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*Te Tāhuhu o te Mātauranga Aotearoa*



## **Patterns of student progress in the Intensive Wraparound Service: NZCER IWS Evaluation**

Report to the Ministry of Education  
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NZCER

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# Patterns of student progress in the Intensive Wraparound Service

## **NZCER IWS Evaluation**

Jacky Burgon, Melanie Berg and Nicole Herdina

# Acknowledgements

It has been a privilege to undertake this evaluation. The interviews gave us a rich window into the lives of Intensive Wraparound Service (IWS) students and parents/caregivers and whānau, with all their complexities, challenges and triumphs, and of the different roles and perspectives of IWS team members and school staff working with and for these students. We thank students and their families and whānau for their generosity and courage in talking about their family circumstances to us as evaluators and strangers.

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# Executive summary

## Quick summary of findings

### Students

- The students who are prioritised into IWS have complex and challenging needs, and documenting progress for these students is also complex. They have a range of unmet needs across a number of areas and progress is variable across different areas of their life and across time.
- Students receiving IWS have already had intensive support (described in New Zealand as Tier 3 support) and this support has been unsuccessful and/or needs further resource to support sustained positive outcomes for students and their family and whānau.
- Despite their complex needs, many students made significant progress while in IWS—progress that was remarkable in a number of cases given their history prior to entering IWS. They made sufficient progress to be able to be enrolled in, and attend school on a regular basis. Many of these students had been out of school or were unable to attend school on a regular basis prior to IWS. Therefore this was a significant change.
- Maintaining presence at school is an important outcome. The findings predict that, of the 28 case study students still receiving IWS, 14 are likely to maintain their full-time attendance at school or post-school option, and four were less likely to. For the other 10 students it was difficult to predict their transition back from residential special school to a local school, though many of those students were making good progress at the residential schools. For the four students who had completed IWS, two remained in school and the other two were not in school or not in school full time.
- Three-quarters of the students in our case studies made progress in learning and/or independent living skills.
- Over two-thirds of students made progress in the key life competency areas of **Tinana** (respect for the safety of others), **Hinengaro** (mental health) and **Mana motuhake** (self-concept).
- Fewer students (less than half) made progress in the key life competency areas' outcomes related to **cultural identity**, **Hononga** (friendships) and **Ngā takaro** (leisure activities). A range of factors relating to students, families or IWS teams made these areas more complex to address or maintain.

### Parents, family and whānau

- All but one of the parents/caregivers we interviewed were highly positive about IWS for their family and whānau.
- For many, relief was evident that their student was receiving effective support.
- IWS was providing strategies for them to support their child, and giving them agency when working with schools and other government departments.

### Schools

- There was increasing agreement by principals and schools that IWS as a model would work.
- Our surveys and interviews indicated that IWS was an enabler for many schools with great results for the

student and that there is school ownership of the IWS plan in many instances.

- There is evidence of increased teacher efficacy and confidence in some schools because of IWS.
- There are ongoing challenges in the role of teacher aides, and in getting the right teacher aides to support students and teachers.
- There remain ongoing pressures on school staff time and resources in relation to IWS plans.

#### **IWS teams members**

- The IWS psychologist role is clear for most.
- There is less clarity about lead workers' roles.
- There were some examples of skilled exemplary practice which appeared from our multiple data sources to be clearly linked to remarkably positive progress for students.
- There were some examples of outstanding bicultural support, and examples where more bicultural support was required.
- There were less Pasifika students receiving IWS, and many IWS team members identified the need for more support for Pasifika students and their families.

#### **Other government agencies**

- A major finding in this evaluation is that links across government agencies are frequently not as good as required to ensure the best outcomes for students and their family and whānau.

#### **Transitions**

- Transitions are multiple and challenging for IWS students.
- There were some complex, challenging but successful transitions.
- Unplanned transitions had the potential to significantly reduce continuity of support for students.
- Transitioning out of IWS into post-school options was relatively new for IWS and there were less clear pathways and processes for this aspect of transition.

## **Intensive Wraparound Service (IWS) model in New Zealand**

IWS is designed for the small number of children and young people with highly complex and challenging behaviour, social or education needs, including those with an intellectual difficulty. IWS is an ecological approach with students and family and whānau at the centre of the model. IWS supports students and families, and schools, and makes links across the key groups in the ecological model.

Wraparound is an intensive, individualised care, planning and management process for children and young people with complex mental health, behavioural, and special education needs. Wraparound is often implemented for young people who have involvement in multiple child-serving agencies and whose families would benefit from coordination of effort across those systems. Wraparound is also often aimed at young people in a community, who regardless of the system(s) in which they are involved, are at risk of placements in out-of-home or out-of-community settings, or who are transitioning back to the community from such

placements. (Bruns & Walker, 2010; [http://nwi.pdx.edu/NWI-book/Chapters/Bruns-5a.2-\(implementation-essentials\).pdf](http://nwi.pdx.edu/NWI-book/Chapters/Bruns-5a.2-(implementation-essentials).pdf))

In the 2014 year, IWS aimed to support up to 285 students with a further 50 students being supported through a combined IWS/Severe Behaviour Initiative. This evaluation focuses on the IWS-only students. IWS-only students have their needs met through the development and implementation of a comprehensive individualised plan. IWS-only students include those referred to one of the three residential special schools for behavioural and/or learning needs (Salisbury; Halswell; Westbridge). Students need to be prioritised into IWS before they can be considered for enrolment at a residential school. The decision-making process around accessing these residential schools is between family and whānau and the Ministry and is needs based.

Internationally there is a growing body of literature that suggests a wraparound model is an effective model of support for students and their families where there are complex needs. In the USA particularly, increasing attention is being paid to the relationship between fidelity of implementation of the model and outcomes.

The students supported by the wraparound model in New Zealand comprise a proportionally smaller group with a higher overall level of challenging needs and behaviours than many of the services in the USA.

## Evaluation approach

IWS in New Zealand is a relatively new and rapidly evolving service that began in 2009/2010. This evaluation was designed to contribute to further development of IWS. It is part of a wider evaluation designed to provide the Ministry of Education (the Ministry) and sector stakeholders with a fuller understanding of how three of the key PB4L initiatives—School-Wide (SW), Incredible Years: Teachers (IYT) and the Intensive Wraparound Service (IWS)—are being implemented in New Zealand.

The evaluation includes both process/developmental and outcome aspects. This is appropriate for a new programme. Over the life of this evaluation the IWS processes have continued to evolve and expand in numbers, scope and systems development. This has provided challenges as well as opportunities for the evaluation to feed back into the ongoing development of IWS in New Zealand.

The evaluation comprised case studies of 28 students and surveys of people involved with students in IWS. In both 2013 and 2014 we undertook surveys of team members, and teachers and principals. Case studies included file analyses and interviews where possible of key people in each case study (these included IWS psychologists, some lead workers, some parents/caregivers and whānau, and school staff (both local schools and residential school staff)). In total we had approximately 90 interviews for analysis.

We have organised the sections of this summary and the report to reflect the perspectives of those who are part of the IWS ecological processes:

- the students
- parents/caregivers and whānau
- schools
- IWS teams.

Following these perspectives is a commentary on other key areas for IWS: transitions and links with other agencies. The report finishes with a summary and discussion of the evaluation findings.

## The students

The students in our case studies presented a set of complex and challenging needs. Prior to IWS, many of these students' behaviours meant that they had been out of school (some for extended periods) or were only attending school on an irregular basis. Given these needs, and their consequent inability to be enrolled in/attend school regularly, many students made remarkable progress through IWS and were able to attend school regularly.

For these students, conduct problems were intertwined with mental health needs, learning difficulties and educational underachievement. At least half were currently experiencing significant challenges in their home living contexts. They were receiving IWS support because prior interventions had been unsuccessful or, if they had been successful, the gains were not sustained. Prior to entering IWS, their access to learning was therefore limited and many were making little or no progress if and when they were at school as they were frequently unable to manage their emotions and behaviour sufficiently to remain in the classroom.

Given their histories, progress was remarkable for a number of case study students. Maintaining presence at school is an important outcome for students. Many of the students in our case studies had been out of school for long periods of time, or only had patchy attendance at school, or were out of the classroom a great deal because of their inability to manage their emotions and behaviours. Their access to learning therefore was very limited, despite previous Tier 3 interventions. Our analyses predict that 10 of the students who are *currently* receiving IWS will be able to:

- stay **enrolled in** school or a post-school option
- manage their emotions and motivation sufficiently to be able to **attend** school or a post-school option **regularly and full time**
- have **sufficient resources available** to ensure that they can stay in school (or a post-school option).

For 10 students, their transition from residential special school to a local school was not complete and so we felt unable to predict outcomes for most of those students at the time of preparing this report. For four students still receiving IWS support, at the time we prepared this report we predicted remaining issues will preclude a successful outcome. Of the four who had *completed* IWS, two remain in school full time. There are remaining challenges for the other two students.

So, what did that progress look like in more detail? We adapted the key life competency areas on the IWS application forms to use as the themes for some of our analyses of progress. More than two-thirds of the case study students made considerable improvements in the areas of:

- **Tinana** (health and wellbeing): improvement was both mostly in relation to respect for the safety of self and others.
- **Hinengaro** (mental health): improvements here meant that students were able to be in class and in school more regularly and were able to progress their learning.
- **Mana motuhake** (self-concept): improvement in general self-esteem was more often talked about than shifts in the other aspects of **mana motuhake** such as cultural pride/identity.

Areas where considerable progress was still evident but with fewer students (less than half) included:

- **Cultural identity**: this proved to be a more complex challenge for some IWS teams working with students.
- **Hononga** (friendships): for a number of students, friendships increased but friends were difficult to maintain with shifts of school (as for those who had a stint in residential school). Family relationships showed good improvements for some students but the connectedness to family remained difficult for some students—where they were in Child, Youth and Family (CYF) custody or had estranged/strained/intermittent relationships with one parent.

- **Ngā takaro** (leisure activities) also proved difficult to sustain for some students. For those who had left residential school, we did not see a continuation of the kinds of activities provided in the residential special school settings. And for other students, getting to after-school activities was difficult as there were family constraints in taking them to those activities. Additionally, students did not always have the motivation or family support to keep going to organised after-school activities.

With progress in key life competency areas and subsequent attendance at school, students began to make substantial progress in learning. Given their absence from school in the past, even expected progress to match maturation could be regarded as a marked improvement for many of the students in our case studies. Improvements in learning outcomes was one of the most positively rated areas in both 2013 and 2014 in teacher and principal surveys—over half of principals responding to our surveys reported positive progress, and over 40 percent of teachers reported positive progress in learning outcomes. In the case studies, about half the students progressed according to expected learning outcomes and a further quarter made accelerated progress. Overall, only around a quarter of the students in the case studies did not make progress in their learning.

It is also important to note that students' progress across the various life competency areas and across time was not linear; for some their personal circumstances changed and there were consequent changes in progress. For a number of students there were a number of “ups and downs”.

## Parents/caregivers and whānau

All but one of the parents/caregivers we interviewed were highly positive about IWS for their family and whānau. Nearly all saw IWS as a major improvement for their student and their own life circumstances. Indeed, for some it was a “life saver”. They were relieved their student was back at school, that they and the student had strategies to manage behaviours and that there was somebody who would advocate for them in previously difficult situations—whether at school meetings, or meetings with other government agencies.

Family and whānau had experienced various models of support from a range of agencies prior to coming into IWS. Sometimes the parents and caregivers we interviewed had been frustrated or alienated during previous interventions with them and/or their child. The centrality of family and whānau is critical to the IWS model. An important measure of fidelity in wraparound models is that family and whānau perspectives are central to both planning and implementation.

The survey data indicate that teachers, principals and wraparound team members largely felt that the family was central to IWS plans. Two areas that our data suggested needed more attention were the more frequent inclusion of students' views and also having a family advocate at meetings.

In some case studies there were some challenges to keeping family and whānau at the centre of the IWS plan. They included:

- the changing nature of family composition
- abilities of family and whānau to engage given other pressures in their lives
- differing views between IWS psychologists and lead workers about the role of the family in the plan.

## Schools

While IWS is a student- and family-centred model, access to schooling is critical for students remaining on a pro-social pathway during and after IWS. Therefore, understanding schools' perspectives is important to the ongoing development of the IWS systems and processes.



Survey data from schools showed there is growing acceptance that IWS as a model will improve students' life outcomes. By the 2014 survey almost two-thirds of principals and about half of the teachers who responded to our survey agreed IWS could work as a model. IWS seemed to be an enabler for many schools, and was connected with improvements in some teachers' confidence and efficacy in supporting students.

Principals seem generally satisfied with who is in the planning teams and with communication with the IWS psychologists during that time. The majority of principals agreed that implementation was going well.

Around 40 percent of the students who receive IWS identify as Māori. Involvement of Māori and Pasifika perspectives in the *planning* was not very evident in the principal survey data. We saw an increase in Māori and Pasifika perspectives in survey questions relating to Māori and Pasifika input at *implementation* stage.

There were a number of challenges that were impacting on full implementation of IWS plans across schools including:

- the role and variable skills of teacher aides
- the uneven flow of funding and resource to the school and the pressure on general staffing and systems in implementing aspects of the plan and in working with the student and family
- the prior reputation of students when Ministry staff worked to find school placements
- establishing school ownership of the plan
- timing and timeliness of support.

Residential schools are a new component in the IWS model and we interviewed all three principals and a number of staff in each of the three schools. There are changes to both the schools' roll, and role. Those changes are still bedding in. Issues included:

- understanding the needs of students now enrolling in residential schools
- communications between IWS teams and the residential schools
- roles in transition, both in and out of the schools
- clarity in documentation about roles and processes.

## **IWS teams**

IWS teams are comprised of family/whānau, school personnel, Ministry personnel, health practitioners, CYF and other service providers as agreed as appropriate by the family/whānau. In this evaluation we have separated out IWS psychologists and IWS lead workers to be able to report on their perspectives since they have a significant role in creating and maintaining an IWS team. IWS psychologists are clear about their role in IWS and feel this role is rewarding. We had more limited lead workers' case study and survey data. However, in these data there were strong indications that lead workers are less clear about their role. In a few of our case studies there were no lead workers.

Although there could be substantial challenges in team work we found a number of examples of exemplary practice in teams, some of whom went the extra mile in supporting students and their families. From our data, these appeared linked to positive outcomes for students. There were also some strong examples of bicultural approaches to supporting students and their whānau in IWS practice and plans. There is variation across case studies in whether IWS psychologists achieve a good balance between administrative aspects of the role and therapeutic interventions with schools, families and students. This tension in balance is compounded by the fact that there is widespread concern across team members about their time to do the job. Team communication can be hampered by time constraints, role confusion and different geographic locations.

We also noted variation in views about whether teams could access Māori expertise and even more variation in relation to Pasifika expertise. While many of those who responded to the IWS team surveys are comfortable that they can work in a bicultural space, fewer noted they had regular access to cultural supervision if required.

## Interagency links

The least developed aspect of the IWS model was making links between agencies. Schools and IWS wraparound team members have often reported difficulties in working with CYF and/or District Health Board (DHB) child and family mental health services. Where it did work, a lot of effort by the IWS psychologist appeared to have gone into developing a relationship with local staff in each agency. In these incidences, case file analysis indicated that communication across key people in those agencies was informative and timely.

Challenges included:

- differences in views between schools, teams and other government agencies about whether the student and/or family met the criteria for services from either CYF or DHB mental health services
- perceptions from a number of IWS psychologists and schools that once IWS became involved CYF felt that their involvement was no longer needed
- frequent changes in staff that resulted in reduced continuity of support
- seemingly inconsistent decisions relating to resources for a student in CYF care in different areas of the country
- getting everyone at meetings
- insufficient information exchange across agencies
- different perceptions about the “cause” of behavioural changes in the student which meant it was difficult for cross-agency staff to agree on an approach
- changes in living arrangements for students in CYF care which led to frequent changes to the IWS plans.

## Transitions

Transitions between settings are a key time of potential difficulty for students and teams. Many students in IWS experience anxiety as part of their presenting needs, and transitions are a time of particular stress. Additionally, given their challenging behaviours, these students were likely to experience more transitions than other students, as they changed school and/or moved in and out of residential school. Changing living circumstances added to the challenges for many.

Transitions for students with such complex needs are also particularly challenging because of the numbers of key people who need to be involved in a transition. Proactive management of transitions and trying to plan for the unplanned were a necessary part of IWS teams’ work.

There was considerable evidence of detailed planning for transitions and some examples of very complex and challenging but successful transitions. There were occasions where unplanned transitions meant a considerable reduction in continuity for students, their family and whānau, and their schools.

While IWS has been successful for many students it is clear that a lot of resource has gone into obtaining or trying to obtain support for these case study students prior to IWS, and for many students after transitioning off IWS. Particular challenges relate to:

- finding appropriate post-school options and creating smoother pathways for these transitions

- finding sufficient resourcing after IWS to allow students to be in school full time
- negotiating other funding systems—extended periods of time appear to be spent working through processes, especially when the need for this arises well after IWS funding has completed.

## Concluding comments

Evaluating wraparound services has provided a challenge internationally because of complexities in defining the characteristics of students and families receiving wraparound support, as well as defining outcomes. Both these challenges were evident in this evaluation. Additionally, progress for students in IWS is not linear. Progress varied across time and across key life competency areas.

In New Zealand, IWS is an evolving service. Caution needs to be taken when comparing New Zealand outcomes to those from the USA. The group receiving IWS in New Zealand is proportionally smaller than in the USA and therefore likely to present more complex needs. Additionally, unlike other jurisdictions, New Zealand has included a residential component to the model.

This evaluation provides early outcome data for 28 case study students using a range of judgements made from interviews and case files. It is important to note that these are preliminary data from a rapidly evolving programme. The data strongly suggest that IWS is having a positive impact on students who have previously not been able to attend school regularly because of their difficulty in managing their emotions at school. Once able to attend school on a regular basis, many of these students were making significant progress in their learning. This finding is supported by data from parents/caregivers and whānau. Almost all those we interviewed saw IWS as a major improvement for their child.

Making judgements about students' progress has assisted in identifying critical elements that enable or hinder this progress for students in IWS. Further work in the following areas could enhance outcomes for even more of the students in IWS:

- more development of a cross-agency working model at both policy and practice level
- consideration of fuller development of a bicultural model for IWS
- consideration of fuller development of support for Pasifika students in IWS
- further discussions on and development of the relationship between IWS psychologist and lead worker
- continued attention to the centrality of student, family and whānau to the planning and implementation of IWS for a student and their family and whānau
- more work on roles and transitions with residential special schools
- more consideration of pathways from school for students in IWS
- consideration of a longer period of monitoring for students who have completed IWS and might need access to further resource.

# 1. Introduction

IWS in New Zealand is a relatively new and rapidly evolving service. This evaluation was designed to contribute to further development of IWS. This introduction sets the scene for the IWS evaluation by briefly describing:

- the development of IWS
- the components of the model for IWS
- key elements of wraparound services internationally
- key evaluation issues in wraparound internationally
- the background to the New Zealand Intensive Wraparound Service evaluation.

The section then goes on to outline:

- the theory of change for IWS
- the evaluation approach
- the evaluation questions
- the evaluation methodology.

This introductory section concludes with a brief outline of the contents for the remainder of this report.

## Wraparound services

There is growing support both socially and financially for a wraparound approach to services for young people with complex and challenging needs and their family and whānau, with an increasing body of literature describing promising outcomes (e.g., Walker 2008; Suter & Bruns 2009). The National Wraparound Initiative in the USA describes wraparound as one in which the team:

Creates, implements, and monitors an individualized plan using a collaborative process driven by the perspective of the family;

Develops a plan that includes a mix of professional supports, natural supports, and community members;

Bases the plan on the strengths and culture of the youth and their family; and

Ensures that the process is driven by the needs of the family rather than by the services that are available or reimbursable. (VanDenBerg, Bruns, & Burchard, J. 2008).

The key principles in the approach in the USA include:

- Family voice and choice
- Team based
- Natural supports
- Collaboration
- Community based
- Culturally competent

- Individualised
- Strengths based
- Unconditional
- Outcome based (Suter & Bruns, 2009).

