**The Training Collaboration Project (TCP) - How to turbo charge your casework with challenging behaviour**

A report on the design, outcomes and implications

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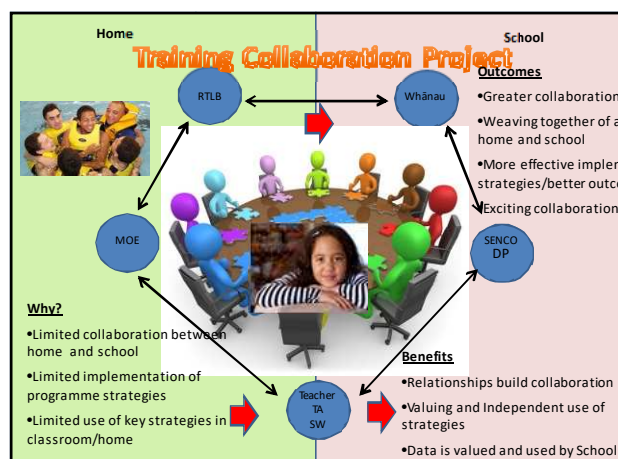
## Context of regular behaviour casework

- Communication ~~barriers~~
- Parent engagement ~~issues~~
- School management engagement ~~issues~~
- Teacher engagement ~~issues~~
- Building shared understanding
- Building skills and understanding of strategies
- Implementing agreed strategies
- Measuring and reviewing outcomes

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## Description & Goals of TCP

- Brief description-who involved
- Improve collaboration within and across schools on obtaining positive behaviour change (Kampwirth, & Powers, 2012). (Blase, Van Dyke, Fixsen, & Bailey, 2010)
- Improve engagement with family (Mutch & Collins, 2012; Roffey, 2016 )
- Ensure culturally inclusive practice (Durie, 2004; MOE 2013; Pipi, 2010).
- Incorporate elements of PB4L (IYP, IYT, schoolwide), & IY Dinosaur Programmes into school and home environments (Webster-Stratton, 2012 etc; Sugai & Simonsen, 2012).
- Building positive communication & shared understanding of strategies (Mitchell et al, 2010)

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## Goals of TCP contd

- Focus on Implementation Drivers and evidence –based implementation (Blase, Van Dyke, Fixsen, & Bailey, 2010)
- Build clear understanding and support use of functional analysis of behaviour and behavioural strategies (La Vigna, 1997) and implementation: Prevent-Teach-Reinforce (Dunlap et al, 2010)
- Measure and improve outcomes (Blase, Van Dyke, Fixsen, & Bailey, 2010)
- Build collaborative practice between RTLB and MOE Learning Support
- Incorporate effective skills development strategies (Perry: Webster-Stratton)

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## TCP Project Design

- Nov 2015 Consultation phase
- Dec 2015 finalize design/funding plan
- Feb-Aug 2016 training sessions.
- Pre-Post data collection
- Training Course evaluations
- Behaviour data collection on target behaviours
- National Office Project Learning Loop evaluation

## Slide 1

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# TCP Timeline 2016

TCP Timeline
Term 1 2016
Week Commencing:

| Wk beg 1 February | Wk beg 8 February | Wk beg 15 Feb | Wk beg 22 Feb | Wk beg 29 Feb | Wk beg 7 March | Wk beg 14 March |
|---|---|---|---|---|---|---|
| Project team meeting | | | 24/2/16 One Day Training Session 1 9.00-12.30pm Venue? Case Teams meet Finalise assessment Draft support plan Data collection, share plans etc 1.00-2.30pm | | | Project team meeting |
| Case consult, assessment and report Plan training content, dates, venues, presenters Invite participants to training Organise staff release | | | | | | |

| Wk beg 21 March | Wk beg 28 March | Wk beg 4 April | Wk beg 11 April |
|---|---|---|---|
| 23/3/16 Half Day Training Session 2 Review support plan Venue? | | | |

| Term 2 2016 | | | | Term 3 2016 |
|---|---|---|---|---|

| Wk beg 2 May | Wk beg 9 May | Wk beg 16 May | Wk beg 23 May | Wk beg 25 July |
|---|---|---|---|---|
| | 11/5/16 Half Day Training Session 3 Training and case teams review support plan | | | 3/8/16 Case review and training |

## Slide 2

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# Training Content

**Session One (one day)**
Whakatau & karakia; Collaboration; engaging with your child/student (IYT/P); Relationships & Learning; Resilience: brain science-neurosequential concepts; emotional regulation; Nigel Latta video; Just Breathe video ; PATH process, strengths, values, LTG, STG; Functions & triggers for behaviour, Behaviour builders and stoppers; Mindfulness exercise.

