and strategies the students were to practice- and this was used for students to reflect on how well they were helping rather than telling to support their partner to read with fluency and understanding.

"The intervention plan was developed through the links between the data, literature and curriculum documents."

RTLB

"The introduction of the classwide peer reading programme was positively supported by the community as it fitted in with the community culture of caring and supporting each other (a small farming community). The community is well informed about what happens at the school from weekly newsletters and photos of students are included. The parent was supportive of the intervention especially since the student did not have friends and that reading was the only school subject that he would do at home."

RTLB

The rationale for this intervention was that peer tutoring is one of the most effective ways of providing individual instruction in regular classes

Wheldall & Glynn 1989

Pause, Prompt, Praise (PPP) is a set of reading tutoring strategies developed by Auckland researchers working with the parents of a group of older children who were experiencing difficulties in learning to read. Ministry-funded trials of this approach produced very positive results for the students.

RTLB make effective use of emails and other technology to support teachers in isolated rural settings.

Outcomes:

The student had made gains both academically and socially. He had a wide circle of friends, was part of the class and community and was involved in sporting activities. The learning achievement had increased - now reading at 10½ -11½ years reading age with 95% accuracy and 40% understanding. He would remain at this reading level and the new goal was to have a greater focus on his understanding, coaching him to self manage and think "What does this mean? Does it make sense?' The teacher and all students in the class evaluated the peer reading programme. The student felt that he understood what he read better than before the programme. The teacher felt that the student's confidence had also grown in class discussions and he was offering more information.

The collaborative decision was for the RTLB to close the case. However the RTLB would attend the next IEP meeting and the school knew the RTLB was always available for support and guidance and this was recorded in the case closure.

"The teacher commented on how effective the peer programme was for the children's learning (reading, listening, questioning and social skills). "The greatest impact was the teacher being able to watch me teach the class. She commented that 'often once trained, we don't have many opportunities to watch other teachers in action, and to see your energy and expertise and the way the children respond is just so motivating and it really makes me reflect on my own practice..."

RTLB

Reflection

What worked well ?

- The students being matched to develop social skills
- Development of the five key competencies- the students had to negotiate how much they read each night, what type of questions they were going to focus on
- The students developed strategies to overcome issues and they developed a sense of achievement helping each other to achieve.

The teacher said that she would not do anything differently next time.

"I think the way we scaffolded the intervention using best practice continually- focusing on instructional match, teacher expectations, classroom environment, instructional presentation, cognitive emphasis, motivational strategies, relevant practice, informed feedback, academic engaged time, adaptive instruction, progress evaluation and checking for student understanding all contributed to the success of this intervention. These practices were transferred into other curriculum areas by the teacher."

The relationship with the teacher was pivotal to the success of the intervention with a mutual understanding about what 'best practice' is. The RTLB would have liked to have developed higher thinking skills, using the Bloom's taxonomy framework, with the teacher. However time constraints did not allow for this.

The school has since referred to RTLB service to support a schoolwide peer programme for 2010. This referral is an example of pedagogical practice that impacts on student outcomes. The Principal's leadership focused strongly on teaching and learning and the staff developed a shared and inspirational vision about the educational goals and how best practice achieves them.

RTLB

Ma te tuakana ka totika te taina, Ma te taina ka totika te tuakana

The older person will show the younger the right way, and the younger person will teach the older person to be tolerant

19 Referral for an Individual Student

A Catalyst for School-wide Behaviour Change

Context:

An eight year old Māori boy was referred to RTLB as his school was concerned that he lacked self-confidence and he was finding it hard to positively interact and play with other children at break times. He often hurt other children.

Assessment:

The RTLB had meetings with the boy's teacher, principal and mother, (with follow up emails), and carried out classroom and playground observations. Classroom observations showed that he sat at the back of the floor area, away from the other children. He worked by himself in class unless directed to sit at a table with others.

In the playground he played either by himself or alongside others. When he interacted with others he often hurt them.

He reacted to comments from other children in the playground. He was not confident in talking to his teacher about his concerns.

At home he played alone. His mother was concerned about his happiness, and concerned that he was missing his father who lived in another town.

Analysis:

Observations and discussions with staff revealed that the referred student was not the only student with behavioural problems at break times. Staff had noticed other children interacting negatively, children getting hurt and lots of 'tales'. It was decided that the RTLB, in collaboration with the principal, would facilitate the development of a school wide behaviour plan.

Intervention:

The RTLB was involved in professional development leading to the development of a school wide behaviour plan.

Initial meetings were held with the principal and a time line developed to facilitate 5 staff meetings over 4 months. The intervention involved:

- Discussing the school's values and surveying the school community. Based on the 3 agreed values of respect, integrity and community, the school community developed 3 school rules: "we will show respect, we will be honest and we will help others."
- PD on proactive strategies, setting up a school wide 'ticket' system.
- PD on reactive strategies – deciding on processes for implementing consequences for unacceptable behaviour (breaking of the school rules).
- Meeting to review the behaviour plan
- Review and reflection meeting

Outcomes:

The referred student is no longer a concern. At break times he plays ball games with the older boys. He is accepted by the other students and hitting incidents have significantly decreased. The boy's mother feels he is happier at school and his teacher believes he has grown in self-confidence.