Suter (2007), in a meta-analysis, concluded that based on best evidence at that point, wraparound appeared to be living up to its “promising status”. His meta-analysis included only experimental or quasi experimental designs (that is, there was some kind of control group that received only “conventional services” in each of the studies). Only one study in Suter’s work included analysis of fidelity of programme implementation. Since then increased attention has been given to fidelity of implementation and suggests that high fidelity in programme implementation is positively related to improved outcomes (e.g., Bruns, 2015; Effland, Walton, & McIntyre, 2011).

## Background to the IWS in New Zealand

The Ministry of Education’s Intensive Wraparound Service is one component of Positive Behaviour for Learning (PB4L). PB4L is a key Ministry and sector strategy to improve capability to focus on student wellbeing (positive behaviour), through evidence-based initiatives with sound social and cognitive learning theoretical foundations. PB4L initiatives were built through a combination of reference to evidence and education sector input (the Taumata Whanonga hui in 2009). IWS is additionally informed by evidence (e.g., Ministry of Social Development, 2009, 2013; Mitchell, 2012).

The New Zealand Intensive Wraparound Service had its beginnings with a different name—Intensive Behaviour Service—after the closure of a residential school (Waimokoia) at the end of 2009. Students returning to their local schools and communities needed a wraparound transition plan to make the return. Supporting these students in their local communities through a wraparound plan was successful for many. This led to policy interest in extending this intensive support to other students.

In 2011 this service became the Intensive Wraparound Service (IWS). The intent of the service is to meet the needs of students who have significant complex social and/or behavioural learning needs or complex needs linked to intellectual impairment. Students are prioritised into the IWS initiative via regional prioritisation panels. Applications can come from Ministry Special Education staff or from Resource Teachers of Learning and Behaviour (RTLBs), or from Ongoing Resourcing Scheme (ORS) fundholders. The students prioritised into IWS have had a history of previous interventions and support, but positive outcomes have not occurred or have been partial and/or short-lived. These students are amongst the most challenging students within New Zealand’s education system. A number of these students have had chequered attendance/non-attendance at multiple schools. Their experience of school changes include:

- change in schools because of exclusion from a school (sometimes with a period of time out of school while another school is negotiated)
- changes to and from mainstream schooling and alternative education programmes
- transitions in and out of the same school due to stand downs etc.
- changes from family care to state care which often means school changes (13 percent of the IWS case load as at January 2015)
- changes of custody within extended family and whānau—again, sometimes necessitating a change of school
- change in schools (locally or to different parts of the country) due to family decisions

- transitions in and out of residential special school (this included 18 percent of the IWS case load as at January 2015).

From 2013, students referred to one of the three residential special schools for behavioural and/or learning needs (Salisbury; Halswell; Westbridge) have also been included in IWS processes and systems. Students need to be prioritised into IWS before they can be considered for enrolment at a residential school.

The students supported by the wraparound model in New Zealand comprise a proportionally smaller group with a higher overall level of challenging needs and behaviours than many of the services in the USA. Surveys estimate 100,000 youth are receiving wraparound services across the USA (2011, <http://nwi.pdx.edu/pdf/JCFS-3-BrunsSatherPullmanStambaugh.pdf>). That means one in every 1,000 Americans is receiving a wraparound service. In New Zealand that number is more like one in every 30,000. There are, therefore, considerable challenges to comparing outcomes for IWS in New Zealand with overseas wraparound models.

## The IWS model in New Zealand

In the 2014 year IWS aimed to support up to 285 students with a further 50 students being supported through a combined IWS/Severe Behaviour Initiative. This evaluation focuses on the IWS-only students. IWS-only students have their needs met through the development and implementation of a comprehensive individualised plan.

Ministry documentation describes the approach used for the Ministry's IWS model:

When a child starts with IWS, their needs are assessed by a trained [Ministry of Education] psychologist (an IWS facilitator). The IWS facilitator develops an individualised plan in discussion with the child and the people who support them. This may include their parents and family/whānau, the MOE or RTLB Lead Worker, their school staff and people from other agencies involved with the child such as Child, Youth and Family.

IWS facilitators have primary responsibility for the day-to-day management of the service and how it works for each child or young person in their care. Facilitators work closely with a child, their parents/caregivers, local school, MOE or RTLB Lead Worker and residential school (where relevant) as part of their day-to-day management role.

IWS facilitators co-ordinate and lead:

- Assessment;
- Planning;
- Funding;
- Service quality and provision;
- The range of people and agencies involved in supporting a child or young person;
- Implementing, monitoring and updating IWS plans.

(<http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/ServicesAndSupport/IntensiveWraparoundService/HowIWSWorks.aspx>)

Funding supports an individual student's plan for up to 2 years in their home and school and may include a period of support in a residential special school. Both IWS staff and the IWS plan activity are funded by the Ministry. The IWS facilitator sets up a funding agreement with the school and funds are allocated to the school so that the school can purchase or employ the resource required. Funds may also be agreed for community assistance and support outside school (e.g., membership of a club; sporting or musical gear; leisure activity passes; digital devices; transport assistance to out-of-school activities etc.).

Specialist support is then provided through local Ministry specialist services for a third year. This means a student could receive support for up to 3 years.

The IWS model is evidence-based. Each individual plan is based on evidence and individually reviewed against evidence before funding is approved. Progress is assessed for each student receiving IWS support every 6 months. The service uses a Goal Attainment Score (GAS) system. GAS is an individualised criterion referenced measure of change. A set of goals is developed for the students and then progress is rated by key participants (teachers, IWS team members etc.). The preferred approach is a 5-point scale ranging from -2 to +2. (<http://www.mc.uky.edu/healthsciences/grants/ptcounts/docs/gasmanual2007.pdf>)

Table 1 below shows an example from one of this evaluation's case studies.

**Table 1 Example of Goal Attainment Scoring (GAS) used in IWS to assess progress for an individual student**

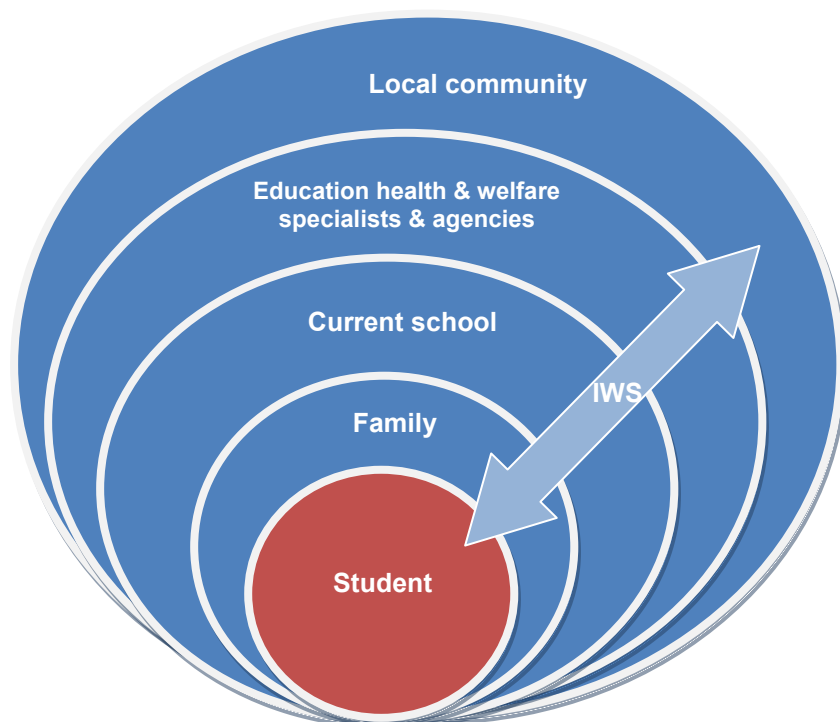
<b>ENGAGEMENT</b> X will independently access and engage in learning.		
<b>+2</b>	<b>Much better than expected outcome</b>	X shows confidence and competence to independently request and engage in learning activities in the classroom and wider school setting
<b>+1</b>	Better than expected outcome	X shows some confidence and competence to independently request and engage in learning activities in the classroom
<b>0</b>	<b>Expected outcome</b>	X requires some prompting and guidance to request and engage in learning activities in the classroom
<b>-1</b>	<b>Worse than expected outcome</b>	X requires frequent prompting and guidance to request and engage in learning activities in the classroom
<b>-2</b>	<b>Much worse than expected outcome</b>	X does not independently request and engage in learning activities in the classroom
<b>Monitoring:</b> Learning log from observations made by teachers and teacher aides. Self-reporting by X. Clinical measures.		

Elements of the IWS model are drawn from international research. The model has been developed further to fit within the New Zealand context. The report on adolescent conduct problems by the cross-sector advisory group on Conduct Problems emphasises the importance of addressing conduct problems for Māori through both Western Science and te ao Māori perspectives (Ministry of Social Development, 2013, p. 40). IWS has developed a model that incorporates Māori world views. The application forms and plan templates for IWS draw on both Western and Māori concepts for the description of key life competency areas. The individual plan is to be student and family driven.

The model of support is ecological, and has components to support the student, the family, the teacher and the school, and the community as appropriate. Figure 1 below shows the ecological model for IWS support to the student.



Figure 1 IWS ecological model of support



## Background to the New Zealand IWS evaluation

### Introduction

This evaluation was commissioned and funded by the Ministry of Education. It is part of a wider evaluation designed to provide the Ministry and the sector stakeholders with a fuller understanding of:

- how three of the key PB4L initiatives—School-Wide (SW), Incredible Years: Teachers (IYT), and the Intensive Wraparound Service (IWS)—are being implemented in New Zealand, including synergies between the initiatives
- how well they are achieving short-term outcomes: the progress made for students and their families and whānau, teachers and schools; how sustainable any progress made is; whether these initiatives are on track to achieve medium and long-term outcomes. Particular attention is paid to the outcomes experienced by priority learner groups: Māori, Pasifika, students with special education needs and students from low socioeconomic backgrounds
- the aspects of delivery and setting that may be contributing to:
  - how well the initiatives are working at both the national and individual levels
  - any differences in patterns of outcomes.

The evaluation is designed to provide information, analysis and commentary that can be used by the Ministry and the education sector to decide if any aspects of these initiatives need strengthening or changing, in order to achieve their medium and long-term outcomes.

### Scoping period

The first stage of the evaluation of these three initiatives involved a scoping period. During this period we:

- developed a good grasp of the three initiatives through reading key documents and available reports for all three initiatives
- undertook scoping interviews with key Ministry staff and stakeholders
- held two joint hui with Ministry staff and key sector staff to develop and check the theory of change for each of the three initiatives
- developed a set of principles to guide the evaluation approach
- developed a final evaluation plan for the three initiatives, including IWS.

## Principles underpinning evaluation approach

During the scoping period we were able to work with key stakeholders to refine a set of evaluation principles for the PB4L evaluation. These principles reflect the PB4L programme itself as well as the views of stakeholders and the NZCER evaluation team. The principles reflected the bases of PB4L—evidence-based and strength-based, with Māori and Pasifika world views included. They also covered care and rights of participants (aroha and mana tangata). Finally, the principles focused on contributing to knowledge of the PB4L programmes in the New Zealand context (including information about Māori students, Pasifika students and students with special education needs). A full set of the principles is contained in the appendices.

The overall PB4L evaluation has employed mixed methods of gathering data; using both quantitative and qualitative data, and connecting existing data with new data collected within the evaluation.

## Challenges in evaluating intensive wraparound services

Among research and evaluation challenges identified internationally for intensive wraparound services are:

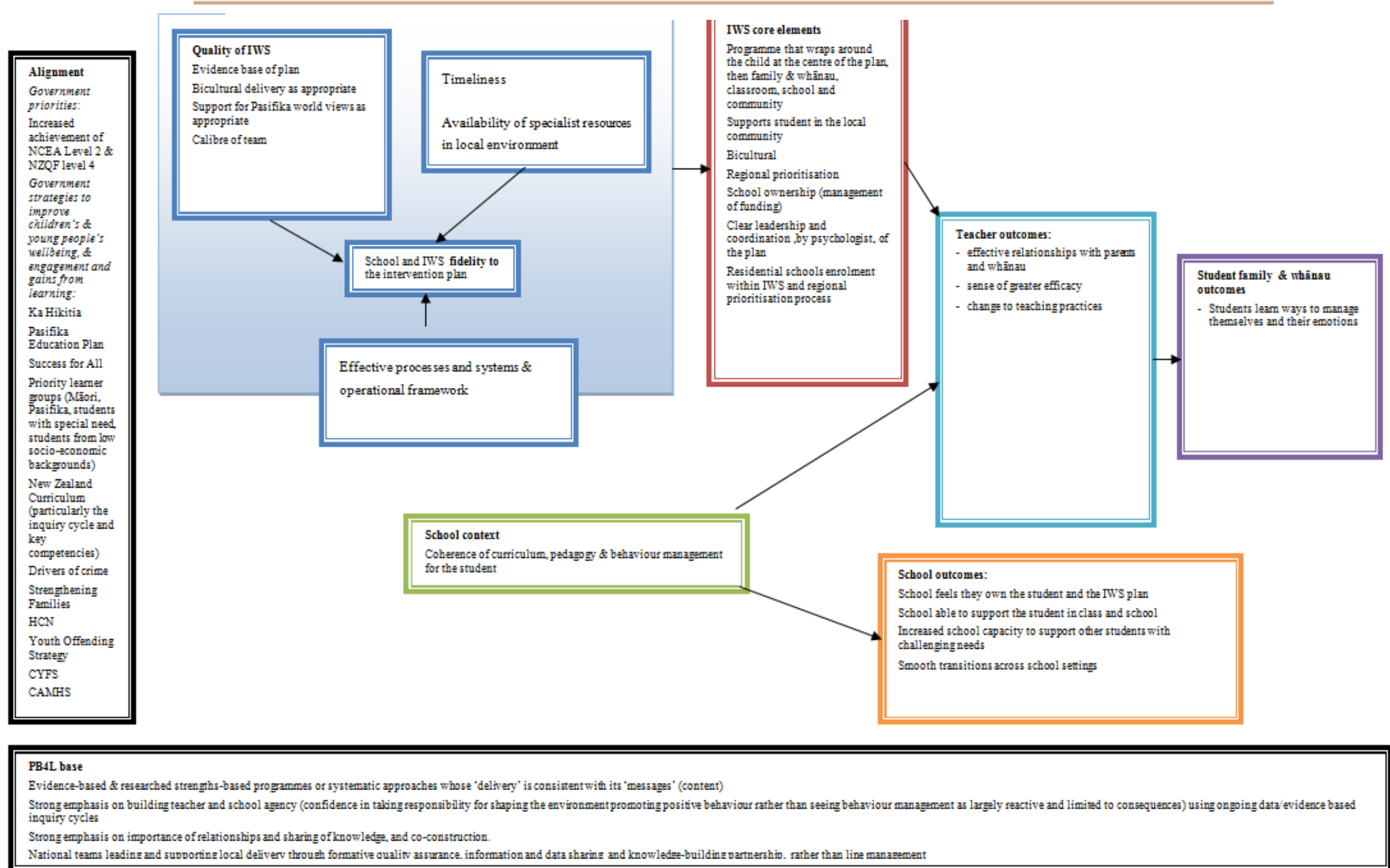
- refining meaningful outcomes
- moving beyond the general question “does it work” to determining who it works for, and under what circumstances
- deciding whose perspectives count when measuring outcomes (families, students, professionals and/or paraprofessionals)
- determining comparability between families and students across the studies and even within studies
- initial poor specification and implementation of the model which provided early challenges to measuring fidelity/high-quality implementation.

(Carney & Buttell, 2003; Painter, 2012; Painter, Allen & Perry, 2011; Suter, 2007; Walter & Petr, 2011)

## Theory of change

Figure 2 below provides the theory of change model underpinning this evaluation of IWS. The theory of change model identifies core IWS practice/processes and the expected short-term and medium to longer term outcomes. Stakeholders contributed to this model during the scoping stage as did information in the Ministry’s IWS reports. The theory of change has been used to guide the selection of data sources and the development of evaluation instruments for the IWS evaluation, and as a reference point in this report.

Figure 2 Theory of change developed for the IWS evaluation



## Evaluation approach

This evaluation includes both process/developmental and outcome aspects. We have fed back information at key points to Ministry National Office staff, to IWS managers and at times to IWS psychologists. This has enabled discussions as appropriate about aspects of the IWS programme that are going well or aspects that are providing challenges. This is appropriate in a programme that is new and that has evolved considerably since the first wraparound work with ex-Waimokoia students in 2009/10. Indeed, over the life of this evaluation, IWS has continued to evolve and expand in numbers, scope and systems development.

The process and outcome questions developed in collaboration with a range of stakeholders during the scoping period in early 2013 are outlined below.

## IWS evaluation questions

The IWS evaluation questions are focused on the outcomes for the student who is at the centre of the IWS model of support. There are also questions related to the roles of key people, and the school and community context.

### *Short-term outcome questions*

1. What shifts towards improved life outcomes are occurring for students receiving IWS support?  
*Improved life outcomes include key measures such as: decrease in behaviour incidents; increased time at school; increased student engagement at school; improvements in dimensions IWS focuses on; changes in students' context.*
2. Are there improved relationships between students and their family and whānau, and family and whānau and school?  
  
*Includes increased student–home interactions; as well as increased family–school interactions.*
3. Are there improvements in teacher confidence and teacher self-efficacy in terms of working with the student at the centre of the IWS plan, and in terms of working with other students in the school who have behavioural challenges?
4. Does having a student with an IWS plan and team improve inclusive practices within a school?
5. What improvements occur in interagency collaboration for students receiving IWS support (especially for Māori students receiving IWS support)?
6. What is the relationship of plan and team costs to the outcomes for students receiving IWS funding (assessed at the completion of the funded plan)?
7. Do transitions between residential schools and local schools, and any other student transitions from one school to another school, support progress towards IWS plan goals?

Given the individualised nature of IWS, we did not expect uniform shifts across family and whānau, **and** school **and** student for **all** students. Measuring outcomes is not straightforward for this group of students because they have complex and multiple needs, bring such different challenges to IWS and are in such different stages in their development and education. We have given careful consideration to this in the way that we have reported outcomes.

Data were collected in the second half of 2013, in 2014 and in the first two months of 2015. This period is less than 2 years, so we have not been able to follow the development of the IWS plan for individual students, subsequent funding of students' plans for 2 years and then students' transition off the IWS plan.

For the case studies of student progress, we chose to select students who commenced IWS within the time period of the evaluation rather than selecting students who began receiving IWS support in 2012. Selecting students who entered earlier would not have been useful in reflecting the rapidly evolving IWS, nor in providing up-to-date answers to the evaluation's process questions.

### *Process questions*

8. What school factors and/or IWS team factors enable or hinder students' shifts towards an improved life outcome?
9. Is IWS being implemented as intended?
10. What does effective IWS practice look like in the New Zealand context—especially for Māori students, Pasifika students and students with special education needs? How are good outcomes achieved?
11. What are the perceived barriers to receiving IWS support?

### **Evaluation methodology**

The main sources of information used in the IWS evaluation were:

#### *Case studies*

We used multiple sources to form a picture of progress for students, and a picture of themes across our case studies. Table 2 provides an overview of the case study evidence sources. (There were often multiple interviews within one school.)

Table 2 Overview of interview and case file sources for the 28 case studies

	IWS psychologist	Lead worker	Parent/ caregiver and whānau	Student	Residential school staff	Local school staff	CMS
1	X			X	X		X
2	X	X	X	X		X	X
3	X	X	X	X		X	X
4	X	X	X	X		X	X
5	X		X			X	X
6	X		X		X	X	X
7	X	X	X	X	X X		X
8	X		X		X	X	X
9	X	X	X				X
10	X						X
11	X	X		X	X		X
12	X	X					X
13							X
14	X		X	X	X		X
15	X		X	X		X	X
17	X			X		X	X
18	X		X			X	X
19	X			X		X	X
20	X						X
21	X	X					X
22	X	X	X	X		X	X
23	X			X	X		X
24							X
25			X				X
26	X						X
27	X	X	X	X	X		X
28				X	X		X

Below is a fuller account of our sources of evidence.

### Case files

We looked at the case files of 28 students receiving IWS, to enable in-depth understanding of effective processes of change in relation to outcomes in terms of IWS short-term outcomes. Parents/caregivers and whānau gave us consent to look at case files for their children. The Ministry's Case Management System (CMS) includes all activity and

information relating to students—for example, application forms/IWS plans/BASC-2<sup>1</sup> scores/communication logs/academic data/GAS scores/attendance.