**Session Two (half day)**
PATH process contd; Functional Analysis (FAB): setting events/antecedents/reinforcement/ consequences/assessment and intervention using Prevent-Teach-Reinforce template model; revisit PATH

**Session Three (half day)**
PATH progress; incorporate FAB; Data collection and graphing; Emotional regulation-rationale, precursor skills, problem solving indicators, recognition in self and others, self-management; Robust incentives

**Session Four (half day)**
Present graphed data, analyse & interpret; Review Brain science, FAB, Reinforcement, Emotional regulation, Collaboration (PATH); Learning from brain science; Review PATH; Feedback
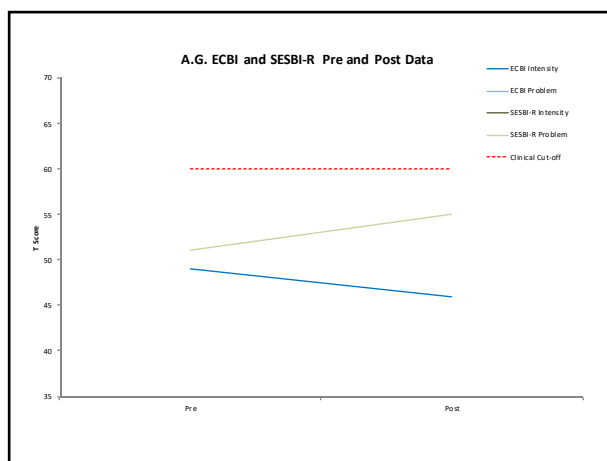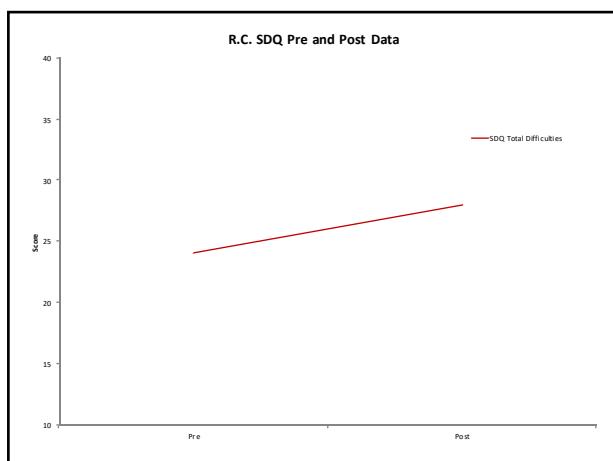
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Whanau Hui PATH (Planning Alternative Tomorrows with Hope) ****** 2016
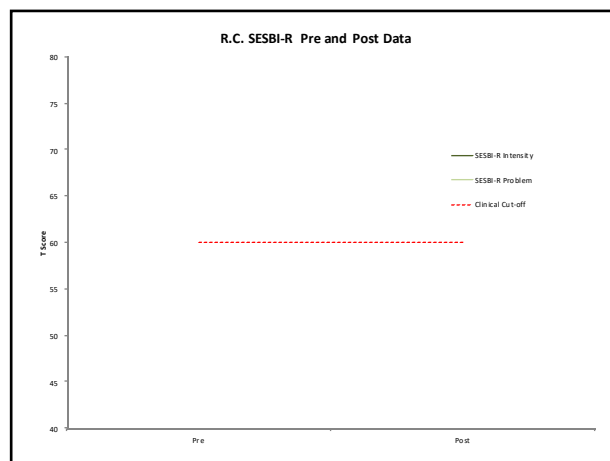
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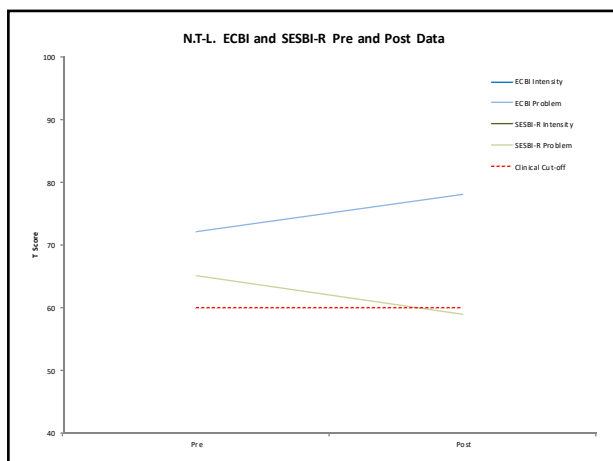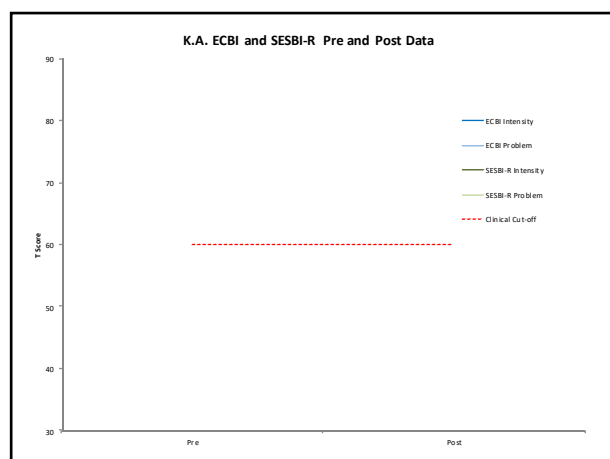TE TĀHUHU O TE MĀTAURANGA