The school has found their new school wide behaviour plan to be very effective as it is used consistently by all the school community.

Negative interactions between staff and students have decreased and positive interactions have increased.

Referrals for individual students may become the catalyst for a wider, more systemic RTLB intervention.

"The principal was aware that the school needed a school wide effective behaviour plan which was owned by the school community."

RTLB

There is "strong evidence that universal school based programmes decrease rates of violent and aggressive behaviours amongst school aged children".

David Fergusson
Taumata Whanonga
2009

"The development and implementation of a school wide plan was very successful. All staff were given opportunities to have input and it belongs to them and the school. It was worthwhile to take the time to get input from the school community – students and parents."

RTLB

"Hei Āwhina Mātua – Seek home and school collaboration through the ongoing sharing of information."

Mere Berryman
Taumata Whanonga
2009

"It will be important for the school to continue to review the plan and its effectiveness on a regular basis so that the current positive atmosphere in the school is maintained."

RTLB

20 Pasifika Student in Year 8

Engagement Between School and Home Leads to Improvements in Learning and Behaviour

Context:

This case involved a Year 8 male Pasifika student with a sleeping disorder. This student had had Early Intervention, reading recovery and Speech Language Therapy. He had been diagnosed with ADHD, but his parents chose not to medicate him. He was the youngest of four children. This student had shifted into the cluster and had not had any previous RTLB intervention. The referral was for both learning and behaviour.

Assessment:

Pre data: Burt – 7.02 – 7.08 yrs
Receptive vocabulary 7yrs
Reading age 8yrs

Observations showed that: the student needed support with

- Organisation of self and materials
- Following instructions with two or more steps

Discussion with the family revealed low self esteem – covered up by playing the ‘class clown’.

Analysis:

Despite many interventions – this student had not made expected progress. He had been singled out for intervention. After collaboration with the teacher, parents and SENCO – it was decided to significantly adapt the classroom programme within the classroom setting and to include peer support at home and at school.

Intervention:

These were adaptations to the classroom programme and included:

- Use of a visual timetable.
- Supports for reading mileage (use of peers).
- Visual adaptations to worksheets and homework.
- Literacy and memory support through games (brother).
- Flexible seating in class.
- RTLB in conjunction with Pacific Islands Schools Community Liaison Officer facilitated a community of practice focussing on inclusive practices such as Cooperative Learning.
- Teachers were given release time to plan curriculum adaptations.

“Academic levels are only one of many factors to consider when collecting data. Context factors such as teacher instructions, informed feedback and class climate gave a fuller picture of this student’s school experience.”
Ysseldyke & Christensen, 1993

“It is often impossible to separate ‘learning’ and ‘behaviour’ as the one can profoundly affect the other.”
RTLB

“Pasifika students’ literacy learning (and overall academic learning for that matter) is likely to be enhanced when Pasifika values, languages and cultural knowledge are made an implicit part of teaching and learning practices throughout the school.”
Fletcher, Parkhill, Fa’afai, Taleni & O’Regan, 2009

“Effective teachers build an understanding of the contexts...and develop appropriate strategies”
BES in Pasifika Education Plan
2006 – 2010

Brown & Thomson (2000) in their book “Cooperative Learning in New Zealand Schools”, describe how the use of cooperative learning structures results in improvements in learning achievement, interpersonal relationships and social competencies.

Outcomes:

The student's non-fiction reading age was 8.5-9.5 years with 100% comprehension. The student mastered 126 high frequency spelling words and moved onto a differentiated spelling programme based on class topic words.

The student was able to identify when he had made an error in reading and to back track and sound it out. The student was able to ask questions about the text. His inferential and prediction skills had improved significantly. Recount was still an area for improvement. The student was able to score on the asTTle system and was a 2P for reading and a 2A for Maths. The student was able to understand the tasks required in the asTTle assessment.

The student weaned himself off his behaviour contract and did not need to set daily work completion goals but self managed.

The student was successfully transitioned to High School.

This case exemplifies Goal 6 of the Ministry's Pasifika Plan: "Increase effective engagement between Pasifika parents, families and teachers and schools focused on learning...By working together we can all be part of a future where Pasifika are enjoying educational success."

Pasifika Plan 2009 –2012

NIUEAN PROVERB

Fakamalolo ke he tau amaamanakiaga, ke mafola ai e tau matakainaga

Strengthen all endeavours and the community will benefit

21 Classroom Intervention

Use of a Rote Learning Resource (Autopilot) to Increase Basic Facts and Concepts in a Year 1 Class

Context:

A Year 1 male Māori student was referred by his classroom teacher. The student had continuing issues with slow academic progress, and the teacher was unsure if it was an intellectual, experiential or academic issue. He had difficulty with retention, speech and phonics.