## Interviews

Interviews included where possible, the students themselves; parents/caregiver and whānau; IWS psychologists; lead workers; and school staff. We were able to interview:

- 14 students
- parent/whānau or caregivers for 16 students
- lead workers for 10 students
- school staff for 19 students (for three students this included school staff in two different schools, and included more than one staff member for most of the students)
- IWS psychologists for 25 students.

Interviews were conducted by phone for the most part with parents/caregivers and whānau, IWS psychologists and lead workers. Interviews with school staff were a mix of phone interview and face to face. All students were interviewed face to face. Face-to-face interviews were held with the principals and staff of the three residential special schools for their views on the place of residential special schools in the IWS model—particularly in relation to the evaluation question focusing on *how transitions between residential schools and local schools ... support progress towards IWS plan goals*.

As evident from Table 2, our evidence sources are not consistent across case studies. To supplement our evidence we frequently went back to case files to check progress for **each** of the students in our case studies. In terms of the themes across case studies the total number of interviews and the range of sources were sufficient to build a clear picture of the themes arising.

Interview data were themed and coded for analysis using NVivo (a qualitative data analysis computer software programme). This was used because of the richness of the data, the total number of interviews completed and because of the potential to organise data in a way that would allow multiple analyses over time if required. The themes were initially developed by the two interviewers (lead researcher and researcher) independently analysing interview data for themes. A set of themes was then developed from the two independent lists and “tested” with the wider NZCER PB4L evaluation team. This led to some refinements, which were then “tested” with the IWS management team, resulting in minor modifications.

Given the need to preserve confidentiality for schools, students, parents/caregivers and whānau who participated in this study, and the need to provide evaluative judgements, we have used the case study data and analysis to develop a picture of progress and outcomes in IWS plans overall, rather than building a series of individual case studies.

## Surveys

We surveyed both school and IWS team views of IWS.

- *School experiences and perceptions* of schools with IWS students. In 2013 these were postal surveys and in 2014 we used online surveys.

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<sup>1</sup> BASC-2 (Reynolds & Kamphas, 2004) is a set of rating scales and forms including the Teacher Rating Scales (TRS), Parent Rating Scales (PRS), Self-Report of Personality (SRP), that provide an overview of behaviours and emotions of children and adolescents. It is designed to support the differential diagnoses of a range of emotional and behavioural disorders to facilitate appropriate interventions.



We used Ministry data to identify schools where there was a student receiving IWS support. In August 2013 and November 2014 we sent surveys to all schools with an IWS student, as at August 2013 and October 2014. We excluded residential special schools, as we conducted on-site interviews with principals and staff at these schools. In 2013 we had a list of 137 schools with an IWS student. Of that sample:

- 58 percent of principals responded ( $n = 79$ )
- 33 percent of Board of Trustees (BoT) Chairs responded ( $n = 45$ )
- teachers from 46 percent of the schools responded.

In 2014 there were more schools (280) as we aimed to cover all schools that had a student in 2013 or 2014. Less responses overall were received in 2014:

- 20 percent of principals responded ( $n = 57$ )
- teachers from 23 percent of schools responded ( $n = 63$ ).

Given the feedback from some schools we think some of the non-response was due to the “newness” of the student to their school or the fact that we tried to cover both years and some did not respond because the IWS student was not in their school any longer.

Overall, the response rate was better in 2013 than in 2014. This may have been due to school “busyness” in November and also to the fact that the second survey was an online survey. We suspect that schools have a large number of these surveys and respond less often than to a postal survey. We did not repeat the Board Chair survey in 2014 as it was clear from the 2013 response rate and responses of those who did respond that, generally, Board Chairs were not often involved in decision-making processes about IWS students.

Using the theory of change we developed for IWS as our reference point for survey development, we investigated these areas in the school surveys:

- school context
- school perception/ownership of the IWS plan
- school perception of how the IWS plan was working for the student and the school
- student, school and family/whānau relationships
- student presence, participation and learning at school
- school perception of the IWS plan in relation to being able to increase their capacity to support other students with challenging behaviours
- school perceptions about transitions in and out of their school.

We asked respondents to base their responses on the IWS student receiving funding in their school. If there was more than one student we asked respondents to base their responses on the student who had been receiving IWS for the longest period of time.

Our questions about IWS plan development and implementation covered areas such as communication, timeliness, finances, availability of specific expertise, availability of cultural support, student transitions in and out of schools and classes and cross-sector involvement (particularly social welfare and mental health agencies).

We also asked for views of students’ progress, and of the overall IWS model.

We kept the surveys very similar across the 2 years but in 2014 added further questions to get a fuller picture of the **actual** place of student, and family and whānau in the IWS plans as they were implemented. These additional

questions were taken from the Fidelity Index with wording adapted for the New Zealand context. The Fidelity Index is a set of tools that has been created as part of the National Wraparound Initiative in the USA to support high-quality implementation. This index arose from concerns:

that wraparound was a wonderful idea that was nonetheless at risk of being discredited due to too many poor attempts at implementation and not enough emphasis on documenting its positive impact on the lives of children and families. ([http://www.nwi.pdx.edu/NWI-book/Chapters/Bruns-5e.1-\(measuring-fidelity\).pdf](http://www.nwi.pdx.edu/NWI-book/Chapters/Bruns-5e.1-(measuring-fidelity).pdf))

- *Survey of IWS team members.* Again, in 2013 these were postal surveys and in 2014 we used online surveys. Parallel to the changes in the school surveys we added the same questions about the **actual** place of student, and family and whānau in the IWS plans as they were implemented. Because we asked IWS psychologists to pass the surveys on to members of the IWS teams, and we do not know how many are in each team, we cannot calculate a response rate for these surveys.
- *Stand-alone study* (findings not included in this report) that looked at decision-making points in IWS applications and residential school enrolment through interview and survey (MacDonald, Berg, & Burgon, 2014).
- *Ministry IWS documents* (such as monthly monitoring reports and programme descriptions).

We have used data from across these different sources to:

- assess student progress—globally and in different key life competency areas
- identify factors that enable or hinder progress in IWS plans, from the perspectives of parents/caregivers and whānau; school staff and IWS team members.

Table 3 below provides an overview of how we have used the multiple sources of data in our analyses.

**Table 3 Data sources for our analyses**

	CMS	IWS application forms	IWS plans	GAS scores	I-view data	School surveys	Team survey	MoE data
Student progress	X	X	X	X	X	X		
Role of family and whānau	X				X	X	X	
Schools' perspectives on IWS					X	X	X	
IWS teams' perspectives on IWS	X				X			
Links with CYF and mental health providers	X				X	X	X	
Transitions	X	X	X		X	X	X	
Cross-sector agencies	X				X	X	X	
Funding pathways/ resourcing	X	X			X			X

Our reporting on implementation and preliminary outcomes for IWS in New Zealand is set in the context of a continually evolving service delivery. We have made assessments about implementation and outcome progress that:

- are developed from looking at multiple sources of data
- take into account the multiple and nuanced aspects of progress for students in the IWS programme and progress in implementation of the IWS model in a New Zealand context
- take into account the sometimes rapidly changing family and whānau and school contexts for students receiving IWS
- can inform further IWS development in New Zealand.

Copies of the instruments used in the evaluation are contained in the appendices to this report.

## **Putting the data in context**

The case studies represent 10 percent of the IWS case load in 2014. This is an acceptable sample for case studies and in fact more than many case study approaches might recommend.

However each student in IWS brings a unique set of circumstances and complex challenges. Those students and families that agreed to participate in the case studies may not be typical of IWS. Additionally, the survey response rates in 2014 of principals, teachers, and team members were not satisfactory. However, response rates in 2013 for principals and teachers were satisfactory.

The timing of this evaluation was relatively early in the development of IWS and systems and approaches and IWS practices further developed during the period of the evaluation. During the period of the evaluation for example access to New Zealand's residential special schools was changed so that access was through IWS. There were times therefore that we conducted interviews when processes were changing or had just changed. We had the choice of selecting students in the earliest period of IWS as a service and reporting on their outcomes or selecting students that came into IWS more recently and therefore were getting the more evolved IWS service provision. We chose to select students who had begun receiving IWS in 2013 rather than 2012. Many of those students had not yet finished IWS at the time the evaluation report was due.

Given all of the above, we should also acknowledge that the trends in findings across the surveys and the case studies were similar. We can therefore attribute more reliability to the evaluation findings because of the similar trends across case studies and surveys.

## **What's in this report?**

We considered a number of approaches to this report. We could have used the evaluation questions to organise the report, or the themes derived from the interview data analysis. However, we wanted to use the ecological model on which IWS is based to structure this report.

The next section begins with the students who are at the centre of the IWS model: their characteristics, their views and their progress. What did the students say and what did others say about their progress?

We then record what parents, whānau and caregivers said about their experiences of IWS, and what others also said about working with parents, whānau and caregivers.

After this we describe schools' views of IWS as it related to the student in their school. We include the survey data from 2013 and 2014 and also the in-depth views of school staff interviewed as part of the case studies. Also included here are the views of residential schools about their role in IWS.

The next sets of perspectives are the IWS teams around the students—again, we include the survey data from 2013 and 2014 and also the in-depth views of those interviewed as part of the case study interviews.

This is followed by a commentary on IWS links with other agencies and within local communities, using case study and survey data. A section then follows on transitions within, and on and off IWS and why they matter. The report concludes with a commentary on the findings of this evaluation—what's working, when and why?

*Note: To preserve confidentiality, we have not always identified whether interviewees are teachers or IWS team members in quotes in this report.*



## 2. The students: their characteristics, needs and contexts

### A picture of IWS students overall as at January 2015

The Ministry's monthly IWS update for January 2015 reports 283 students in IWS at that time. Of these, 233 were receiving the full IWS service and 50 were receiving the combined IWS/Severe Behaviour Initiative support.

### Students in case studies

#### Selection of case studies

We selected a sample of approximately 60 students based on: gender; ethnicity; and whether there was a residential component to the IWS plan. We aimed to include 40 students in the case studies.

We asked the IWS psychologists to approach the families and students to ask their permission to look at students' case files and talk to key team members about progress in their IWS plan. They could also agree to us talking to schools, parents and caregivers, and to the students themselves. As might be expected, obtaining informed consent for this group took time, and we had to draw further sample names. We eventually obtained final informed consent for 28 students rather than the 40 we had hoped for. Many of these 28 families and students also agreed to our interviewing IWS team members, parents and students. Locating and finalising interviews for some team members and families proved challenging. Nevertheless we were able to undertake more interviews than anticipated, and so have been able to build a rich picture of progress, what enables it and what challenges it within IWS.

Establishing whether case studies are representative in a programme as complex as IWS is almost impossible. We do not claim that the set of case studies is a fully representative sample of students receiving IWS support. It includes more students with a residential school component than IWS as a whole. However, the case studies represent around 10 percent of the IWS full service plans in 2014, with similar gender and ethnic characteristics as the whole IWS group of students. Our analysis shows that the case studies portray a range of outcomes, successes and challenges that have relevance for IWS policy and practice. The case study data shed considerable light on the school and team survey data we also collected as part of this evaluation.

### IWS case study students' demographic characteristics

#### Age range

The IWS originally planned to include students in the 8–12-year age range. However, during the period of this evaluation that age range was expanded to include the age range enrolling in residential special schools—which increased the age range to Year 10 of schooling. Table 4 shows the age ranges of students in our case studies.

Table 4 Student ages (grouped) as IWS funding commenced ( $n = 28$ )

Age range (years)	Number of students ( $n$ )
7 to 10	8
10.5 to 12	5
12.5 to 14	8
14.5 to 17	7

## Gender

Our case study group of students comprised 22 boys (79 percent) and six girls (21 percent). As at January 2015 the statistics for the IWS students overall were 81 percent male and 19 percent female.

## Ethnicity

Below in Table 5 is the ethnicity of the case study students, compared with the January 2015 IWS statistics (Ministry of Education, 2015). Overall, our case study sample has some similarity to the ethnic range of students in IWS as a whole.

Table 5 Ethnicity of case study students ( $n = 28$ )

Ethnic group	Number of students	Comment
Māori	10	36% compared to 40% overall in IWS
Māori-Pasifika	3	10% compared to 2% overall
Pasifika	1	3% compared to 7% overall
Asian	1	
NZ European/Pākehā	13	

## Residential component

Fifteen of the 28 students had had some component of residential special school enrolment during their time on IWS. A further student (additional to the 15) attended a residential special school prior to coming onto IWS but not while on IWS.

Two of the 15 came into IWS from previous enrolments at residential special schools after unsuccessful local school placements following those earlier residential school enrolments. These two had further periods of enrolment at a residential special school as part of their IWS plan. Another student was enrolled at a residential special school after having two IWS plans developed at two local schools. Four came out of residential special schools in 2014 while still receiving IWS funding. One of those four then went into another residential special school. Six students attending residential special schools who were part of our case study sample were scheduled to transition into local education options in early 2015.

Compared to the overall number of students receiving IWS who have a residential special school component (22 percent) the number who have a residential special school component to their IWS plan in our case studies is high. Given the recent incorporation of residential special schools into IWS, this over-representation provided an opportunity to look closely at some of the successes and challenges of the residential school component of IWS. Additionally, we have been able to access local school information about many of these students enrolled in residential special schools from case file notes and interviews.

## IWS completion and time with IWS funding

As at January 2015, four of the 28 students had completed their time of IWS funding. Almost all the students still continuing had 2015 completion dates. We have noted, however, that extensions to completion dates can be expected when there is a change of school, or other significant changes in circumstances. So, for some students, they receive longer than 2 years of support.



### Schooling status

Almost half of the students in our case studies were not in school at all when they entered IWS. Sometimes they had not been in school for more than a year. Reasons for not being in school included:

- exclusion
- refusal of local schools to enrol
- informal agreement that the student was not to return.

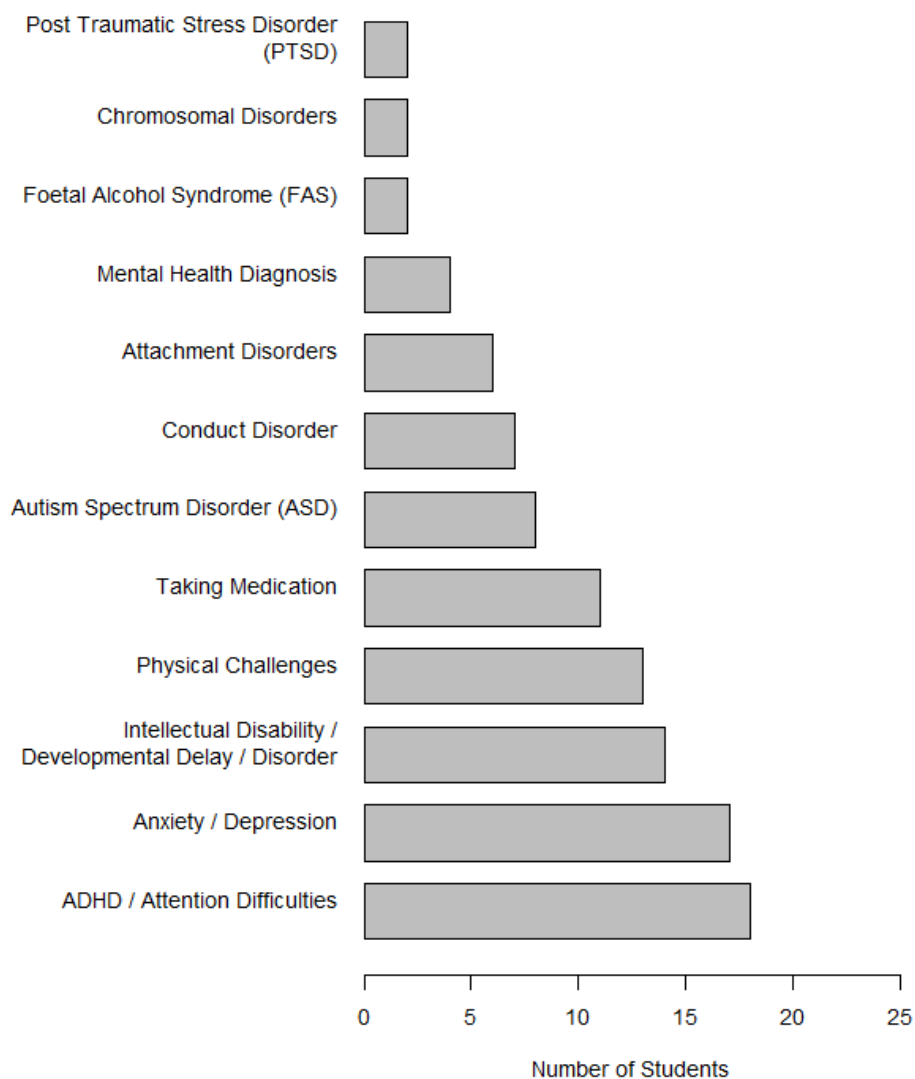
Others had attended many schools—the highest was 10 schools prior to entering IWS. Some were getting access to schooling on a part-time basis, or facing imminent suspension or exclusion. Those in school were often unable to participate in mainstream classes.

## Needs and behaviours of students as they began IWS

### Range of need and challenges

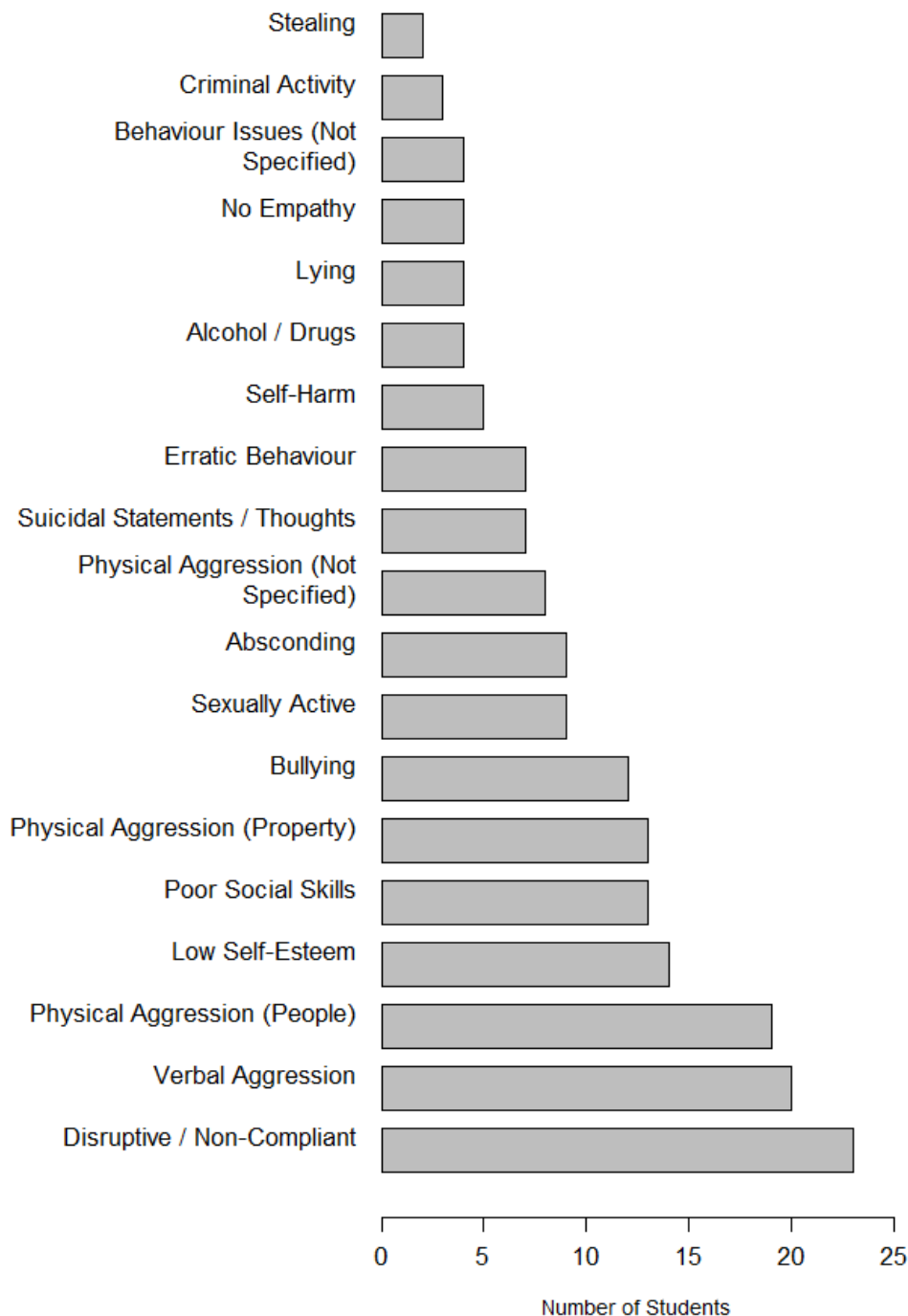
Information on the application forms, case file analysis, and interview data for the students in our case studies confirmed that the students who enter IWS have multiple complex and challenging needs, as shown in Figure 3.