# OUTCOME MEASURES

- Pre-post standardized data
- Behavioural data
- Training Session evaluation data
- Parent and Teacher post survey data
- Team and learning loop evaluation data
- Massey Project data

## Slide 5

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# Pre-post standardized data

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## Slide 6



A.G. ECBI and SESBI-R Pre and Post Data

A.G. Social Competency Scale-P and SCS-T Pre and Post Data



K.A. ECBI and SESBI-R Pre and Post Data



N.T-L. ECBI and SESBI-R Pre and Post Data



R.C. SESBI-R Pre and Post Data



R.C. SDQ Pre and Post Data
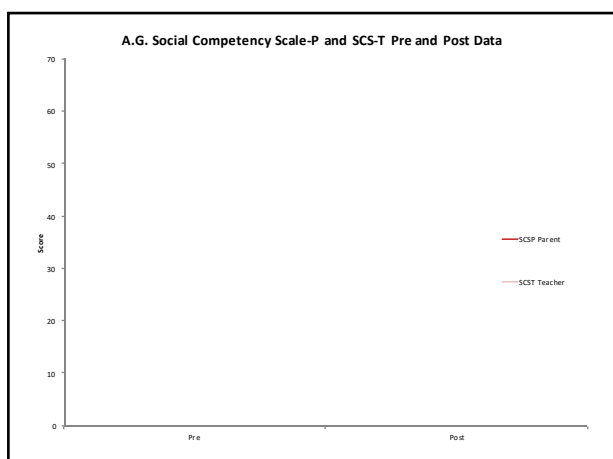


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**Behavioural data**

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### A.G. School attendance; task completion
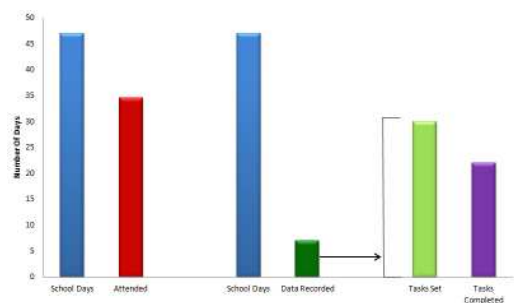