Assessment:

A full language assessment was carried out by the RTLB. Significant gaps were evident in his recall of basic information. Baseline data showed he was able to recall the following:

- **Days of the Week** - Only Mon - Wed
- **Months of the Year** - Completed with prompting Sept.
- **Alphabet** - Can recite ABC to G then lost it.. Sung not recited
- **Letters** –Aa Nn Ss Oo Xx Zz Qq
- **Sounds** – Ss Oo Zz
- **Counting** - To 10. Backwards from 5.

Analysis:

The student's speech difficulties had impeded his progress with basic concepts and opportunities to practice were limited as most of the other students in the class had grasped the facts and concepts. His gaps were impacting on other aspects of the curriculum.

It was collaboratively decided that a class programme using Autopilot would give him a safe environment to address these gaps as well as benefiting the class as a whole. It was also decided to have an individual Autopilot for this student to practice with peers and with family.

Intervention

- RTLB/Classroom teacher modelled the use of the Autopilot resource (an A3 clearfile with the basic concepts/facts presented in an attractive way)
- Each page had a separate set of facts (colours, letters, numerals, shapes etc)
- A fun pointing stick was used. The speed, voice level and intonation were modelled.
- When the students were sufficiently familiar with the programme – they took over the running of it (hence the name 'Autopilot')
- The 'star of the day' or student of the week was used, as it was a popular role for the students to undertake.
- The student's personal folder was kept with the big books and other students used it to practice as well as buddying the targeted student.

The Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis [BES] stresses the importance of making links between the cultural contexts children experience at home and those they experience at school.

Alton-Lee, 2003

"Appropriate assessment helps the teacher to determine what "sufficient" (learning) opportunities mean for an individual student and to sequence students' learning experiences over time."

NZ Curriculum

Students learn most effectively when they have time and opportunity to engage with, practice, and transfer new learning.

NZ Curriculum

"Students learn best when... they are able to be active, visible members of the learning community."

Effective Pedagogy

NZ Curriculum

"Research shows that the use of a rote learning programme, such as Autopilot, is an appropriate tool for the teaching of verbal chains in junior school classes."

White, 2004

Outcomes

The teacher reported that the student was managing well within the classroom and that his social interactions with the other students had increased as a result of the 'Autopilot' programme.

Excerpts from the post intervention data gathering for the student showed the following:

Days of the Week – All known

Months of the Year - Completed with prompting to November

Alphabet - Recites completely without singing

Letters – all known

Sounds – all known – able to decipher CVC words

Counting - Can count to 20 and backwards from 10

“Experience suggests that teachers who use the programme consider the use of the Autopilot book to be an inclusive practice, as all students, regardless of ability, participate at the same time. The programme is a peer mediated instruction programme as it is directed and led by students for students. Teachers regard the programme as a teaching tool, as it covers many of the prescribed curriculum concepts of literacy and numeracy”.

RTL B

Ma mua ka kite a muri, ma muri ka Ora a mua

*Those who lead give sight to those who follow;
those behind give life to those ahead.*

22 Cognitive Behavioural Approaches

Help Upset Student to Cope with his School Day

Context:

A Year 4 student became emotionally distraught over fairly minor incidents in the classroom and playground.

Assessment:

Assessment involved discussions with his teacher, a home visit, contact with Health agencies and observations in class and playground, as summarised:

Managing Self He often got upset and cried at school. He would cry for prolonged periods (20-30 minutes) when upset. This was occurring 7-10 times each week. The triggers were usually minor things such as not being first in line, not knowing what to do, losing in a game.

Participation He managed routine structured group tasks, and preferred to have predictability in his day.

Relating to Others He had a supportive group of peers and had just begun playing cricket.

Fine Motor Skills He found it difficult to form letters correctly and was awaiting assessment by the Occupational Therapist at the hospital. An appointment with the paediatrician was pending, regarding a possible diagnosis of an Autistic Spectrum Disorder. The parents and teacher were in the process of completing an assessment checklist.

Teaching Strategies The teacher was already implementing a number of useful strategies that supported this student, including providing an alternative quiet working space and giving him the job of reading out where the different reading groups needed to be following each rotation.

Analysis:

It was decided that the student needed support to enable him to view the day to day upsets of life at school in a more constructive way. The RTLB agreed to use some Cognitive Behavioural strategies.

Intervention:

'Script Cards' were made by the RTLB to promote alternative thinking, words and actions, when potential trigger situations arose. The teacher used these as visual prompts and the student had opportunities to rehearse new ways of responding.

The RTLB engaged the student in "Scaling" questions to determine where on a scale of 1-10 he believed he was at in relation to lining up, playing games, asking for help etc, where on the scale he would like to be and what he would need to start doing differently to cause this to happen.

A class game was played - "What would you do if...?" using laminated pictures and accompanying questions provided by the RTLB. This enabled the children to role play and rehearse a range of ways of coping with various upsets at school.

As this referral was received in October, a transition meeting was scheduled for November and a Social Story written about moving to his new class. The teacher ensured that a couple of his friends were moving to the same class and visits were arranged. His new teacher sought him out in the playground and corridor and began establishing a positive rapport with him. His mother agreed to bring him to the school playground during the holidays.