Figure 3 **Students' presenting needs from multiple sources**



We also looked at how those needs manifested themselves in students' presenting behaviours—many with multiple behaviours. Figure 4 provides the detailed analysis of students' behaviours as they entered IWS—from application forms, interview data and case files.

Figure 4 **Students' presenting behaviours from multiple sources**



The initial outcome of IWS in the theory of change is managing emotions. But managing emotions for some students was intertwined with how they perceived their learning. For some at least, learning difficulties was one of the triggers for poor behaviour. We collected a range of data about students' academic and developmental progress as they entered IWS.

We have grouped the students in our case studies into four general categories to indicate their academic and developmental progress as they entered IWS—both to provide a picture of the range of school progress and general development prior to IWS and to also provide a basis for considering progress during IWS:

- Students who would always require significant adaptation of the New Zealand Curriculum and whose progress was additionally limited because of difficulty in managing their emotions and behaviours, and who were therefore less able to be present and participate in the classroom (five students).
- Students who had been diagnosed with mild to moderate cognitive impairment and whose progress was limited because of difficulty in managing emotions and who were therefore less able to be present and participate in the classroom (12 students).
- Students who were capable of achieving with their peers but whose progress was limited because of difficulty in managing emotions and who were therefore not able to be present and participate in the classroom and therefore missed important components of the New Zealand Curriculum (seven students).
- Students who were capable of achieving above National Standards/achieving NCEA but whose progress was limited because of difficulty in managing emotion and who were therefore not able to be present and participate in the classroom (four students). These students' behaviours masked their potential.

Very bright, has missed a lot of schooling which affects Maths as he needed to be in class to learn concepts ... but when he does get exposed to a new concept he picks up new ideas very quickly.

Certainly shows a lot of promise scholastically; not sure where he is right now as it's taken second place.

For some students entering IWS, managing emotions was difficult when there was not a match between classroom expectations and student capability. It was difficult for schools sometimes to develop that match because of students' challenging behaviours and absences from school (whether from suspensions, stand downs or exclusions; or because of truancy).

Meltdowns at school ... largely learning was at the base of the problems.

He was being set up to fail at school. He was told to do [a learning task] and it didn't make sense ... So, he went out and bashed some kids after the test because he was so frustrated

## Mental health needs

Many IWS students were identified as having mental health needs as well as a range of social, behavioural and learning challenges. The BASC-2 assessment is now done for students as they enter IWS, and scores confirm the multiple needs of the students. The BASC-2 (Reynolds & Kamphas, 2004) is designed to facilitate the differential diagnosis of a variety of emotional and behavioural disorders of children to aid the design of treatment plans. There are three forms used within IWS: for teachers, parents and caregivers, and the students themselves. The scores can be interpreted on a range of dimensions, and norms are provided that describe average, at risk and clinical significance levels of emotion and behaviour.

We had baseline BASC-2 scores for over half of the students in our case studies. Some students had come into IWS before BASC-2 was routinely administered as a baseline assessment.

Overall, students were rated by teachers and parents as being at risk or having clinically significant issues over a range of domains more often than not which paints a picture of very high need students. Teachers showed most concern about hyperactivity, aggression, adaptability, anxiety and depression, and study skills and learning problems. Parents had similar ratings but were less likely to rate anxiety and attention problems as at risk or clinically significant.

Students were less likely to rate themselves as being at risk though more than 50 percent of students self-rated at risk or clinically significant levels in hyperactivity, attention problems and atypicality.

These BASC-2 data confirm other research that suggests conduct problems are often associated with other mental health needs—making for a complex set of needs to address.

A pervasive feature of adolescent conduct problems is that these problems frequently co-occur with other difficulties including mental health problems, learning problems and other issues. (Ministry of Social Development, 2013, p. 27)

Previous studies suggest the most commonly occurring co-morbidity with conduct problems is ADHD (Ministry of Social Development, 2013, p. 27). Parent and teacher hyperactivity and attention problems scores for the students in the tables above match these prior research findings. Depression is reportedly twice as common amongst youth with conduct disorders (Ministry of Social Development, 2013, p. 31). Parent and teacher depression scores are high in these BASC-2 ratings.

### *Family and whānau contexts*

IWS students had a range of family and whānau contexts; around half of the students in our case studies were in stable family contexts.

For some of the other families in the case studies there were additional complexities and challenges facing the family in addition to their child's complex needs which required careful cross agency links in many of these cases:

- Three were in CYF guardianship with a further student in a shared CYF/wider family guardianship.
- CYF had some involvement in the lives of seven further case study students.
- At least six experienced changes in parental custody during IWS/period of evaluation or prior to beginning IWS.
- Well over half the students in the case studies were in sole-parent families with varying levels of contact/non-contact with the other parent.
- A number of students in the case studies were from families where there were wider physical and mental health challenges—for some families this included drug and alcohol issues.
- At least three of the students in the case studies had a parent in jail at the time of data collection.

### **Concluding comment**

Students receiving IWS in New Zealand are a smaller and more targeted group than in many programmes in the USA. Despite multiple interventions these students and their families still had multiple and complex unmet needs as they entered IWS.

The students in our case studies present a set of complex and challenging needs. Conduct problems are intertwined with mental health needs, learning difficulties and educational underachievement. At least half were currently experiencing significant challenges in their home living contexts which points to the need for an intervention across students' lives; a school-based intervention would not fully support those students' needs.

### 3. Students' progress—students learn ways to manage themselves and their emotions

What shifts towards improved life outcomes are occurring for students receiving IWS support?

#### Introduction

Our judgements about progress towards improved life outcomes for these students have had to take into account:

- how quickly circumstances and progress can change for the students in this study—sometimes for the better and sometimes not
- the fact that some students in our case studies have yet to finish IWS
- the additional fact that some students are just now making a transition from residential school back into a local school or a post-schooling option and therefore making an assessment about likely overall progress is premature.

Progress for students receiving IWS can and needs to be described in multiple ways since students entering IWS have multiple and challenging needs.

We begin this section with broad assessments of progress for the students in our case studies and then in subsequent sections we provide fuller description, context and perspective for students, school staff and IWS team members.

We have looked at progress across:

- the key life competency areas that IWS uses—which incorporate Māori world views
- learning and developmental progress
- school engagement and attendance
- overall progress towards improved life outcomes—using the short-term goal identified in our theory of change—*students learn ways to manage themselves and their emotions.*

#### Progress in the key life competency areas

To judge progress we looked at:

- Whether or not the key life competency was an issue at the time the students in our case studies began IWS. We did this by looking at application forms, plans, BASC-2 data and school data.
- For the key life competency areas that were judged to be a presenting need for each of the students in the case study we looked what the files, GAS scores, school data and interviewees said about progress for the students.

We made these judgements based on data available as at January 2015. A few students (four) had finished IWS by then and so we checked on the Ministry's CMS to ascertain their current status in relation to school attendance and engagement.

A range of key life competency areas are listed on IWS application forms. These areas are outlined in Table 6 below.

Table 6 IWS Key life competency areas

Life competency area	Description
Tinana	Physical health and wellbeing, temperament, energy levels, awareness of and respect for safety of self and others
Hinengaro	Mental health, thoughts and feelings, motivation and inspiration, ability to access cognitive learning, cognitive functioning, communication and understanding
Hononga	Relationships and friendships with peers, connectedness to whānau, social functioning, sense of belonging
Mana motuhake	Self-concept and belief, attitude and spirit, resilience, confidence, cultural pride and security
Ngā takaro	Recreation and leisure activities, community engagement
Developmental progress	Physical/motor, language/communication, cognitive, emotional literacy, social skills, independence and life skills

Students' strengths and unmet needs are described on the application forms against these competency areas, and they are used to frame the IWS plan for each student.

The descriptions on the application forms for each of the life competency areas are detailed, and in some cases overlap. When looking at the application forms we also noted considerable variation in how the forms were filled in, with information sometimes repeated across life competency areas. It suggests there is confusion about where to document needs amongst those completing IWS application forms. This presents fewer challenges when working within a therapeutic framework for students and their families, and schools. However, as a source for gauging progress for evaluation purposes, the overlaps provided some challenges in terms of measurements and also in terms of the number of measurements that would be required to assess the multiple dimensions of progress contained in a single key life competency area.

At the time we developed the interview schedules the key life competency areas were the basis of many of our questions, given their role in the implementation of IWS plans. As IWS has evolved, these key life competency areas have been used less often in IWS teams' assessment of student progress (personal communication from an IWS service manager). Nevertheless, the areas do give a holistic view of progress across multiple areas, and so we have persisted with the analysis and reporting of progress in each of these areas. We have reduced the focus and description a little within a number of the areas to more accurately represent the data we have on student progress.

## Defining progress in key life competency areas

For the students in our case studies who have completed IWS we have judged progress in the following way.

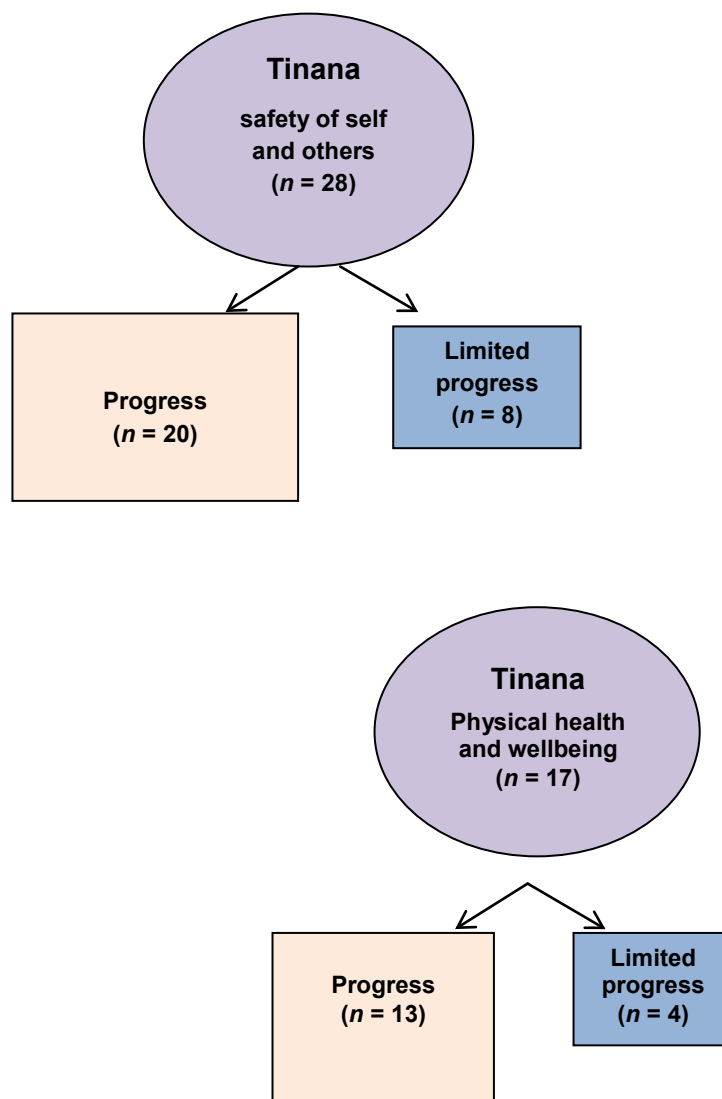
Do the interview and case file data describe significant progress in a key life competency area to the extent that:

- the student's relationships with family and/or peers have improved?
- their access to and engagement with schooling is improved?
- the student's independent living skills have improved?

## What shifts were made in each of the key life competency areas?

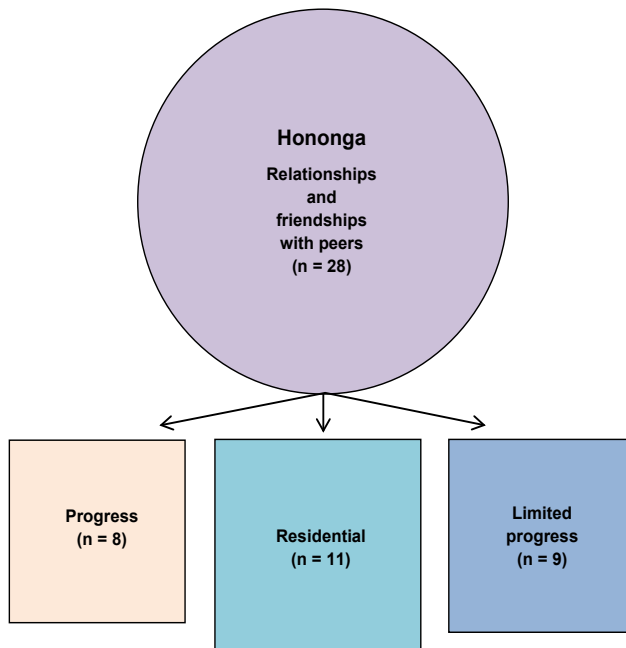
For all students in our case studies the component of **Tinana** that incorporated respect for safety of self, and others, was a presenting need. There was progress for 20 of the 28 students. Physical wellbeing was also an issue for some and there was progress there too for many. Figure 5 shows the progress for students in our case studies firstly in relation to safety of others, and then in relation to safety of self—again, 13 of the 17 students with presenting needs in this area at the time entered IWS making progress.

Figure 5 IWS students' progress in Tinana



The component of **Hononga** that incorporated relationships with peers was also a presenting need for all in our case studies. Progress was mixed—there was progress for eight students, and very limited or no progress for nine students. A further group of students were still enrolled in residential special schools. We made a decision not to judge progress in this particular area for these students—almost all had formed good relationships in the residential school setting. However, predicting the development of new peer relationships is difficult to judge for students returning back to their local communities and our case files analyses and interview data indicated the need for caution in predicting success in this key life competency area when students were moving to different geographic locations. Figure 6 gives the detailed picture of this.

Figure 6 IWS students' progress in Hononga

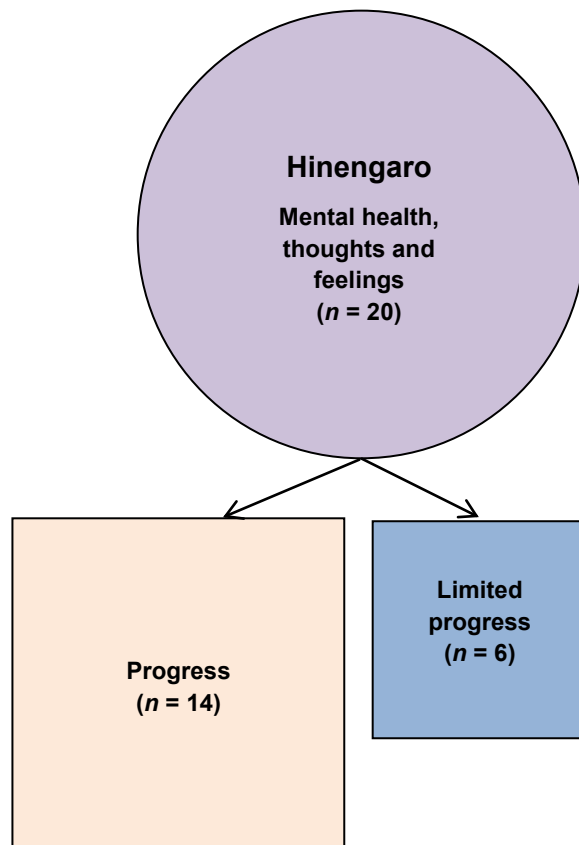


ononga also includes connectedness with whānau. Most students in our case studies had presenting needs here also and good progress was made by two-thirds of the students with this presenting need. Other students had major unmet needs remaining.

**Hinengaro** was a presenting need for 20 of the 28 students in our case studies—we used pre-BASC-2 scores to ascertain need where we had them available to us, and also used application forms and interview data to supplement that information. Many students made good progress in this area according to interview and case file evidence. Figure 7 provides the detail for Hinegnaro.

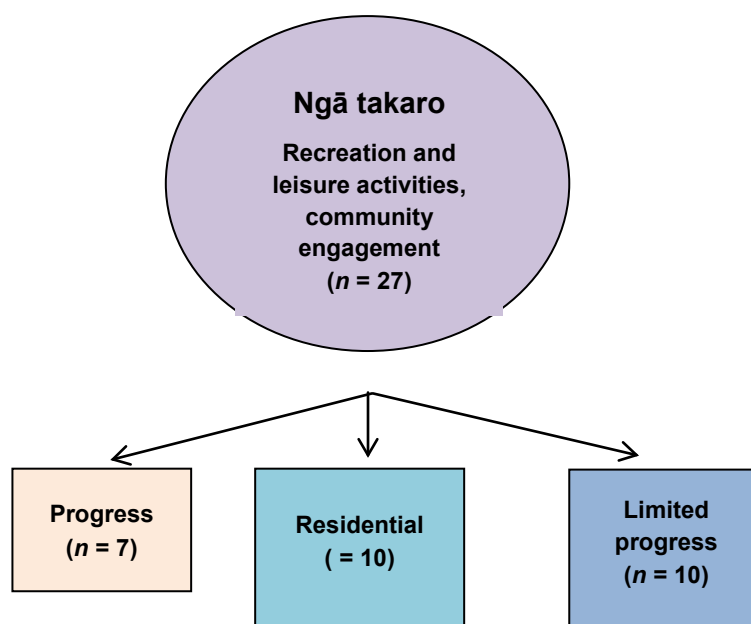


Figure 7 IWS students' progress in Hinengaro



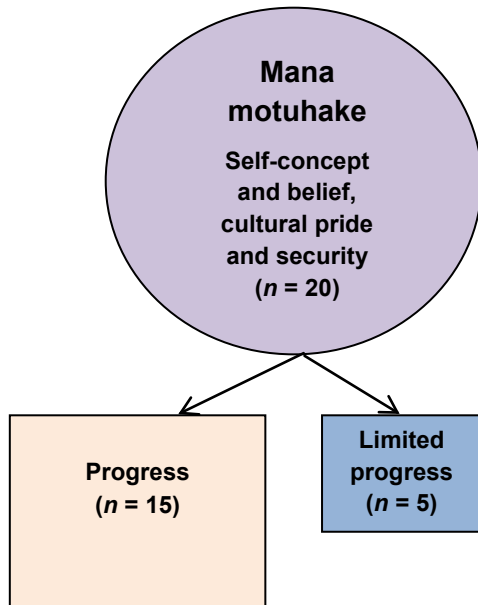
**Ngā takaro**—leisure activity was an issue for 27 of the 28 students and progress was mixed. We have also again created a category for students who were still in residential school or had only recently transitioned out of residential school. This is because leisure activities are easily accessed in residential schools and the test is whether these activities can be sustained back in the local community. We did not feel able to predict the outcome of that transition. Figure 8 provides the detailed numbers for progress in Ngā takaro.

Figure 8 IWS students' progress in Ngā takaro



**Mana motuhake** was a presenting need identified for 20 of the 28 students in our case studies and three-quarters made good progress on this life competency area as can be seen in Figure 9.