### K.A. Target behaviour compliance; on task; aggression
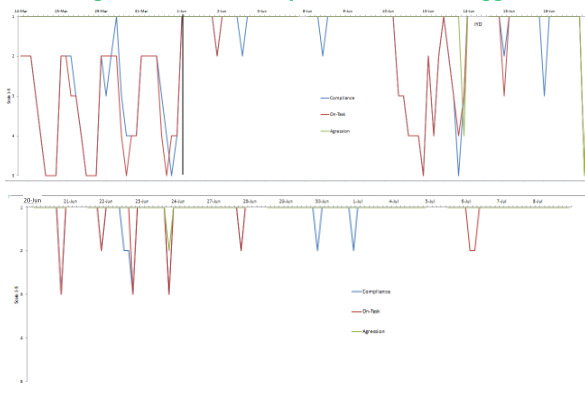


### N.T-L. Task engagement; positive peer interaction
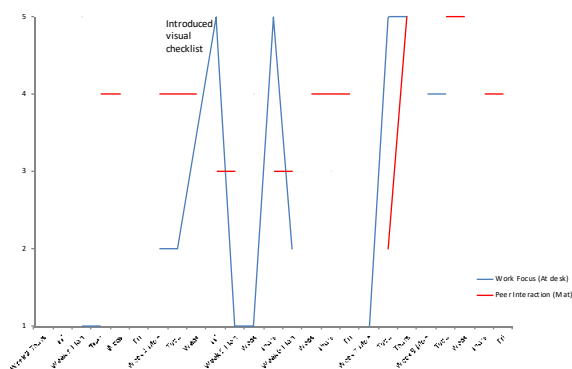


### R.C. Target behaviour-verbal and physical outbursts



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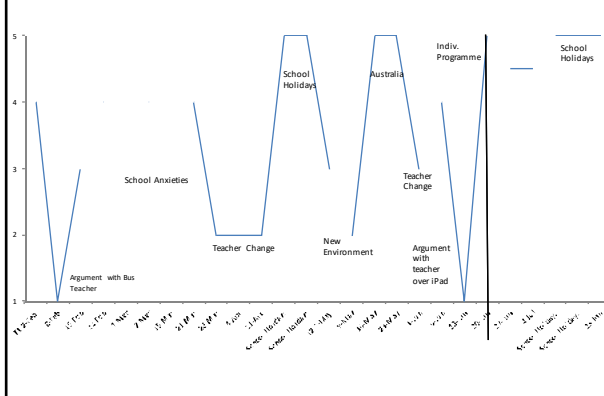
### Training evaluation data

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### Session Four Evaluation: I feel more confident to support children/young people with special needs as a result of this course.



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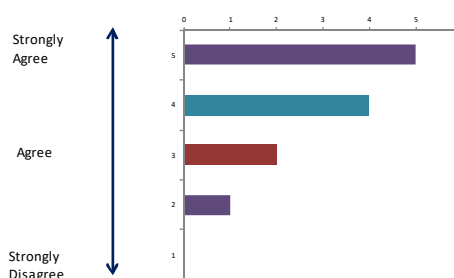
## Session Four evaluation
### Any other comments:

Awesome to be in a room with so many of the MOE Team.

Thank you for your support and encouragement during my time spent with **. PS. I have been able to use strategies learned with other students also.

I really enjoyed the range of PD and chance to hear others talk and learn, and reflect from their experiences.

More time for group discussion would be useful.

Not a lot new for me – but great to be part of the team putting the process in place for child/parent/school. Thanks guys.

So valuable working for a shared goal as a collaborative team.

This has been a strong collaborative project. It is a process worth continuing. Well done everyone.

Love the collaboration approach and the transparency of the participants.

Thanks for the opportunity to be involved in this process. It has been positive for our girl.

Group would have benefitted from getting together more between sessions.

Thank you!

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## Teacher survey data

Summary Teacher feedback via Survey Monkey:
- Agreement by 2 respondents that TCP was:
  - a good investment
  - improved confidence
  - enabled improved ability to implement behaviour plans based on evidence
  - could impact positively on wider school systems.