"As children become older, conduct problems and anti-social behaviours become more resistant to change and require more intensive multi-modal interventions. Interventions for which there is evidence of success include Cognitive Behaviour Therapy."

David Fergusson
Taumata Whanonga, 2009

"When writing my assessment summaries, I find it useful to list effective strategies the teacher is already using to support the student. This affirms the teacher and contributes to the development of a positive working relationship." RTLB

Note that while RTLB do not work as therapists, some Cognitive Behavioural Approaches provide effective ways of engaging in dialogue with students and fostering behavioural change in school environments.

"A colleague and I had recently attended a workshop on Cognitive Behavioural Approaches, as research presented at the Taumata Whanonga had highlighted these as an effective evidence-based tool for addressing behavioural issues." RTLB

Michael Durrant describes: "The fundamental shift from problem-driven to solution-driven; the role of future-focused questions; techniques for establishing realistic, workable goals or preferred outcomes; using future-focused questions to construct achievable outcomes; and scaling questions to create possibilities of movement."

Michael Durrant, 2011

Outcomes:

The student made progress and began to develop more self-control when upset. He had fewer 'melt downs' (an 80% reduction in recorded incidents)

He was happy to stand anywhere in the line.

At home his mother used a version of the "Script Cards", and he is now eating foods he previously refused to try.

He was able to work in a group in class, and his peers are happy to accommodate him.

He no longer needed to use his separate 'Learning Space'.

He was beginning to ask for help when he was unsure what to do.

He continued to prefer his own company at lunch time.

The appointment with the hospital Occupational Therapist was still pending.

The teacher and RTLB collaboratively compiled a list of recommendations for the next year's teacher:

- He responds well to clear expectations and direct requests
- He enjoys humour and a supportive class atmosphere
- He enjoys reading and word searches
- Create a separate "Learning Space" that he can work from if he is too distracted, or for him to move to if he needs "Chill Out Time"
- Offer him choices e.g. "Are you going to do your writing with the group or in your Learning Space?"
- Use visual schedules and task boards that he can refer to
- He enjoys telling the class what each group needs to do, and this helps him to understand what he needs to be doing
- He prefers structure, routine and predictability
- Use incentives and frequent prompts for writing to encourage task completion
- Clarify "Your job... my job ..." if he assumes a 'policeman' role in the class
- When doing an interactive group task, a group of two may be best
- Anticipate likely triggers (e.g. changes to routine) and explain what is going to happen in advance
- Allow him to sit on the fringes if he is unsure about something new
- Script situations that he finds confusing and upsetting, so he has a clear way of thinking and feeling, and a script for what to say and do.
- Look for early signs that he is becoming agitated or upset (changes in facial expression and breathing) and direct him to his "Chill Out Space"

With the information from the above recommendations, along with support from the previous teacher, the following year's teacher was able to meet the needs of this student and ongoing RTLB assistance was not required.

"A couple of years previously our cluster had become concerned about the 'lifers' i.e. those complex students who remained on our case lists year after year. It was agreed that we would aim to close most cases at the end of each year, and negotiate new cases with the new teacher, should this be required. I closed this case at the end of the school year, in accordance with our cluster's protocols.

The teacher and I compiled a list of recommendations for the next year's teacher with a note stating: "Should further assistance be needed, having implemented the above recommendations, another RTLB referral may be made." A new referral was not needed.

RTLB

Cognitive Behavioural Approaches enable the student to generate solutions to their problems that are more helpful than their present ways of coping.

Parkin, 2010

"Effective transitions occur when there is:

- *an understanding of what the students want and need*
- *active planning to ensure the right services and support are available in their new settings*
- *co-operation between professionals as students move from class to class or between years."*

Ministry of Education

23 Transition to School

The Interface between Early Childhood Education and School, between MOE SE and RTLB

Context:

A young Māori girl with significant global delays was soon to start at one of our cluster schools. An ORS application had been unsuccessful and her parents were anxious about the move to school. The Liaison RTLB for the school she was enrolled at was invited to attend the transition meeting 6 weeks before she started school. At this meeting information was shared by the girl's parents, Early Childhood teachers and members of the Early Intervention Team who had been supporting her. These included the Kaitakawaenga, Speech Language Therapist, Early Intervention Teacher and Education Support Worker. A transition plan was written and supported pre-entry visits were arranged. The parents were assured that it wasn't an "ORS or nothing" scenario, but that there was a continuum of Special Education service provision, and should her new teacher and school require additional support to meet the needs of their daughter, a referral could be made to the RTLB service.

The teacher subsequently made a referral to RTLB a few weeks after she had started school.

Assessment:

The Early Intervention Team had provided detailed assessment data across a range of areas, and had highlighted the student's strengths, interests and ongoing needs.

Because of her receptive and expressive language delays, the Speech Language Therapist working with school age students had arranged to take over from the Early Intervention Speech Language Therapist, once she had settled into school.