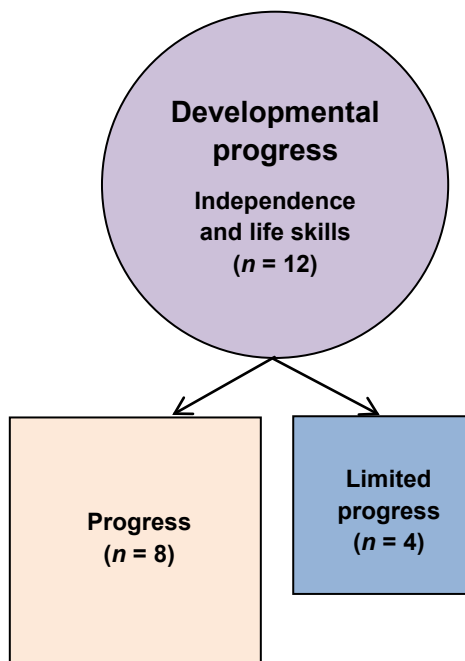
Figure 9 **IWS students' progress in Mana motuhake**



As we will note later in this section, progress was more frequent in general self-concept/self-esteem than in one particular aspect of Mana motuhake—cultural pride and security.

**Independence and life skills** were a presenting issue for 12 of the students and two-thirds of these made good progress as detailed in Figure 10.

Figure 10 **IWS students' developmental progress**



Given the entrenched nature of students' needs, and the fact that these students are prioritised into IWS because previous interventions have not been successful and/or sustained, the progress in these areas is remarkable. Later in this

section on student progress we describe in more detail what progress in these areas looked like, using the voices of our interviewees and also school survey data.

## Defining a more global positive early outcome

In the theory of change for IWS, developed with stakeholders in the scoping period of this project, we summarised early positive outcomes for students as “**students learn ways to manage themselves and their emotions**”. Managing emotions becomes easier for students:

- where there are improvements in health and wellbeing
- when students develop respect for their own safety and that of others
- when relationships with family and peers are improved
- when self-esteem and cultural identity are more secure.

We were interested to see how improvements in these key areas combined at a more global level for students. The IWS aims to support children and young people to:

- learn new skills and ways of behaving
- stay at or return to their local school after an enrolment at a residential school
- behave in a positive and social way
- enjoy a successful home and school life. (<http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/ServicesAndSupport/IntensiveWraparoundService/IntensiveWraparoundService.aspx>)

So we looked at how improvements in the key areas above combined to enable students to manage their emotions to the extent that they could commence, stay or return to their school/post-school option and enjoy success. For the four students in our case studies who have *completed IWS* we have judged students to have an **early positive outcome** by asking:

- Has the student been supported to learn ways to manage themselves and their emotions sufficiently to permit full-time enrolment in schooling, or enrolment/employment in a post-school transition/work programme?
- Has the student sufficient motivation and support to attend their schooling option regularly or attend at a post-school transition/work programme?
- Are there community/other supports and resource in place to support school/post-school enrolment options and attendance?

We used interview and case file data to determine the answers to these questions for each student in the case studies.

For the 24 students still *receiving IWS* we have made judgements about **potential positive outcomes** by asking the following questions:

- Is it clear from multiple sources of data that the student will be able to stay in education and/or make a successful transition to a post-school option because they are better able to manage their emotions?

- If the student was enrolled at some point in a residential special school, has there been a successful transition from residential special school to a local school/post-school option?
- From our data sources, are the student/family and whānau and the team clear that they have access to appropriate support and resources after IWS funding finishes? This third criterion was added because we saw considerable evidence of disjuncture in accessing resourcing and support occurring, as students approached the later parts of their IWS support or had already moved off IWS. We report on this in Section 9.

For 10 case study students in IWS for whom there has been variable progress or for whom a transition from residential special school to a local school/post-school option has yet to occur we have categorised the outcome as “*too soon to predict*”.

We used GAS scores to check our assessments of progress. There was not always a match; for example, for the students who had completed IWS, we were able to access post-IWS progress, but that progress had changed since the final IWS GAS score assessment. Progress had not always been sustained for these students. Our assessment covers all 28 students in our case studies as we were able to look at CMS for communication logs etc. to track progress and student status.

We have called our assessment early positive outcomes because of the timing of IWS plans for these students and because longer post-IWS data are required for all the students to ascertain whether or not this progress can be sustained.

Table 7 illustrates our view that a few students (one-third) in our case studies might make significant progress on IWS but at the conclusion of the IWS-funded plan would still require intensive support to be able to enrol in and/or attend school or post-school options full time and did not yet have that in place.

**Table 7 Student progress toward early positive outcomes**

	Early positive outcome	Remaining issues	Not able to predict
IWS funding still in progress	10	4	10
IWS funding completed as at 10 February 2015	2	2	NA

Excluding the students we are not yet able to predict early outcomes for, positive early outcomes are more likely than not for the students in our case studies. Again, given the entrenched nature of students’ needs, and the fact that these students are prioritised into IWS because previous interventions have not been successful and/or sustained, the progress in these areas is very encouraging. It is important to add that, for one of the students still in IWS, where we have rated progress as remaining issues precluding attendance and engagement at school, it is clear that remarkable progress has occurred for the student and their family and they now have access to other government agency support though IWS. It has not, however, resulted in school attendance and engagement. Additionally, one of the students who had completed IWS experienced a turbulent post-IWS journey; there was some remarkable recent progress in managing emotions but resourcing did not yet permit full-time school attendance.

The remainder of this section provides detail about what progress means across the key life competency areas that are the focus areas for IWS.

## Managing emotions (Tinana and Hinengaro)

Our interview questions probed what happened for students when at school and at home in relation to managing their emotions. We asked the 14 students we interviewed what they did when they became upset at school and at home. We begin with their perspectives and then move to perspectives gathered from family and team and school interviews and case file notes, and from school and team survey data.

### Student voice

The students we interviewed represent all three categories of progress: early positive outcomes; too soon to tell; and substantial issues remaining. Students we interviewed clearly showed they had developed an understanding that they should not hurt others:

I don't want to hurt any of the other students.

Many had developed further understanding of what they could/should be doing when they became upset. All the students interviewed were able to articulate their actions when they became upset at school and all were able to articulate some strategies for working through their emotions. Strategies included:

- speaking to an adult at school:

I speak to Mrs X

I talk to teachers

- removing themselves from the situation:

I find somewhere to chill and come back when I am ready

go to the safe room—keeps me safe—I come out when I am ready and calm

- using strategies to work through their feelings:

I count to 5 and clench my fists

I just sit at my desk.

A couple of students still acknowledged a lot of anger mixed in with developing strategies:

Go outside; swear; boil; smash things; walk around.

Some volunteered a reflection on their changed behaviour:

I used to be a \*\*—speak back, swear, destroy things. I am less upset than I used to be.

Don't get upset much anymore—used to swear and disrupt class.

Interestingly, students less frequently acknowledged being upset at home.

### Family/caregiver and whānau

We interviewed 16 of the parents/caregivers and whānau in our case studies. For eight of the case studies we have both parent/caregiver and student data. Many of these parents, whānau and caregivers also noted considerable improvement in students' management of emotions at home. Nine of those parents noted marked improvements. Pleasure and relief were evident in many of the responses:

... I dreaded Christmas holidays ... [they are] so long. Actually found myself [this time] having a good time—enjoyed having my son home ... I had to be a Mum but I did not enjoy ... now I am.

He used to throw things around at home. Now he does not do that.

... can take herself off to the bedroom or a walk—in the past she would turn around and hit you.

[aggression to self and others]—It's a lot better than it used to be ... Now it's once a week, previously it was several times a day.

... before when he did something wrong he lied ... now he acknowledges his actions—that's a big milestone.

Some parents and caregivers also reflected on their increased agency in managing their child's emotions at home:

... she is not grumpy much now but she can talk about why now ... I can remind her of what to do when she gets grumpy.

Has a time out plan and a place to go.

I have made up little flyers and I went to the library and printed them off—things like 'I am angry. I will go to my room.'

Support from IWS psychologists and lead workers in managing students in their homes was acknowledged:

The plan has helped me with this. I also feel I can contact IWS people and talk through any questions or concerns.

[IWS psychologist] has given me heaps more strategies to manage that.

One parent said behaviour was variable but had deteriorated again, three said the students did not get upset at home one did not know (some parents in our study did not have full-time care of their student), and two said they had worked out ways to manage the students' emotions at home prior to IWS involvement:

... took so long to get help at home ... had already worked out ways to manage at home.

## IWS psychologists and lead workers

Marked improvement in managing emotion and behaviours was noted by IWS psychologists and lead workers for many of the case study students:

He's scaled every 30 minutes on a 1–5 scale for his behaviour He's improved a lot ... he was previously aggressive ... now just an occasional outburst.

He's learned that by throwing his weight around he'll get his way ... to change this pattern through self-realisation has been a big shift.

Was almost daily bullying and intimidating behaviour ... that's not happening at [current school]. He gets stropky every now and again.

There's now limited teacher aide and teacher support ... there's no longer any problems ... at school.

For a small group of students there was an acknowledgment that there was variation in behaviour over time and that students' behaviours could continue to be challenging:

[X] to be fair is exhausting. He has periods of compliance and then has explosive blowouts ... Because it's one extreme to the other it does wear people out.

He's very difficult to manage. You have to be a very special person to work with him.

[Outbursts] still occur ... ebb and flow depending on her sense of security.

Sometimes students were caring for others (mainly siblings) much more than might be expected for students of their age and stage. A few students had major care responsibilities for siblings, some of whom had disabilities. IWS was working with other agencies to resolve those issues.

Tinana also has aspects of self-care—there was a range of challenges for students—a few were using drugs and alcohol. Other students were still developing independence in their basic self-care. We noted variable progress in relation to self-management of drug and alcohol issues.

However, progress in basic self-care was often mentioned by lead workers and IWS psychologists:

His whole physical self is a lot healthier—eating regularly and getting regular physical exercise. Before we came on board, in the school holidays he just sat in front of the play station.

## School staff

School staff comments gave a similar picture about IWS students' ability to use strategies to respond better to challenging situations:

He now has limited outbursts and is starting to learn with his peers.

He has gradually opened up about his feelings and talking about his choices, good or bad.

... see a huge change in his behaviour ... less tantrums. In the beginning there were childish meltdowns, a lot of tears and swearing. [X] still gets angry but he's very quickly over it now. He has strategies. While he may flip out he remembers he can go outside and cool down, and then come back in. Tantrums are quite insignificant now.

In an incident at interval today he did not use his fists.

[X] has been great this year. Prior to this year there were issues ... oppositional defiance—all those sorts of things—she could be quite disruptive. This year there has only been one meltdown ...

For some students, school staff felt their tinana was also growing in terms of personal safety and self care:

To have [X] come to me and say—guess what, I said no!! We have been working on it because it's vulnerability for [X].

For some, care of others was still a challenge:

Does not look out for others.

There were examples of local school staff working hard with the family to sustain self-care and good routines:

Over the holidays he stayed home. So when the term started again I would have to go and pick him up—get him out of bed and get him dressed to get him back into the routine of going to school ... if I did it for a week ... then he would get dressed and get in a taxi.

Attention to context and consequence showed results – detailed analysis of behaviours led to different approaches to managing behaviours:

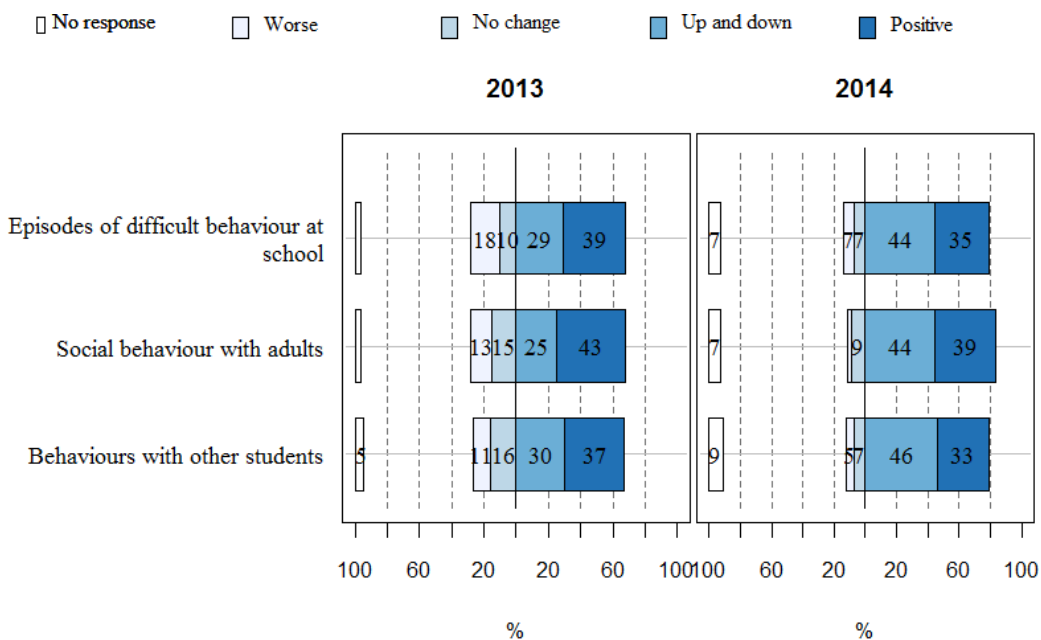
He was being rewarded for behaving badly at school—he’d go home and play on the play station. His social skills have improved tremendously—he wants to learn. He can now go to the shop and buy things for the workshop with staff—this would not have happened 18 months ago. Incidents of violence are non-existent.

We did notice that some aspects of self-care were more frequently commented on positively for those students in a residential special school context, as those schools were able to provide a 24-hour approach to self-care routines. Transferability back home could vary.

### School survey data

We asked principals and teachers about progress in relation to managing emotions. The areas we asked about included episodes of difficult behaviour, interactions with adults and with students. A third or more of principals with an IWS student noted positive changes in their school behaviours. Between 25 to 30 percent noted varied progress in 2013, and in 2014, 44 to 46 percent. Figure 11 provides the details of principals’ views of progress in managing emotions.

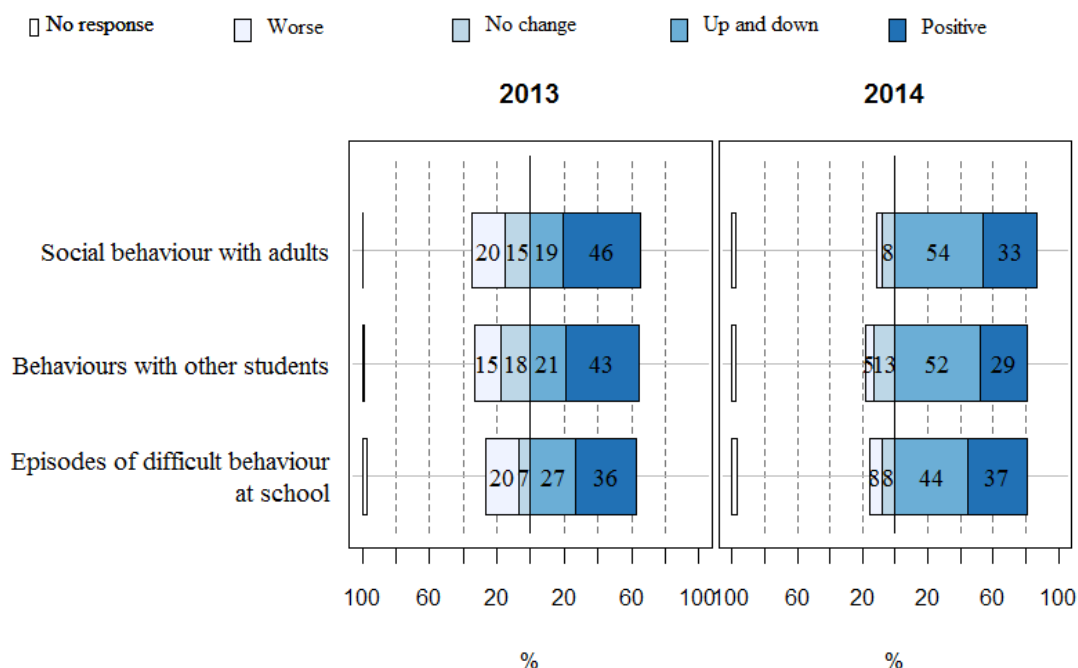
Figure 11 Principals’ views of student progress in managing emotions at school



Teachers tended to be a little less positive than principals in their responses which may have been because they have more exposure to the student. Teachers saw more positive progress in 2014. About a third thought there was no change in behaviour or that things had got worse in 2013. In 2014, this had dropped. Given the lower response rate and the varying nature of students in IWS who teachers might be referring to when they provide their ratings, this may or may not be a significant change. Figure 12 provides the detailed picture of this.



Figure 12 Teachers' views of student progress in managing emotions at school



### School engagement and attendance

Students' inability to manage their emotions and the mismatch between their needs and their school contexts meant that school attendance was variable prior to IWS support. As noted previously, a number of students had sporadic attendance, had attended multiple schools which provided challenges to engagement at school and/or were out of school prior to IWS.

### Student voice

The IWS students we interviewed generally liked school: all of the time (10) or some of the time (four).

All students interviewed said school was now better for them since they started IWS.

### Parent/caregiver and whānau views

Ten of the 16 parents/caregivers and whānau interviewed agreed that their child liked going to school all of the time and the rest said their child/young person liked going to school some of the time. Fifteen said that school was better since the IWS plan and one said that it had varied a lot during IWS and was no better. A number commented on the change in the child's attitude to school:

... hundred percent better ... learned to cope with himself; learned more about himself.

He's learned a lot of coping skills.

Attitude has changed a lot.

Others reflected on changes in the school context:

Way better—changed schools; teacher aide knows how to deal with him ... teachers are accommodating—understand he's different ... use different strategies for him.

For some parents it was a great relief that their child was able to attend school at all. Several told us about times that their children had barely attended school for very long periods (e.g. a year) and that it had been hard finding a school willing to take their child. One parent's child had struggled to cope with the other students who seem to target her child's short temper. The child wanted to be at school but:

... just did not know how to be there.

For a few, school attendance was an ongoing issue:

The plan itself is real good but the real problem is getting [X] to school.

## IWS psychologists, lead workers and school views

School engagement and attendance increased for many students, and exceeded expectations for some:

If you had asked me how long he would last [in a mainstream school] I would have said a term. But he was there 5 terms before going to Alternative Education.

She has been engaged this year ... that has not always been the case ... had to be highly structured before this year.

Some students were considered to be engaged with their schooling but their inability to manage their behaviour got in the way of attendance:

Goes if not stood down.

When he's tired, he's less engaged ... last term he only came to school 3 days a week. He was over tired and things were not going well, this was easier for him because he was tired.

A couple of students were highly engaged in school, but the school viewed the risk to the school and the student too high if they did not have sufficient teacher aide support. If teacher aide support was not available they were not able to attend school full time.

For some students the content was not engaging and so learning was minimal:

He has a positive relationship with his teacher but he's getting bored.

He does not have much motivation or desire to engage in school work but he has no learning disabilities—just a lack of practice or engagement.

For a couple of students in our case studies, school attendance was a persistent challenge for their wraparound teams:

The [name of school] arrangement fell through because of lack of attendance ... he did not like school and refused to come.

Last term she was not in the classroom at all.

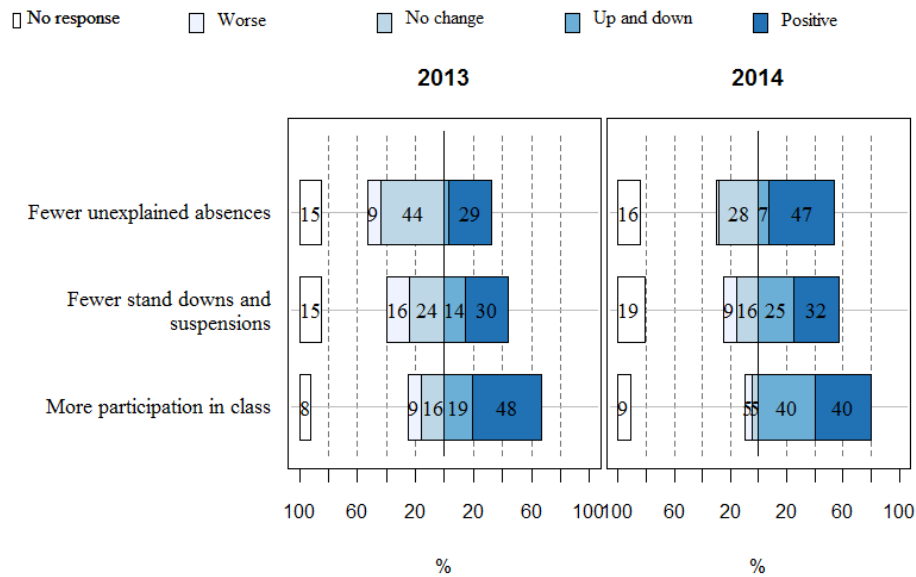
For one student Alternative Education was an effective setting:

One hundred percent engagement and attendance at the [X] centre.