- Brain science and FAB content already known through PB4L Schoolwide and used in schools, though one school indicated deepened FAB knowledge as a result of TCP

- More intensive collaboration and ongoing team building, joint decision-making and reviewing very valued; positive comments on more intensive use of data to understand the behaviour, adapt the programme

Feedback from email:

"Generally, I believe it is a very good process. The highlight for me was getting to know XXXX, our Mum, really well and having an insight into how much she has put into supporting her son. I would not have had that understanding otherwise and I believe that was instrumental in us coming to an agreement of ultimately, how to move forward". DP

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## Parent Survey Data

- One parent happy with TCP but very unhappy with the school

- More joined up support as a result of TCP.

- Would recommend TCP for other parents

- *"..feelings, and like you just feel more together, like you feel more part of the process. Not the person coming in getting told what they're not doing."*

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## Analysis of cultural aspects of PATH & TCP

- *"The best part about the TCP [PATH] was everyone was on a neutral playing ground, like it was just everyone was the same."*

*"IEPs (Individual education Plans) go like, this teachers gonna do this, and this teachers gonna do this, we're gonna put in that RDA and we're gonna do this and we're gonna do this, and it's all very much from a 'I am school telling you what I'm gonna do', whereas, with the TCP, I could go away and do stuff. I could get granddad to go away and do stuff. We could get the RTLB to go away and do stuff. Everybody was part of the solution. Special Ed were there doing their part, teaching was there doing their part. So it was like, there's that whole level playing ground, everyone was included."*

*"With the PATH and the TCP it was more the child as a whole, with IEP's it was more the child fitting into the classroom."*

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## Parent Survey Data
### contd

- *"..before the PATH they set the scene, and you had your welcome and your karakia, and you're going round and the intros and everything. And like XXXX did his big intro and stuff and you understood what was happening, you understood and you were welcome, everything was set. It wasn't a meeting, it was a meeting but it wasn't a meeting, it was a get together. There's a huge difference between sitting where we did and having that welcome and understanding of what was happening, to walking into a IEP"*

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## Parent Survey Data
### contd

- *"Because the solutions, and the goals could be so much wider, you could put your cultural stuff in there... the solutions were, surrounded by aroha , you know. Like, it's just... it's hard to explain in words. But because, the way that the setting even, the steps are, you make sure that everything culturally is sound. You know, you don't get that anywhere else."*

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## Lessons learned

- Parent engagement a facilitator not a barrier

- Teacher/SENCo/DP/TA/SW release time enabled teachers to focus in engage more effectively than regular casework

- Time together in training enabled building of mutual understanding and relationships

- Professional learning completed together enabled joint understanding and agreement on strengths and areas of need, transparent processes.

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## The Key
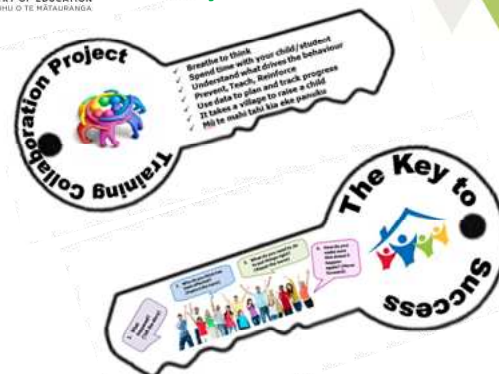


## Outcome analysis

- Woven together 3 tiers of different strategies- MOE Behaviour, PB4L and RTLB
- High five:
  - ✓ partnership and collaboration...
  - ✓ ecological strength-based focus...
  - ✓ tailored and flexible approach to meeting the needs of each child in their context...
  - ✓ culturally inclusive...
  - ✓ one plan of support, links with strong family engagement and work with Communities of Learning (COLs)...

## The Future

- Commitment to teacher release funding
- Joint RTLB/MOE Learning Support delivery
- Increase from 5 to 10 schools
- ?3 days training- pre/post data planning & collection with fidelity
- Managing change of student and personnel?
- Increased content on building executive functioning skills

## Dedication

Ring all the bells you can ring
Forget that perfect offering
There's a crack in everything
That's how the light gets in
Leonard Cohen

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