The teacher needed suggestions for adapting aspects of the school day that were proving to be too challenging for the new student. This included reading rotation and writing times. There were additional concerns about her safety in the playground, as she had wandered outside the school grounds on a couple of occasions.

Intervention:

It was agreed that an IEP was the best process to ensure the student was supported in a coordinated way. At the first IEP meeting, specific achievable goals were set, and success criteria, strategies, resources, roles and responsibilities were discussed and documented. The school SENCO also attended the IEP meeting.

The RTLB role involved supporting the teacher with adaptations to the curriculum and resources. The school committed some of its Special Education Grant to providing additional Teacher Aide hours to support the teacher during writing time. It was agreed to use Learning Support Funding to provide support at break times to ensure the student remained in the playground, and to support her to explore the junior playground and to engage socially with the other children. The RTLB coached the Teacher Aide in appropriate ways to interact with the student to ensure that the goals were achieved.

The Speech Language Therapist arranged suitable times to meet with the student and provided resources for the teacher to help with the generalisation of skills learnt.

"We meet over lunch once a term with members of the MOE SE Early Intervention Team. They are able to flag, with parent consent, any students moving through to school whose teachers may potentially need RTLB assistance. This helps with our forward planning and case allocation."

RTLB

"Through the transition meeting the parents were supported by professionals they had a relationship with, as they became familiar with new service providers and a new learning environment"

RTLB

"It was great to know that there was ongoing support for our daughter at school when she needed it."

Parent

"Research (Rubie-Davies et al, 2006; Tunmer et al, 2003; Wylie & Hipkins, 2006) shows that the transition to school and a child's first years there have a significant influence on a child's later achievement."

Ngā Haeata Mātauranga

"As the student, teacher and SENCO were being supported by RTLB and MOE SE, it was really important that roles and responsibilities were clarified to prevent unnecessary gaps or overlaps in service provision."

RTLB

"Discussions about funding/resourcing were held separately from the IEP meeting. These involved the SENCO, Principal and RTLB."

RTLB

Outcomes:

At the IEP review meeting a number of achievements were celebrated:

- The student now stayed in the school grounds at break times. There were no further incidents of running away.
- She had gained in confidence and would happily play on the junior playground, alongside other students.
- Her expressive language had improved and she now used 3-4 word phrases and had just begun to contribute verbally in class.
- She could follow one-step personalised instructions, when they were accompanied with gesture and visual prompts.
- Her whānau felt welcome in the school environment and were satisfied that she was getting the additional support she needed.
- A range of developmentally appropriate activities were available in the classroom, which she could engage with when the activities the rest of the class were doing were unsuitable for her.
- The teacher felt she had a better understanding of where the student was at with her learning and what the next steps were.

“A child’s transition to school is more likely to be successful with support from the child’s whānau, early childhood education service, and school. It is also more likely to be successful when a child’s service and school can work together to help manage the differences between the two contexts.”

Ngā Haeata Mātauranga

“While she continues to have a number of learning challenges, this student has made a smooth transition to school. I think part of this is due to the fact that all the people involved in supporting her and her teacher have communicated well. We have worked hard to keep each other in the loop.”

RTL B

Cluster-wide Transition Initiative:

Arising from a Ministry of Education Literacy Initiative in the cluster and supporting the cluster’s strategic planning goal related to positive transitions, two RTL B colleagues facilitated a Professional Learning Community with New Entrant teachers from cluster schools and teachers from contributing kindergartens. The group met termly to discuss relevant readings and familiarise themselves with Te Whāriki and the NZ Curriculum documents. They conducted an Inquiry Cycle focused on particular children making the transition from kindergarten to school. Follow up data collection showed greater shared understandings and improved student achievement, as evidenced by the data below:

“Early childhood services that share information about children’s early learning and align the early childhood education sector and school curriculum have a positive influence on a child’s transition.”

Ngā Haeata Mātauranga

Cluster Student Data	2009	2010
CAPs <i>Concepts about Print</i>	18.5% critical 52.5% at risk 40.6% typical 6.8% advanced	12% critical 33% at risk 46% typical 9% advanced
Letter ID	27% critical/at risk 63.9% typical 9% advanced	20.6% critical/at risk 70% typical 9.4% advanced

“Schools and kindergartens have a heightened awareness, knowledge and appreciation of Te Whāriki and The New Zealand Curriculum. They make stronger ‘connections’ between these two documents – particularly with learning dispositions and key competencies. This is evident through planning, shared understanding and professional dialogue.”

Teacher Participants

Effective transition is seen as a ‘shared role’ between Early Childhood Centres and schools. This group will continue to meet, and extend to teachers from other EC facilities. Local MOE SE staff (e.g. the Occupational Therapist and Speech Language Therapist) have been invited to speak to the group.

24 Year 4 Girl with Emotional Outbursts

A Case which Exemplifies the RTLB Problem Solving Framework

Context:

The student referred in this case was a Year four Māori girl who attended a vibrant multicultural inner city school with a decile rating of six and roll of 200. Her teachers and parents were concerned that she was interrupting the teacher frequently and having emotional outbursts in class that took up to an hour to overcome.