### School survey data

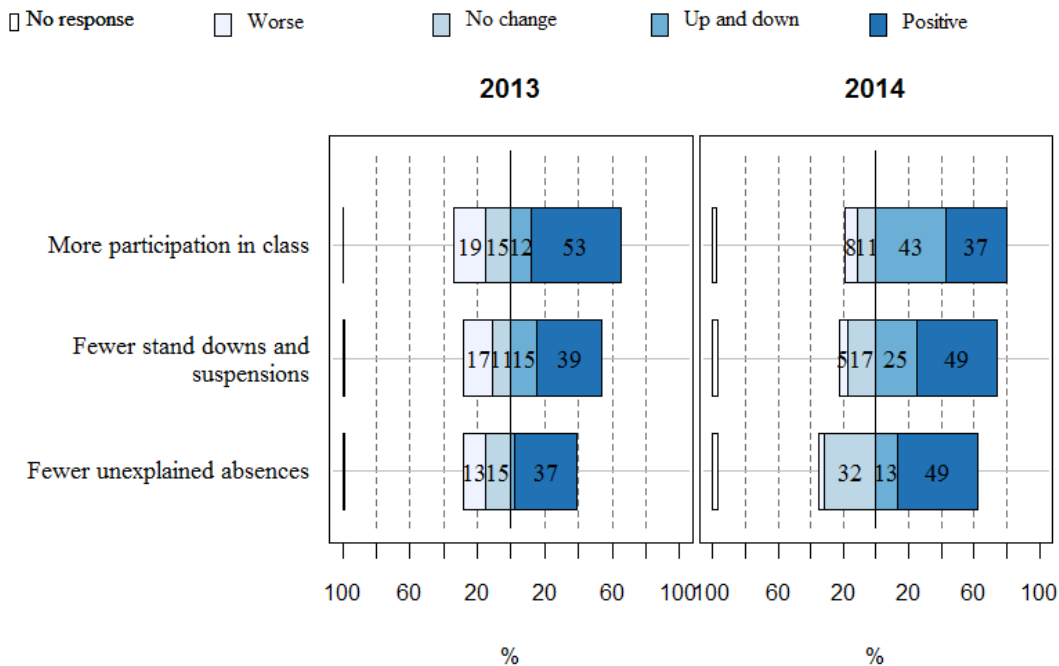
Around half of the principals reported positive progress in relation to participation in class in 2013. Fewer reported improvements in the area in 2014. However, getting students to school and keeping them at school was less of a challenge in 2014 for those principals responding to our surveys; positive progress in relation to unexplained absences rose from 29 percent to 47 percent. Figure 13 provides the detailed analysis of survey data from principals in relation to school engagement and attendance.

Figure 13 Principals' views of progress on school engagement and attendance



More teachers noted more positive progress in reducing stand downs and suspensions in 2014 than in 2013, and fewer unexplained absences in 2014. Like principals, a reduction in positive progress about participation in class was noted. However, there was larger a group of teachers reporting ups and downs in progress towards more participation in class in 2014 than in 2013. There were fewer teachers reporting no or worsening progress in relation to participation in class in 2014 than in 2013. Figure 14 provides the details of teachers' view of progress in relation to students' school engagement.

Figure 14 Teachers' views of progress on school engagement



## Mana motuhake

We were able to collect information relating to progress in terms of how students saw themselves, their beliefs of themselves as a learner and some information on cultural identity.

### Student voice

Eight students thought they could learn well at school all the time and six said they learned well at school some of the time. When we checked against achievement levels we found that student achievement did not necessarily relate to level of confidence. Some higher achievers reported they could learn well some of the time, and some of the lower achievers reported that they could learn well at school all of the time.

### IWS psychologist/lead worker/school views

#### *General self-concept*

IWS team members and school staff worked to give opportunities to enhance students' self-worth and this was showing progress for some:

... have made a point of giving her lots of responsibility—she thrives on that—she likes to help people and be with and talk with people—I think it's given her a sense of responsibility and ... an increase in her self-worth.

Low self-esteem [but] less angry with herself at [name of school]. She's seen herself progress well.

Some were conscious of their differences, and the difference of those they are with. One teacher said of a student:

Any time we are out in public he does not want to be seen with others from the residential school—he does not want to be seen with others who are not normal. He knows he is not normal and that plays a big part in how he functions.

For others, the specialised environment of a residential school was helping:

If he was in a bigger school or they attempted to mainstream him—he would not have the comfort of others around him who will take care of him and don't see his differences as other children would. He likes it ...

### ***Belief in self as a learner***

For many students, learning had previously taken a back seat to managing emotions. They often came with low views of their ability. But, when their emotions were managed sufficiently for there to be accurate assessments of curriculum level and needs, programmes could be implemented that better matched need. Students had greater chances of success:

... doing well ... real shift ... shift in self-belief in learning.

... [now] ... getting her to see she's got something to give [in the classroom].

### ***Cultural identity***

We asked in interviews about Māori and Pasifika aspects of our case study students' plans and were able to get a picture of the challenges to progress for students' further development of their cultural identity (for a small number of our students this included sexual identity). Progress was mixed—sometimes this was because of the extent of progress required.

Some of the students came into IWS with quite mixed views of who they were:

He doesn't have a clear understanding of his cultural identity—this is partly because of the mixed messages at home. He would see himself as a child in CYF who is having trouble at school.

[One parent] is Māori and [name of student] would like to get in touch with that side. But [name of student's other parent] denies access to anything Māori.

Students also had views. One student, for example, chose to identify with the ethnicity of an adult they were close to at school rather than family. It was evident that some of the students at residential special school appreciated the opportunity to grow their knowledge of tikanga and te reo Māori. Progress was evident in some instances. For example, one student's exposure to tikanga Māori and te reo Māori in a residential special school setting meant they had strong skills in these areas when they returned to their local school which enhanced the transition back.

In Section 7 on teams, we look at team practices and team support in relation to Pasifika and Māori students.

## **Friendships (Hononga)**

We asked if students were able to form relationships with significant adults in the school—an indication that they had someone to turn to if and when they experienced difficulty in school. We also asked about students' friendships—in and out of school.

### **Student voice**

All the students we interviewed felt they had an adult they could talk to at school—many had multiple adults—from principal, through to teacher aide and many mentioned their classroom teacher.

Thirteen of the 14 students interviewed also said they had friends at school.

## Parents/caregiver and whānau views

All of the parents/caregivers and whānau interviewed said their child had an adult to talk to at school. The level of responsibility of the adult varied. Sometimes they were people of influence, and there was more than one:

Yes, the Dean. And she really enjoys talking fortnightly to [IWS psychologist].

Yes, staff in learning support.

He talks about a few different adults on the staff.

Teacher aide and the office lady.

From a number of parent/caregiver and whānau perspectives, the teacher aide was an important adult for the student:

He has a teacher aide that knows him really well—she manages his anxiety. He considers his teacher aide his best friend. They've been working together [several years] ...

She has a counsellor—plus she talks to the teacher aide a lot.

Whānau Ora suggested a male teacher aide [name]—seems to be really working.

A later section on Schools refers further to the role of teacher aides for students in IWS.

While most students in our case studies appeared to have adults they could talk to at school, there were more difficulties reported in forming friendships with other students. Not all felt their child had friends at schools. Nine reported that their children had friends at school:

Yes, has had one special friend since she came to [place] when she was six.

While some were specific, most were less specific about friends than they were about adults in the school:

Yes does talk about friends.

She gets on well overall with the other students.

Says he does—seems to be developing relationships.

Some of those nine noted differences in relation to residential special school friendships:

Yes, but that girl's leaving soon so won't be there—difficulty when small roll and girls leave.

Yes, but they left [name of school] ... he's developing a new one ... shame they keep leaving.

Enjoyed friendships, being in the cottages ... the structure and friendships were really good. It's hard to keep him that on-track at home.

Three did not know about their child's school friends, three said they had none and one parent did not answer this question.

## IWS psychologist/lead worker/school views

Friends were not necessarily supporting pro-social pathways when they were out-of-school friends and IWS teams spent some time working on how to create different peer groups for the students:

Mum is a bit concerned about the friends he had at primary school—they were the kind that absconded ... Trying to get him in a different group this time.

He's got a good small group of peers who are older and they've progressed further ... Challenge has been to develop peer relationships with kids in his class now ...

Often the IWS team looked at structured opportunities to support this development of relationships with peers:

... He's a good chess player so the school is looking at setting up a chess club.

She hosted an end of term party for the class one term as a reward and to help build social relations because she tends to play by herself.

Sometimes there were structured interventions directly with the student that were helping progress in friendships:

Working on [name of student]'s social skills through using comic strips to develop awareness—talking about cheating at the moment in games and how others don't want to play if you cheat.

Sometimes students were naturally able to make friends but the IWS support had also helped students' processes in making friends:

Has friends—a natural leader—in past [student name] was tending to bully but that's much better since [X]'s return from [residential special school].

Sometimes students said to us they had friends but there were varying views from others interviewed. For some, keeping friends was a challenge:

He can make friends but he can't retain them—once they've seen that outburst kids are wary of him.

Some IWS team members and parents reported that some students in residential school were able to make friends and be a role model in a way that was not possible at their local school. A few seemed to be able to function better out of school. One older student worked once or twice a week:

... there are men working with him, they can handle him and they don't take nonsense.

## Connectedness to parent/caregiver and whānau

Another section of the key life competency area **Hononga** was connectedness to family and whānau. IWS team members were aware that for some students, family and whānau, relationships were strong despite the challenges facing student and family:

Lived with his mother all his life—she has a very good understanding of him, and they've got a nice relationship, they can joke together—better than some teenage boys.

At home he loves his mum and little brother ...

Family situations and pressures or challenging behaviours of the student did make for issues for some students connecting with their parents/caregivers and whānau:

They appear to have a very volatile relationship ... They will fight each other, punch each other.

Work with parenting programmes helped some parents. Funded family passes to activities such as the local swimming pool also provided opportunities for improved sibling relationships. Some noted an improvement in family relationships:

Previously bad but improving relationships with his mum.

There were challenges to student connectedness with some family or whānau members when the student was living apart from their family or whānau and when one parent was not in the home. A number of the students had little or no contact with one of their parents. For other students the contact with one parent was sporadic:

[Student] feels sad because dad does not stay in touch.

Sometimes connections were harnessed for positive progress at the time of our interviews—when the parent was absent from the family home:

Set up an AV link each fortnight with [X]’s father—video links with dad in prison—very positive for them both. Father is very supportive of [X] attending school and keeping clear of drugs and keeping the antisocial behaviour at bay ...

He [father] says he has a learning difficulty so every day he reads the dictionary to learn words. He wants [X] to go to school and focus on learning.

Dad’s back on the scene, so we’ve added a kaitakawaenga to the team.

Sometimes family and whānau connectedness could be a challenge to supporting a pro-social pathway:

Respects his dad—talks up his gang knowledge.

Siblings were another aspect that presented both support and challenges to whānau connectedness. In a number of cases, relationships with siblings were fraught:

Terrorises his sister.

In others cases there were very strong connections with siblings:

[Name of student] was living in the family home without an adult and had almost full responsibility for a severely disabled younger sibling.

[Name of student] had to grow up pretty quick ... he changes his sister’s nappies ...

## Ngā takaro

As is evident from Figure 8, efforts to support students to have organised and pro-social activities and recreation outside of school were challenging; we found fewer students were able to make progress in establishing out of school recreation activities.

## Student voice

We wanted to know how students occupied themselves after school and whether they were able to engage in community activities.

Students in residential special school were more likely to mention organised activities such as trips to the mall, movies, rugby, swimming and work experience. Two of the students living in CYF homes noted some restrictions (due to past behaviours) to their out-of-school activities:



I used to have more [friends]. [Now] I live out of town ... not allowed to go out by ourselves.

Not allowed the internet at home ...

Students living in their local communities mentioned activities such as computers, Xbox, music, radio, fishing and gardening. There was no mention of organised after-school activities in these student interviews outside the residential school context.

## IWS psychologists and lead workers

Out-of-school activities were a critical component for IWS psychologists in developing IWS plans and there was resource allocated for a large range of out-of-school activities with a lot of things tried (though, as noted above, students tended not to mention these activities in their interviews with us):

... involved in karate—seeing if she likes that.

... at primary school we had a mentor to do gymnastics ... with her to try and reduce some of the isolation she felt.

The need for practical activities was noted for some:

He's hands on and likes practical stuff.

He loves practical things. He'll watch builders do things.

There was some success with school holiday programmes that were constructed to support other unmet needs as well:

What we have in place is a holiday programme—he loved it last holidays—he had a mentor—they negotiated ... always included food ... specifically to focus on eating well.

Some students had difficulties getting to activities on a regular basis:

Dad did not want to transport him to games in the weekend.

... had [name of student] enrolled in after-school classes ... he did start going last year and the teacher aide dropped him off ... school can't do that now and his caregiver won't let him walk in case he's bullied.

Sometimes there was a mix of issues related to both family and school:

Looking at after school peer involvement but it's hard because his family can't always take him to these things. The principal also controls how his after-school activities are paid for.

Encouraging students to persevere was also challenging for a range of reasons:

Did engage initially extremely well in [a school team] ... had the ability to go in the school's top team ... but ... reliability to stay at practice was not good enough for the top team.

He enjoys sports. He gives things a go ... he needs to be encouraged and supported until he builds his confidence. Self-esteem is lacking.

Residential schools did offer more opportunities for after-school activities that catered well for the needs of the students:

He participates in pretty much everything [at the residential school] ... also going to a social skills group they are running once or twice a week—showed me the timetable on the wall. He enjoys doing it—a focus on joining and maintaining conversations, looking at people in the eye, interactive games outside of school.

After school ... they get on scooters and BMX ... got some really amazing cottage staff that help with fort building etc.

However, there were concerns about whether those opportunities would transfer back. When we checked the after-school activities of students who had returned from residential school it seemed that indeed transferring those leisure activities back to students' local communities had not yet bedded in for some students, for a range of reasons.

Sometimes it was the lowered level of support available to support participation in these activities:

He can hunt, fish, do a garden ... but he requires direction all the time. Everything had to be in steps.

[Without support and encouragement] ... sits and gazes at a screen or gets into anti-social behaviour.

Sometimes there were family constraints:

... liked sport at school ... did not get to do anything outside of school ...

Sometimes it was acknowledged that there needed to be more in the plan that focused on leisure activities:

Not a lot there ... need to establish more there.

## Progress in learning outcomes

We have two sources of data here—school survey data and case study data.

### School data on progress in learning outcomes

Improvement in learning outcomes was one of the most often reported areas to show positive progress in our survey data. Over half of responding principals and more than 40 percent of teachers reported positive progress in learning outcomes (see Table 8).

**Table 8 Principal and teacher reports of progress in learning outcomes for IWS students in their schools**

Survey	Year	<i>n</i>	Response (%)				
			Positive progress	Variable progress	No change	Worse	No response
Principal	2013	79	57	16	20	4	3
	2014	57	51	30	9	2	9
Teacher	2013	94	45	14	21	15	4
	2014	63	40	41	11	6	2

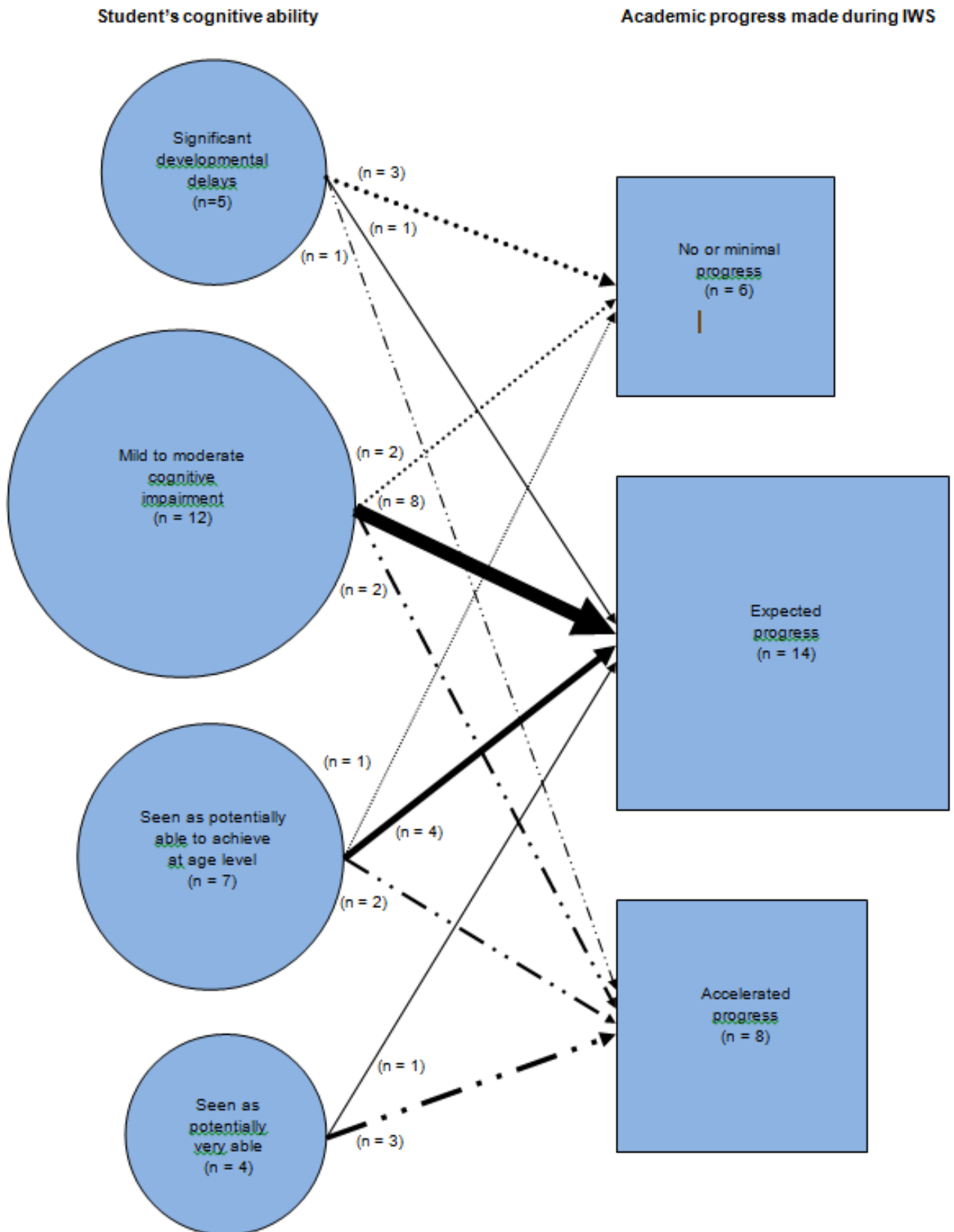
We were interested to see if students who had been in IWS longer were reported by teachers to be making more progress towards learning outcomes. We asked teachers and principals how long the students had been receiving IWS, so we were able to compare the ratings for students who had been in IWS less time, and those who had been in a longer time. Generally, the longer the period on IWS, the more teachers reported progress.

Our interview data and case file analysis across the 28 students showed that learning and developmental progress improved for many in the case studies—management of their emotions meant they could attend school more regularly and access learning on a more regular basis. Figure 15 shows the kind of learning progress made while on IWS. Our data are based on case file analysis that made notes about progress at school, GAS scores and where available interview material. Analysis of accelerated progress was based on:

- higher than expected GAS score, and/or
- higher than expected assessment score increases (i.e., more than expected through student maturation) in at least one learning area
- interview comments about accelerated progress in at least one learning area.