Assessment:

Interruptions were occurring 4.3 times per 10 minutes, based on three observations of 2.5 hours.

The teacher's event recording showed that emotional outbursts were occurring 6.4 times per week over a four week period.

Peer and teacher observations and a class student survey showed the student was not named in any students' friendships groups.

Goals:

- Reduce the number of interruptions during lessons to less than one every 10 minutes.
- Reduce the intensity and frequency of emotional outbursts to 1 or less per week.
- Improve friendships by setting up opportunities for peer to peer interaction and support.

Intervention:

- Use of social stories to help the child understand her own behaviour and how it affected others.
- Establishment of a friendship group that met on a weekly basis.
- Development of a school/home individual behaviour management plan.
- Positive relationships with teacher and RTLB fostered so the child could debrief after 'outbursts'.
- Use of home school book to ensure regular communication between parents and teacher.
- Use of neo Smart computer as privilege for other students to make it more acceptable to the child.
- Increased use of cooperative learning strategies in class.

Outcomes:

- Post data averages showed the child was interrupting less during class time (1.3 times per 10 minutes), asked fewer off topic questions and was focussed for 73% of the time.
- During playground observations the child was observed playing happily with peers from the friendship group for sustained periods of time. She self reported that she had two friends. The class survey was repeated and her name was mentioned on three occasions.

Teachers and parents commented that emotional outbursts were down to one/two a fortnight, that intensity was lower and it took her a lot less time to calm down.

The RTLB training is reflected in this case and also cultural knowledge.

Triangulation is a powerful technique that facilitates validation of data through cross verification from more than two sources.

Triangulation increases the credibility and validity of the data. Altrichter et al. (2008) contend that triangulation "gives a more detailed and balanced picture of the situation."

"The teacher was reaching burn out with this student. Teacher attitude to needing an intervention and being open to this contributed to the success of the interventions."

RTLB

There was a need to consolidate behaviour management strategies between home and school.

"This case worked well as the whānau were full stakeholders and involved in decision making. The student herself was also involved in decision making and took a full part in agreeing on interventions."

RTLB

"Specific skills of data gathering, having problem solving conversations, active listening, behavioural knowledge, intervention knowledge and re-evaluating this post-intervention have helped with this case."

RTLB

References

- Alton-Lee, A. (2003). *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis [BES]*. Wellington: Ministry of Education.
- Altrichter, H., Feldman, A., Posch, P. & Somekh, B. (2008). *Teachers investigate their work; An introduction to action research across the professions*. Routledge. p. 147. (2nd edition).
- Atkins, J. (1996). "From Values and Beliefs about Learning to Principles and Practice". Seminar Series No. 54. Melbourne: Incorporated Association of Registered Teachers of Victoria.
- Brown, D., & Thomson, C. (2000). *Cooperative Learning in NZ Schools*.
- Berryman, M. (2009). Address to Taumata Whanonga. Wellington.
- Berryman, M., & Glynn, T. (2004). Hei Awhina Matua: The development of a New Zealand bi-cultural home and school behaviour management programme. In J. Wearmouth, T. Glynn, R. C. Richmond & M. Berryman (Eds.), *Inclusion and behaviour management in schools: Issues and challenges* (pp. 240-262). London: David Fulton.
- Bevan-Brown, J. (2006). Teaching Māori children with special education needs: Getting rid of the too hard basket. *Kairaranga*, 7, 14-23.
- Bishop, R., Berryman, M., Tiakiwai, S., & Richardson, C. (2003). *Te Kotahitanga: The Experiences of Year 9 and 10 Māori Students in Mainstream Classrooms*. Wellington: Ministry of Education.
- Bishop, R., & Glynn, T. (1999). *Culture counts: Changing power relations in education*. New Zealand: Engage Learning.
- Bishop, R., & Glynn, T. (2004). Achieving cultural integrity in education in Aotearoa/New Zealand. In J. Wearmouth, R. C. Richmond, T. Flynn & M. Berryman (Eds.), *Understanding pupil behaviour in schools: A diversity of approaches* (pp. 107-133). London: David Fulton.
- Cavanagh, T. (2007). Focusing on relationships creates safety in schools. *Set: Research Information for Teachers*, 31-35.
- Doll, B (2009). Fostering Playgrounds That Prompt Social Competence. Paper: 31st ISPA Conference Malta 7-11 July 2009
- Earl, L. & Katz, S. (2002). "Leading Schools in a Data-rich World". In *second International handbook of Educational Leadership and Administration*, ed. K. Leithwood and P. Hallinger. Dordrecht: Kluwer Academic.
- Dunn, L. & Sotiri, T. (2005). *An interview with Don Brown*. Kairaranga 2005 – Volume 6 Issue 1.
- Fergusson, D. (2009). *The Prevention, Treatment and Management of Conduct Problems in Childhood*. Christchurch Health & Development Study. Address to Taumata Whanonga. Wellington.
- Fletcher, J., Parkhill, F., Fa'afoi, A., Taleni, L.T., & O'Regan, B. (2009). Pasifika students: teachers and parents voice their perceptions of what provides supports and barriers to Pasifika students' achievement in literacy and learning. *Teaching and Teacher Education* 25, 24–33.
- Friend, M., & Cook, L (2000). *Interactions: Collaboration skills for school professionals* (3rd ed). New York: Addison Wesley Longman Inc.
- Giangreco M F & Doyle M B (2002) Students with disabilities and paraprofessional supports: Benefits, balance and band-aids. *Focus on Exceptional Children*., 34(7), 1-12.
- Goldstein, A. (1999). *The Prepare Curriculum: Teaching Pro-Social Competencies*. Research press, Il.

- Gray, C. (2002) *The Sixth Sense II*. Future Horizons, Texas.
- Hallinger, P., & Heck, R.H. (1998) Exploring the principal's contribution to school effectiveness: 1980-1995.
- Hattie, J. (2008). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge, London.
- Jones, V & Jones, L (2001). *Comprehensive Classroom Management*. Pearson Education, Massachusetts. Pg 233
- Lewis, J. (2006). Effective Behaviour Support: moving towards safer and more effective schools. *School Psychology Review*
- Lewis, J. (2009). Presentation to Taumata Whanonga. Wellington.
- Lewis-Palmer, T., Sugai, G., & Larson, S. (1999). Using data to guide decisions about program implementation and effectiveness. *Effective School Practices*, 17(4), 47-53.
- Lomas, K. C. (2004). *Reciprocal Peer Tutoring in the Secondary School*. University of Auckland.
- McLaughlin, M.W. (1990) *The Rand Change Agent Study Revisited: Macro Perspectives and Micro Realities*. Stanford University Press, Stanford, California
- Ministries of Health and Education. (2008). *New Zealand Autism Spectrum Disorder Guideline*.
- Ministry of Education (2002) *Kia Tutangata ai – Supporting Learning: An Introductory Resource for Teacher Aides/Kaiawhina Supporting Teachers of Students with Special Education Needs*. Learning Media, Wellington.
- Ministry of Education. (2007). *Literacy Learning Progressions. Meeting the Reading and Writing Demands of the Curriculum*. Learning Media, Wellington
- Ministry of Education (2007) *The New Zealand Curriculum*. Learning Media, Wellington.
- Ministry of Education. (2008). *Ka Hikitia: Managing for Success: Māori Education Strategy 2008-2012*. Group Maori, Ministry of Education, Wellington.
- Ministry of Education. (2008). *Ki te Aotūroa Improving inservice teacher educators learning and practice (INSTEP)*. Learning Media, Wellington.
- Ministry of Education (2009). *Ngā Haeata Mātauranga The Annual Report on Māori Education 2007/08*. Wellington: Ministry of Education.
- Ministry of Education, Special Education. (2011). *The Individual Education Process and Plan (IEP) Guidelines (Draft)*
- Morrison, B., Blood, P., & Thorsborne, M. (2005). Practising restorative justice in school communities: The challenge of culture change. *Public Organisation Review A Global Journal*, 5, 335-337.
- O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional assessment and program development for problem behavior: A practical handbook*. Pacific Grove, CA: Brooks/Cole Publishing.
- Pearpoint, J., Forest, M., & Snow, J. (1993) *The Inclusion Papers - Strategies to Make Inclusion Work* Inclusion Press, Toronto
- Ockus, L. (2006). *Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension*. International Reading Association.
- Palincsar, A., & Brown, A. (1984). *Reciprocal Reaching of Comprehension-fostering and Comprehension-monitoring activities*. University of Illinois.