Half made expected progress (which for many was an improvement as being out of school they had made no progress); 29 percent made accelerated progress; and 21 percent made no or minimal progress. Some of the latter group had significant development delays and so work was still occurring to adapt the curriculum appropriately. The thickness of lines in Figure 15 is to reflect the number of students on a particular trajectory (e.g., thicker lines mean more students on that trajectory).

Figure 15 Case study students' progress at school



Some who had made very little progress at all before IWS began to achieve:

[X] is not able to achieve at same level as peers but has progressed when her attendance is stable.

She's proud of what she's learning and is doing better at [current school] than other schools.

Six months ago he was using cards to construct sentences, now he's constructing sentences and ideas by himself. He was not doing that before.

Progress was often inconsistent across learning areas. Students who had missed a lot of school or time in the classroom had significant gaps in learning which became evident when they attend school and class more regularly:

His reading might have gone up a little bit; his Maths is very limited because of his previous education.

For others their particular learning difficulties became more evident as their behaviour settled:

Maths he finds hard—he can't recall numbers very well.

His reading is limited but he's doing Level 1 NCEA Maths.

Being able to better manage behaviours and emotions had led to accelerated progress for some:

She is national standards in everything—literacy-wise well above—she was just below in maths in the past—but is OK now.

If she did not think she was good at something she was very hard on herself ... increased her reading age quite substantially and was very proud of that ... a lot of the time anxiety would distract her ...

For some parents a stint at residential school provided a boost to independent living skills:

Before, I expected a son at home until his 30s, now it might be in his 20s. It's been 100percent percent better than expected—he did not know how to eat with a knife and a fork; tell the time; tie his shoes—we tried all those times and now he has learned within a year at [residential special school].

For some, there was still a mismatch between their potential and their behaviours which presented a conundrum at school level:

We planned to have [X] in the top class but he needed to be in the learning support unit first to learn how to self-manage.

Progress was also noted when there was a match between teacher, student, classroom peers and the New Zealand Curriculum:

He's strong at Maths—I found some apples when we were walking with a group ... I said let's pick them and stew them—he said what's in it for me? I said we could sell them. From the beginning he was in charge—he organised everyone and he could draw the best from the group. When he got the money and the IOUs he shared the money equally and honestly even though some of the others did not know how much they were owed ... When it's purposeful to him he can do it.

I have taught [X] for two years ... we know each other well ... he responds well to me because he's interested in [curriculum area] ... the kids understand his behaviour differences ... he is good ... When he opts out he'll work quietly on his iPad. I don't push him on this. ... huge improvement on last year.

Other IWS students had skills that lay outside what was offered in the standard classroom and those interviewed suggested that future progress lay outside the school setting:

He struggles. He'll do well in a training course, like carpentry.

She starts work experience this term ... gives her an identity in the school ... she can take pride ... know she's good at some things ... is a girl that I think will probably not go back into mainstream education.

Finds it difficult to follow one sentence without being distracted ... has been significant progress in that area but that trait means he finds it very challenging to be in the classroom .... he will leave and get a job ... employers like him.

## Concluding comments

As we saw in the previous section, the needs of these students were multiple and long term. Previous interventions with these students had not been successful. Almost half the students in our case studies were out of school when the application for IWS was made. Progress for students in our case studies was not linear. As we went back and forth to case file notes we saw rapid changes for both better and worse. Overall, however, there were signs of quite remarkable progress for many of the students.

More than two-thirds made considerable improvements in **Tinana** in relation to respect for the safety of self and others, and with **Hinengaro** and in some aspects of **Mana motuhake**. General self-esteem was more often talked about as improved than the other aspects of **Mana motuhake**. *Cultural identity* was proving a more complex challenge for IWS teams working with students.

There were more challenges to progress also with **Hononga**. Friends were difficult to maintain with shifts of school (as for those who had a stint in residential school). The connectedness to family remained difficult for some students—where they were in CYF custody or had estranged/strained/intermittent relationships with one parent.

Improvements in **Ngā takaro** also proved difficult for some students. For those who had left residential school we did not see a continuation of the kinds of activities provided in the residential special school settings. And for other students, getting to after-school activities was difficult as there were family constraints in taking them to those activities. Additionally, students did not always have the motivation or family support to keep going to organised after-school activities.

With this progress in key life competency areas and subsequent attendance at school, students began to make substantial progress. Given their absence from school in the past, even expected progress to match maturation was an improvement for students in our case studies.

As noted in Table 7, we are predicting that 10 of the students who are currently receiving IWS will be able to:

- stay **enrolled in** school or a post-school option
- be able to manage their emotions and motivation sufficiently to be able to **attend** school or a post-school option **regularly and full time**
- have **sufficient resources available** to ensure that they can stay in school (or a post-school option).

For 10 students, their transition from residential special school to a local school was not complete and so we felt unable to predict outcomes for most of those students at the time of preparing this report.

For four of the students still receiving IWS we are predicting remaining issues will preclude a successful outcome. The challenges for these students included:

- limited student engagement with school which meant students did not attend school
- continuing erratic behaviours
- multiple custody and living arrangement changes
- uncertainty about next steps in terms of resourcing.

For the four students who had finished—two remained in school full time and two did not as at January 2015. One was out of school and one was only able to be in school part time. Resourcing issues were part of the issue for these students. The next section of this report describes further the findings in relation to funding pathways and resources before, during and after an IWS plan.





## 4. Parents, caregivers and whānau—where did family and whānau fit in the ecological model?

Are there improved relationships between students and their family and whānau, and family and whānau and school?

### Introduction

Family and whānau are seen as central in the IWS model and in wraparound models generally. Maintaining active family and student participation in the plan is seen as critical to success:

Wraparound’s philosophy of care begins from the principle of ‘voice and choice,’ which stipulates that the perspectives of the family—including the child or youth—must be given primary importance during all phases and activities of Wraparound. The values associated with Wraparound further require that the planning process itself, as well as the services and supports provided, should be individualized, family driven, culturally competent, and community based. Additionally, the Wraparound process should increase the ‘natural support’ available to a family by strengthening interpersonal relationships and utilizing other resources that are available in the family’s network of social and community relationships. Finally, the Wraparound process should be ‘strengths based,’ including activities that purposefully help the child and family to recognize, utilize, and build talents, assets, and positive capacities. (National Wraparound Initiative)

While family involvement is seen as important in all social service provision, working to be family centred can provide challenges for some: Families come with a history sometimes of work with a range of government agencies. Family members and professionals may not get along well due to a series of failed interventions which can lead to blaming. Power differential between professionals and families can be an issue, and helpful professional interventions can sometimes add to family burden (Whittaker, 2000).

In this section we include the voices of the 16 parents we interviewed and supplement those voices with the comments of IWS teams and school staff we interviewed, along with survey data from teachers, principals and team members.

### What did parents, caregivers and whānau say about the impact of IWS?

We only interviewed 16 of the 28 parents and caregivers but most of those interviewed had high praise for the IWS plan. This praise came from parents and caregivers who had students in both local schools and residential special schools:

Plan’s a lifesaver.

Words can’t describe what they have done for [X].

It’s been a godsend—wish we had gotten it sooner ... more people in my corner ... made me feel less stressed and worried about school and what’s going to happen ...

I want to acknowledge the tremendous help from IWS—without that we would not have got where we are today.

... if it was not for them I don’t think we would be where we are now. She was not even going to school when she was in [place]. For her to come up here and me to get her into school—it’s good.

Some additionally acknowledged the contribution a residential special school component made to the IWS plan:

Having her go to [residential special school] has relieved tension at home ... being away from home has helped [X] realise home is pretty good.

[X] would go away to respite care before and it was good to charge the batteries ... while he is at [residential special school] I get to properly recharge the batteries ... I can cope with him better ... he needed to be there and now it's right for him to be at home—fingers crossed!

Some of that relief was combined with frustration at the previous difficult times:

Before IWS there was one and a half years of hell ... without IWS [X] would not be in the family home any more ...

I ... begged for help.

... took lots of people asking for a long time—GP, me, Police, CAFS and CYF.

Some noted how IWS has given them more awareness and courage about engaging with schools and agencies:

If I knew then what I know now I would have rocked the boat years ago ... with children like [X] you need to be proactive as a parent—regardless of whose toes you step on—if you don't give them that support earlier they are lost. I would have not let them brush me off.

Sometimes I felt ashamed ... Since IWS there is less resentment by the school.

[X] got kicked out of Intermediate and just never got back so one day I got sick and tired of it.

As well as relief, and a sense of increased family and whānau agency, there was also uncertainty and anxiety about what lay ahead (as noted also in the last section of this report):

I felt it was going nowhere ... I had heard from some of the other teachers and RTLB that when IWS funding ended they would expel him as soon as he started playing up ...

We will see how it goes when he's back in mainstream.

Where am I going to go when the IWS has finished their job?

Intermediate will be a challenge.

[X] is 15 now. So I think [X] comes out of the wraparound. I don't think that will work well.

Worried about when [X] comes back [from residential special school] ... [X] will be a ticking time bomb.

A few reported little home activity and expressed the need for more attention to the home:

IWS is more involved at school rather than home—they're talking about support groups for home but nothing has happened as yet.

There is no funding for me—there is an acknowledgment that [X] can't be in school without 1 on 1. I don't have that at home.

One of the parents interviewed had found the IWS team process difficult:

They kept saying awful stuff in meetings ... been quite difficult for me ... lots of meetings for me ...

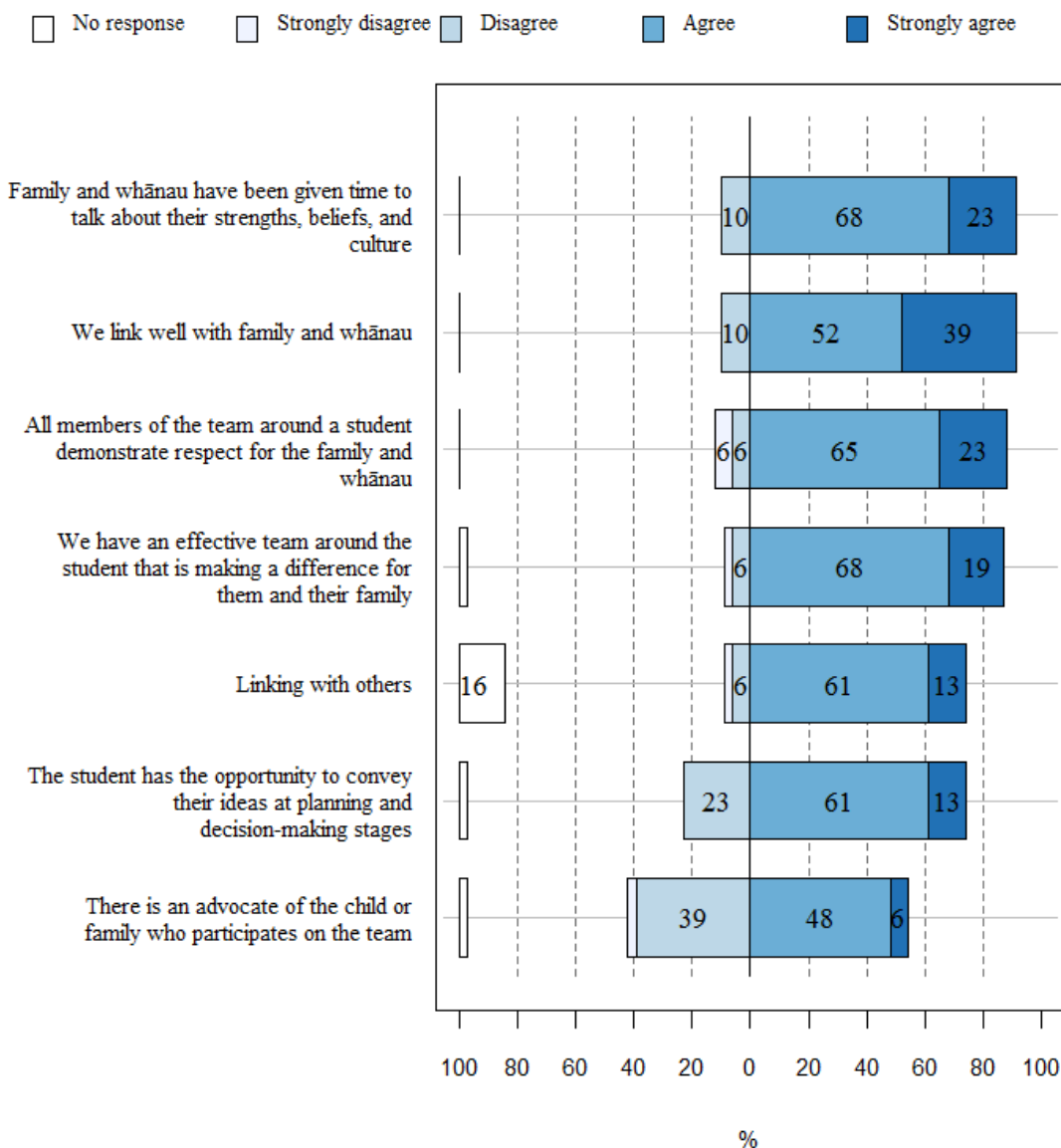
## Are parents/caregivers and whānau central to IWS plans?

As already noted, one of the critical elements of the ecological model of wraparound is the importance and centrality of family and whānau to the plan. The more we met with IWS psychologists and managers the more we saw this as both a key component and a key challenge to the model. We also found it a key theme in the interview data. When looking at relationships with families and whānau we found instances where family and whānau were clearly central, and instances where there were challenges to family and whānau being central to the plan.

We investigated the place of family in interviews with team members and also in surveys of team members and schools. As noted in the introductory section to this report, we included questions from the Fidelity Index in our 2014 surveys to “test” how people saw some of the key principles of a family-centred wraparound approach.

In the IWS team surveys, respondents felt they did link well with family, with close to 90 percent agreeing or strongly agreeing with most of the Fidelity Index statements. Around a quarter disagreed, however, that students had the opportunity to convey their ideas at planning and decision-making stages. And about 40 percent disagreed that there was an advocate of the child or family who participated in the IWS team. Figure 16 below shows the detail.

Figure 16 Team views of family and whānau place in IWS plans

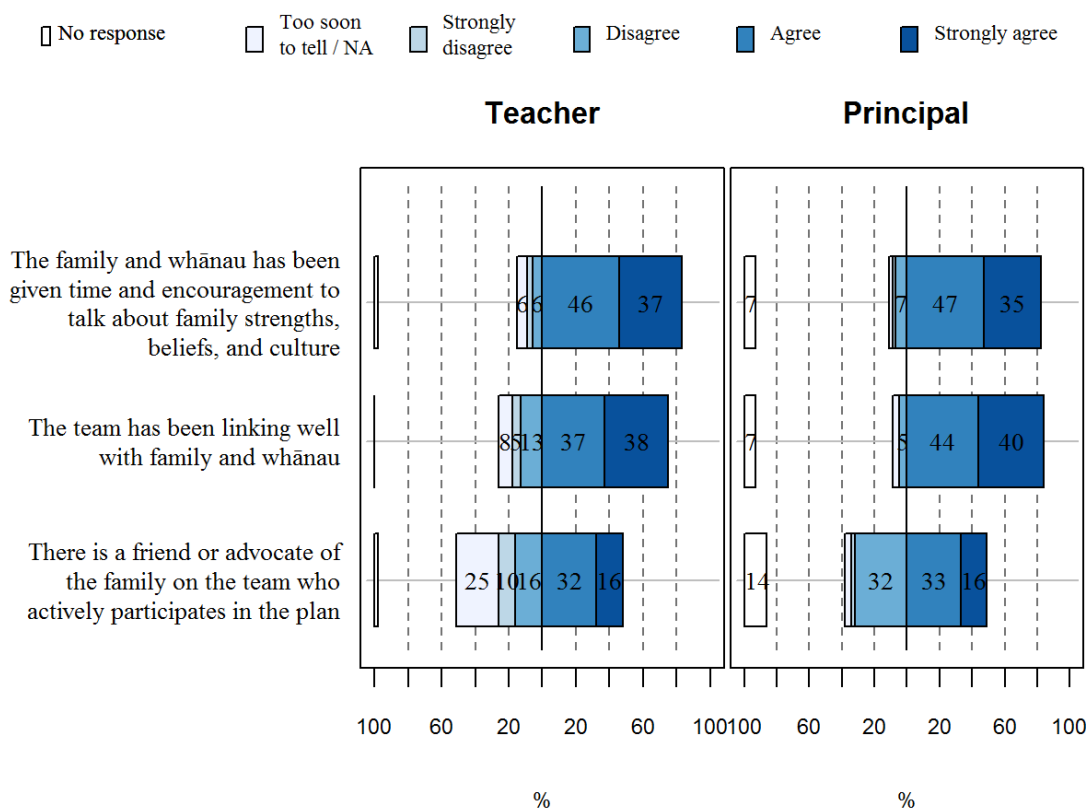


Some of the 2013 school survey open-ended comments were also reflective of the difficulties a few principals and teachers perceived in relation to IWS students’ families. No positive comments were made about school and family relationships. Several made comments about the difficulties in engaging with the family. Other comments included:

- Money creates lolly scramble by family.
- IWS did not change the family.
- Absent from school with parental consent.
- Very difficult mother to deal with.
- Family under stress with this boy.
- To date no one has been able to get the family to commit to getting the student to school or anywhere that learning might occur. Not even in town to my knowledge.

Because of the challenges evident, we also included further questions of teachers and principals in the 2014 survey from the Fidelity Index. While teachers were less positive overall the same trends occurred as for the IWS team survey; the area where there was most disagreement was that there was an advocate for the family on the IWS team. Figure 17 below provides the detailed figures.

Figure 17 **Teacher and principal views of family and whānau place in IWS plans<sup>2</sup>**



The next sections provide descriptions from our data about what IWS processes look like when family and whānau are central, and what some of the challenges to that look like in our case studies.

<sup>2</sup> Note that teachers had the option of responding with ‘not applicable’ and ‘too soon to tell’ (which have been combined in this graph), whereas principals had the option of ‘too soon to tell’ only.

## What does it look like when family and whānau are central?

### Parent and caregiver views

Parents/caregivers and whānau talked about their role in the plan:

They are really good at discussing the plan with me, before it's all set and done. They discuss everything with me ... they would never make the plan without my involvement.

I am included as a participant ...

A number mentioned the importance of having someone who understood how things worked in schools and with other government agencies “on their side”:

... IWS psychologist—she was so important [before IWS] no one was working for us ... we needed someone with clout.

I was pulling my hair out but we all just sit down and talk about what the problems are and then we go to the meetings. [IWS psychologist] will, say, have spoken to [X] and [mum] and this is what they say the issue is. If I was to say it, it would be different! ... With [IWS psychologist] and [lead worker] helping—there are some issues it is better for them to do the talking because I just get really angry. I don't want to get trespassed.

Other family and whānau seemed to be less central in the plan—a couple of parents asked the interviewer basic questions about IWS—for example, when it finished, and they only had a sketchy idea of what was in the child's plan.

### IWS psychologist and lead worker views

A number of IWS psychologists talked at length about the importance of family and whānau being central to the plan and how that needed to be achieved:

... the family remains at the core, so they are the group that I work with first ... Is everyone really on board with the plan?

It's important that I develop my own relationship with the whānau, even though my role is to oversee the plan. It's important to have positive relationships with whānau and family so they also have buy in.

My first question to student and family [is] what are your goals?

Keeping the family central was felt to be important by some since family and whānau had sometimes not felt themselves at the centre of other plans:

I am in the home regularly to do [Coping] CATS sessions ... I am in the home and building the relationship ... Grandma thinks someone is trying to help ... she has felt let down by other services ...

Home based Cognitive Behavioural Therapy programme has involved building up the whakapapa of the family—we built this up over 4–5 sessions with the family ... I am the first person from a government agency in many years to be allowed inside their door.

Some commented on the central role families were playing in supporting the student and when that was the case things went well:

Ideal is where you have got someone who understands what the problems actually are and how serious they are and who has the capability and the desire to actually do something to address those. Where you have got that, you are in a winning position.