- Parkin, G. (2010). *Cognitive Behavioural Therapy*. Presentation to RTLB Cluster.
- Pearpoint, J., Forest, M., & Snow, J. (1993) *The Inclusion Papers - Strategies to Make Inclusion Work* Inclusion Press, Toronto
- Richmond, C. (2007). *Teach More Manage Less: A Minimalist Approach to Behaviour Management*. Scholastic, Australia.
- Richmond, C. (2009). *Lead More, Manage Less. Five Essential Behaviour Management Insights for School Leaders*. Scholastic, Australia.
- Robinson, V.M.J., & Lai, M.K. (2006). *Practitioner research for educators: A guide to improving classrooms and schools*. Thousand Oaks, CA: Corwin Press.
- Safarik, L. Team roles in instructional settings. In A. I Pickett, & Gerlach, K (Ed.) *Supervising paraeducators in school settings. A team approach* (1st Ed pp 25 – 50) Austin; PRO-ED, Inc
- Sugai, G. (2009). Presentation to Taumata Whanonga. Wellington.
- Sugai, G. (2007). Promoting behavioral competence in schools: A commentary on exemplary practices. *Psychology in the Schools*. Special Issue: Practitioner's Edition on Promoting Behavioral Competence. Volume 44, Issue 1, pages 113–118, January 2007.
- Sugai, G., Horner, R. H., Dunlap, G., Hieneman, M., Lewis, T., Neslon, C. M., Scott, T., Liauspin, C., Sailor, W., Turnbull, A. P., Turnbull III, H. R., Wickham, D., Wilcox, B., & Ruef, M. (2000). Applying positive behavior support and functional behavioral assessment in schools. *Journal of Positive Behavior Interventions*, 2, 131-143.
- Sugai, G., Sprague, J. R., Horner, R. H., & Walker, H. M. (2000). Preventing school violence: The use of office discipline referrals to assess and monitor school-wide discipline interventions. *Journal of Emotional and Behavioral Disorders*, 8, 94-101.
- Timperley, H., Wilson, A., Barrar H. and Fung, I. (2007). *Teacher Professional Learning and Development Best Evidence Synthesis [BES]*. Wellington: Ministry of Education.
- Thompson, C (2004) In I. Livingstone (Ed) *New Zealand Annual Review of Special Education*. Victoria University: Wellington
- Tsay, M., & Brady, M. (2010). A case study of cooperative learning and communication pedagogy: Does working in teams make a difference? *Journal of the Scholarship of Teaching and Learning*, 10(2), 78 – 89.
- Wasserstein-Warnet M. M.; Klein Y. (2000). *Principals' Cognitive Strategies for Changes of Perspective in School Innovation*. *School Leadership and Management*. Volume 20, Number 4.
- Wheldall. K & Glynn, T (1989) *Effective Classroom Learning*
- Ysseldyke, J.E., & Christensen, S. (1993). *TIES 11: The instructional environment system: 11*. Longmont, CO: Sopris West
- Ysseldyke, J., Christenson, S. (2002). *Functional assessment of academic behavior: Creating successful learning environments*. Longmont, CO: Sopris West.

We would like to acknowledge the following RTLB whose case samples were used in this resource:

Alison Sutherland, Annette MacDonald, Claire Radford, Darian Finnerty, Erika Locke, John Muskett, Jo Double, Kevin White, Kerrie Lomas, Llyween Couper, Linda Schofield, Marcus Hopkinson, Mary Hancox, Pat Williams and Tracey-Lee Perry.

Web Links & email addresses

A Practical Guide for Conducting a Playground Audit

www.mps.school.nz

Aston Index

<http://www.ldalearning.com/teaching-solutions/inclusion/aston-index/>

Autopilot - Thesis

<http://researcharchive.vuw.ac.nz/handle/10063/180>

Autopilot -resource kevin.white.rtlb@gmail.com

Cognitive behaviour approaches

<http://www.brieftherapysydney.com.au>

Hei Awhiawhi Tamariki ki te Pānui Pukapuka (HPP) - Kathryn Bluett Atvars

kathryn@kia-maia.co.nz

INSTEP – Inquiry and evidence based practice, knowledge and theory, communication and relationships, change for improvement:

http://instep.net.nz/conducting_inquiry/Inquiry-cycle-for-ISTE-learning

Ka Hikitia: Managing for Success / Maori education strategy

<http://kahikitia.minedu.govt.nz>

Kia Tutangata Ai – Supporting Learning

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/PublicationsAndResources/KiaTutangataAiSupportingLearning.aspx>

NZ Curriculum

<http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum>

NZRTL Association website (note Behaviour Kit is available to association members only)

<http://www.nzrtlb.org.nz/behaviourkit/>

Pasifika Plan

<http://pasifika.tki.org.nz/Pasifika-Education-Plan>

Phonics Training – Yolanda Soryl

www.phonicstraining.co.nz

Positive Behaviour for Learning

www.minedu.govt.nz/theMinistry/EducationInitiatives/PositiveBehaviourForLearning.aspx

Positive Behaviour Support

<http://www.pbis.org/>

Restorative Practices

<http://www.thorsborne.com.au/>

<http://www.restorativejustice.com/Restorative%20Justice%20-%20Dr%20Tom%20Cavanagh.html>

Taumata Whanonga Behaviour Summit, 2009: presentations by George Sugai, David Fergusson, Christine Richmond, Mere Berryman

<http://www.minedu.govt.nz/theMinistry/EducationInitiatives/PositiveBehaviourForLearning/TaumataWhanonga/Presentations.aspx>

Teacher Professional Learning and Development: Best Evidence Synthesis Iteration

www.educationcounts.govt.nz/publications/series/ibes

Te Kotahitanga

www.educationcounts.govt.nz/publications/series/te-kotahitanga

Te Marautanga o Aotearoa

<http://tmoa.tki.org.nz/>

Transitions

www.minedu.govt.nz/theMinistry/Consultation/ReviewOfSpecialEducation/DiscussionDocument2010/Transitions04.aspx

Values and beliefs to principles and practice - Atkins

www.learningtolearn.sa.edu.au/Colleagues/files/links/ValuesBeliefs.pdf

Tuakana Teina

<http://tereomaori.tki.org.nz/Curriculum-guidelines/Teaching-and-learning-te-reo-Maori/Aspects-of-planning/The-concept-of-a-tuakana-teina-relationship>

NOTES