Some commented on how they maintained family involvement when the student was attending a residential special school:

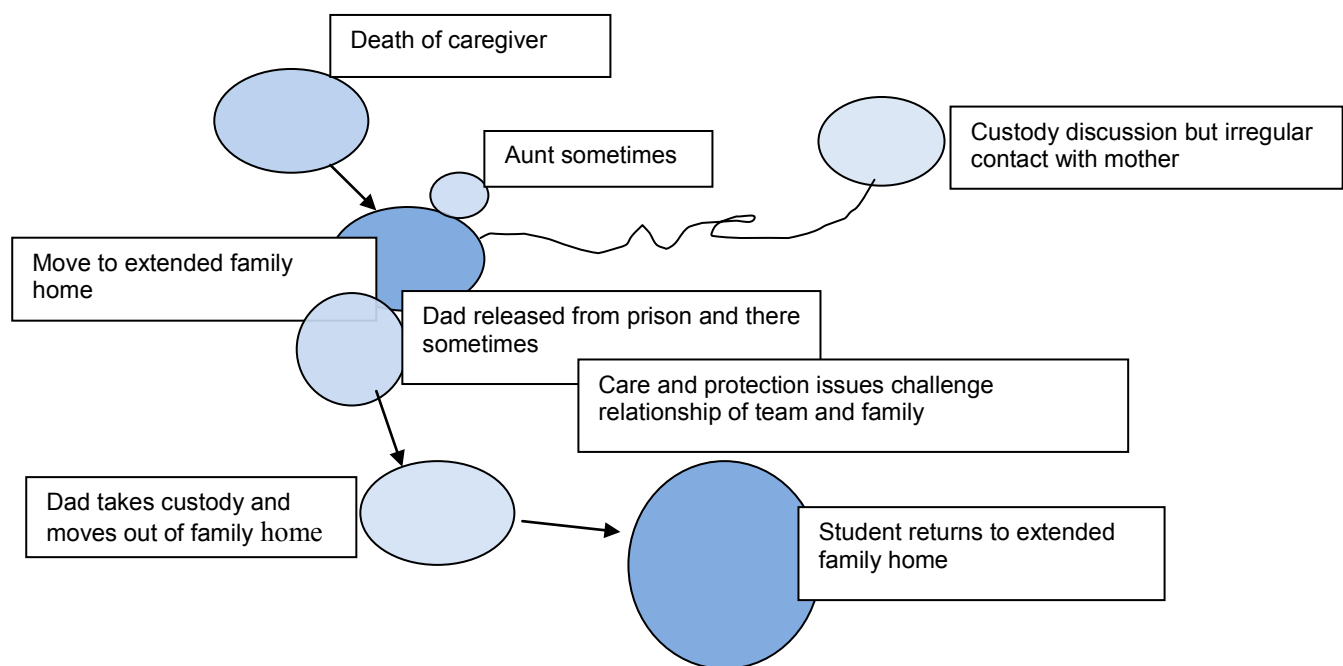
Maintaining contact with his mother ... having someone she can talk to ... providing the link between school and mother .... mum struggles to fully take in what happens in meetings.

## Challenges to family and whānau being central to the plan

The ecological model provided in Section 2 of this report presupposes the family as a single unit. For a number of case study students this was not the case. IWS psychologists and lead workers needed to identify key contact points and keep up with changes in the family location and composition.

Figure 18 below is a composite diagram that indicates the potential complexities involved. From our observations, situations like these were not unusual.

Figure 18 **Composite diagram of transition point as an example**



Parents, caregivers and whānau were also often struggling with multiple challenges; their child's challenges were but one of the issues they were managing:

[X] also has custody of [two other children with challenges] so ... has ... hands full.

Dad ... acknowledges he [himself] has social difficulties ... was not in space to support [X] and did not have a view that his role had any impact on [X]'s behaviour.

Dad is in and out of jail and there is a history of family violence.

Mum has significant health issues.

Significant mental health and alcohol issues [in the family].

History of offending on both sides of the whānau.

Dad is now back at work and putting no time into [X] because he's getting his own life.

The community he lives in is Black Power ...

Mum was a young Mum herself ...

While we only interviewed lead workers for 10 students we noticed some did not have as strong a view of the family being central as did the IWS psychologists we interviewed.

One lead worker struggled with the model as they saw it play out in practice:

I've always been told that our clients are the child and family ... IWS is usually pushed by the school, and not the family. Therefore the goals and support are based on the school. The family are on the side line and then we try and put them in the middle, but by this point they don't really want to engage with us. It's been difficult to try and get the family voice over and above the school.

Not everyone shared the same view of the family. In another case study the IWS psychologist discussed Mum's strengths and how she was working with them. However, the lead worker said:

... to be honest there is nothing working in that family—we have never had engagement from them—they have never accepted the extent of what [X] was doing that was not acceptable ... the whole family is the biggest barrier to success so I am not sure how we are going to go about making changes.

Two IWS psychologists acknowledged an early weakness in the planning in terms of involving all key family members:

A weakness in our plan was that we did not involve Dad—in our first visit to the house he was there ... he made no efforts to come to the meeting and [caregiver] did not go and get him.

[I would like] everyone on the same page—presently I am not on the same page with the family or the school ... there is no lead worker because they worked with Mum—she's too difficult.

Sometimes there were observations about parent and whānau which made for challenges for the team in engaging fully with parents/caregivers and whānau:

Mum changes the focus of the meeting from [student] to her ...

I asked [attendees to an interagency meeting] to look at Mum's behaviour.

In terms of family they have never been 100 percent on board ... never really accepted that he was as difficult as he was at school.

What we need is a secure home and we have never had that—and we have never had Dad's full engagement.

If schools were not able to engage with family and whānau there were sometimes poor schooling outcomes:

The decision of [name of school] to exclude after we finished was that they were doing an awful lot but [parent] was not helping at all. IWS did heavy resourcing but Severe Behaviour Initiative can't do the same.

## **Concluding comments**

The centrality of family and whānau is critical to the IWS model. The parents we interviewed were largely highly positive about IWS for their family. Our survey data indicate that teachers, principals and wraparound team members largely felt that the family were central to IWS plans. Areas where this was not so included hearing the students' voices, and including a family advocate on the IWS team.

In some of our case studies there were some challenges to keeping family and whānau at the centre of the IWS plan. They included:

- the changing nature of family composition
- abilities of family and whānau to engage given other pressures in their lives
- differing views between IWS psychologists and lead workers about the role of the family in the plan.

We understand that parent support in the National Wraparound Initiative has a component of their wraparound model that includes trained local parent support roles (Penn & Osher, 2007). We also understand that management teams for IWS here in New Zealand have discussed how to ensure parents can stay in the centre of the plan, by having and training parent support from their local community. Given the ongoing challenges in engaging some family and ensuring they remain central in the IWS support, trained local parent support seems an important enhancement of IWS in New Zealand.



## 5. Schools

Are there improvements in teacher confidence and teacher self-efficacy in terms of working with the student at the centre of the IWS plan, and in terms of working with other students in the school who have behavioural challenges?

Does having a student with an IWS plan and team improve inclusive practices within a school?

### Introduction

In the IWS ecological approach the student and the family are central to the plan and to progress. Much of the focus of the plan is, however, on ensuring the student can manage their emotions sufficiently to be able to attend, participate and learn at school.

At school level, our theory of change included:

- schools having ownership of the IWS plan and of the student receiving IWS funding
- schools being able to support the student in class and in school
- increased capacity to support other students with challenging needs
- smooth transitions across school settings (covered in a later section on Transitions).

For teachers, the theory of change included:

- a sense of greater efficacy with the student
- changes to teaching practices
- effective relationships with family and whānau (covered in the previous section).

Data for this section come from a range of sources:

- case study interviews with parents/caregivers and whānau
- case study interviews with school staff
- case file analysis
- interviews with residential special school principals and staff
- surveys of Board Chairs, principals and teachers in 2013 who had an IWS student and, in 2014, surveys of principals and teachers in schools who had had or did have a student in IWS during 2013 and or 2014.

Wraparound models sometimes provide challenges for the school context. There are school systems for managing learning and behaviour and the family is not always at the centre of those systems. Working to support individual students who present with complex needs and behaviours and a need for different supports and sanctions takes time, and for some a shift in approach. The practice of wraparound represents a significant departure from business as usual for some schools. (Eber, Hyde, & Suter, 2011)

A number of themes were evident from the case studies and from the surveys of teachers and principals. We begin this section with the school survey findings, and then supplement those findings from our case study data.

## Schools' perceptions of IWS as a model

We were interested in what teachers, principals and Board Chairs felt about IWS as a model. Belief in the model itself might impact on how stakeholders work within the model (or, conversely, their experience of a particular plan might colour their overall views). More respondents agreed than disagreed that the model would work to improve the life outcomes of students with challenging behaviour and education needs. While the response rates in 2014 are lower than we would like, the survey data show increased positive ratings about IWS as a model in 2014 in both teachers' and principals' responses.

Of note is the numbers responding to both questions who felt it was too soon to tell or that they did not know in 2013. As IWS beds in further these numbers have reduced in 2014. Table 9 sets out the teachers' and principals' views of IWS as a model.

Table 9 **Principal, teacher and BoT Chair views on whether the IWS model will improve students' life outcomes**

Survey	Year	n	Response n (%)		
			Yes	No	Not sure/too soon to tell
Principal	2013	79	26 (33)	15 (19)	38 (53)
	2014	57	37 (65)	5 (9)	9 (16)
Teacher	2013	94	42 (45)	22 (23)	26 (30)
	2014	63	34 (54)	8 (13)	21 (33)
BoT Chair	2013	45	8 (18)	6 (13)	27 (60)
	2014	-	-	-	-

\* Percentages don't add to 100 percent because of rounding, and some non-response.

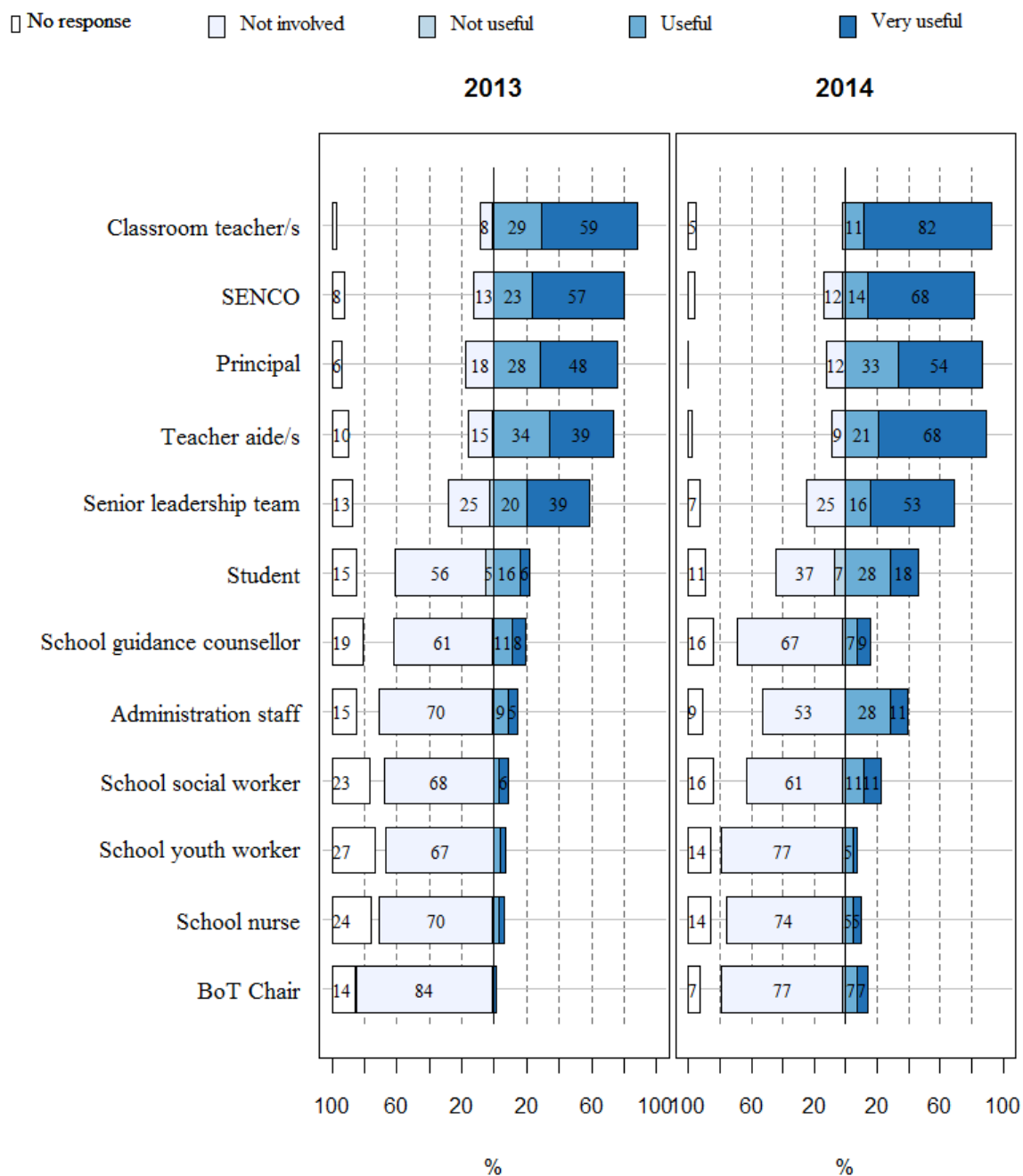
We also asked teachers a more specific question in relation to the model: whether the IWS model will support teachers to teach students with highly challenging behaviours more effectively; in 2013, 44 percent agreed that it would and in 2014, 65 percent agreed that it would. Twenty percent disagreed in 2013 and 13 percent in 2014 disagreed. The remainder across both years still thought it was too soon to tell.

## Schools' experiences of developing the plan (survey data)

### Who was involved?

We asked principals, teachers and BoT Chairs in 2013 and principals and teachers in 2014 about whether they had been involved in developing the plan for their IWS student—since our theory of change suggests ownership of the plan is likely to be strong when key teachers, the leadership team and school governance are involved. We also asked principals, if those staff were involved, how useful that involvement had been. Trends were similar across the 2 years of the survey about involvement and perception of the usefulness of involvement. In 2014 we note a slight trend towards rating involvement of those staff as *very useful* rather than *useful*. Most principals had been involved in this plan's development; 18 percent in 2013 and 12 percent in 2014 had not, however, been involved. Classroom teachers and SENCOs (Special Education Needs Coordinators) were most likely to be identified as very useful to the development of an IWS plan (Figure 19 below), followed by the school's senior leadership team, teacher aide/s, parents and whānau. Students themselves were identified as being part of the plan development by about half of the principals over the 2 years.

Figure 19 Principals' views about school staff involvement across 2013 and 2014



Classroom teacher involvement in plan development was reported more often in the 2014 survey. Thirty-nine percent of teachers reported that they were highly involved in the development of the plan in 2013 and 52 percent in 2014. Thirty-four percent reported some involvement in 2013 and 37 percent in 2014. Given 67 percent of teachers in 2014 reported they were not the student’s teacher at the time the plan was first developed, it is clear that many teachers have been able to be involved in the ongoing development and modification of plans.

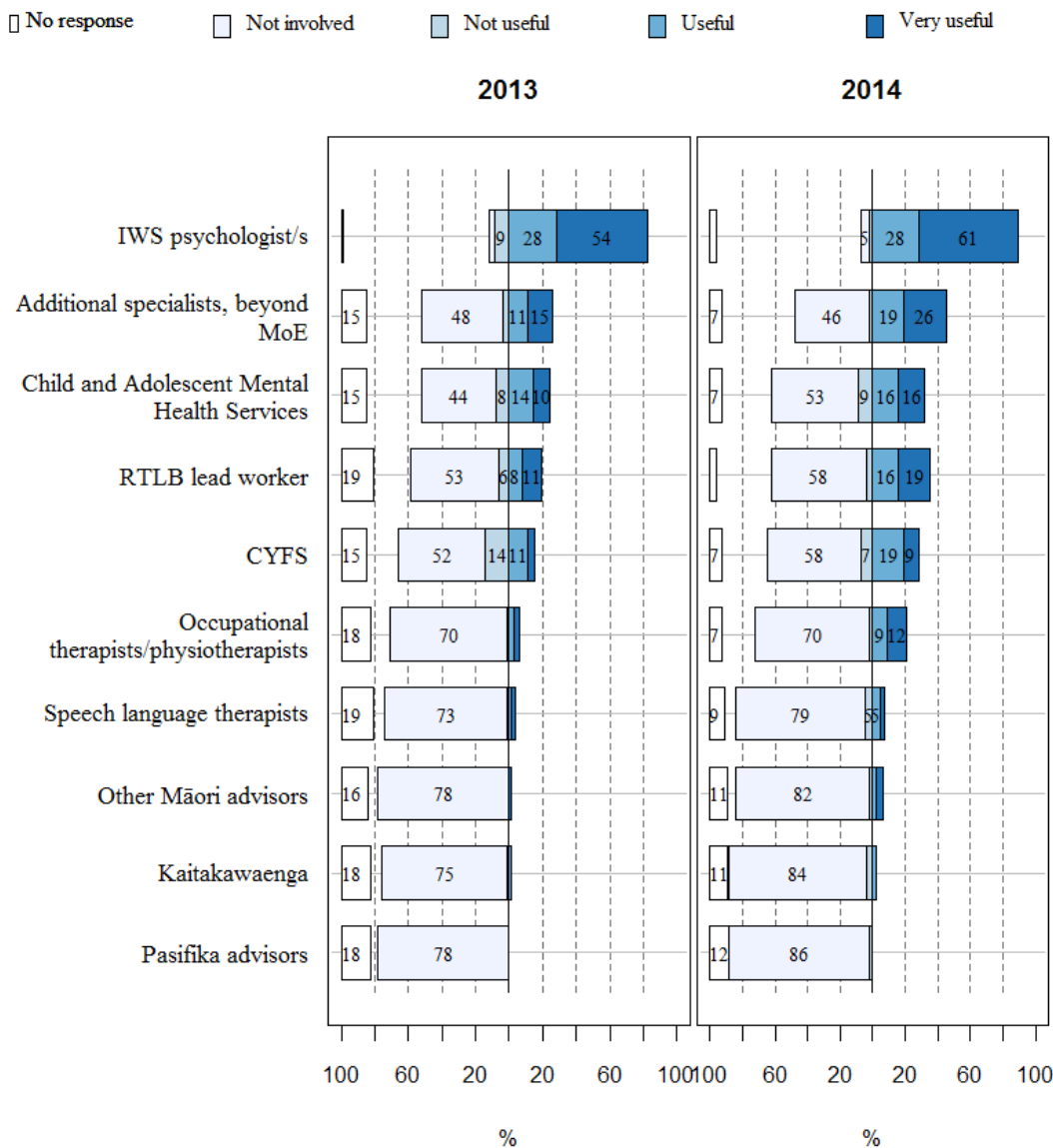
One-third of the BoT Chairs responding in 2013 reported some involvement in their school’s IWS student’s plan, and two-thirds had no involvement. Only 4 percent of BoT Chair respondents reported a high level of involvement. We suspect that other BoT Chairs did not respond to our 2013 survey because they had no involvement in IWS plans. The survey data and response rates suggest quite a low involvement of BoT Chairs overall in the IWS planning. This is backed by data from the principals’ survey: 84 percent of principals reported no involvement from BoT Chairs in the

IWS planning process. For this reason we did not repeat the Board Chair survey in 2014. We did ask principals again in 2014 about BoT Chair involvement and 77 percent reported non-involvement of the BoT Chair.

We also asked principals about the involvement and usefulness for IWS plan development of people in roles external to the school. Of those external to the school, the IWS psychologist was the most frequently identified as being very useful (54 percent in 2013 and 61 percent in 2014).

Principals reported a high level of non-involvement of kaitakawaenga in planning—75 percent in 2013 and 84 percent in 2014, with 78 percent of principals also reporting non-involvement of other Māori advisors in 2013 and 82 percent in 2014. We found this surprising, given 40 percent of students receiving IWS are Māori (IWS monitoring data January 2015). Figure 20 gives the detailed information on principals’ perceptions of external (to the school) support for IWS plan development.

Figure 20 **Principals’ perceptions of support for IWS plan development external to the school across 2013 and 2014**



We asked principals about other aspects of the IWS plan development. Principals were most positive about communications across the team about the student (76 percent agreed or strongly agreed in 2013 and 86 percent in

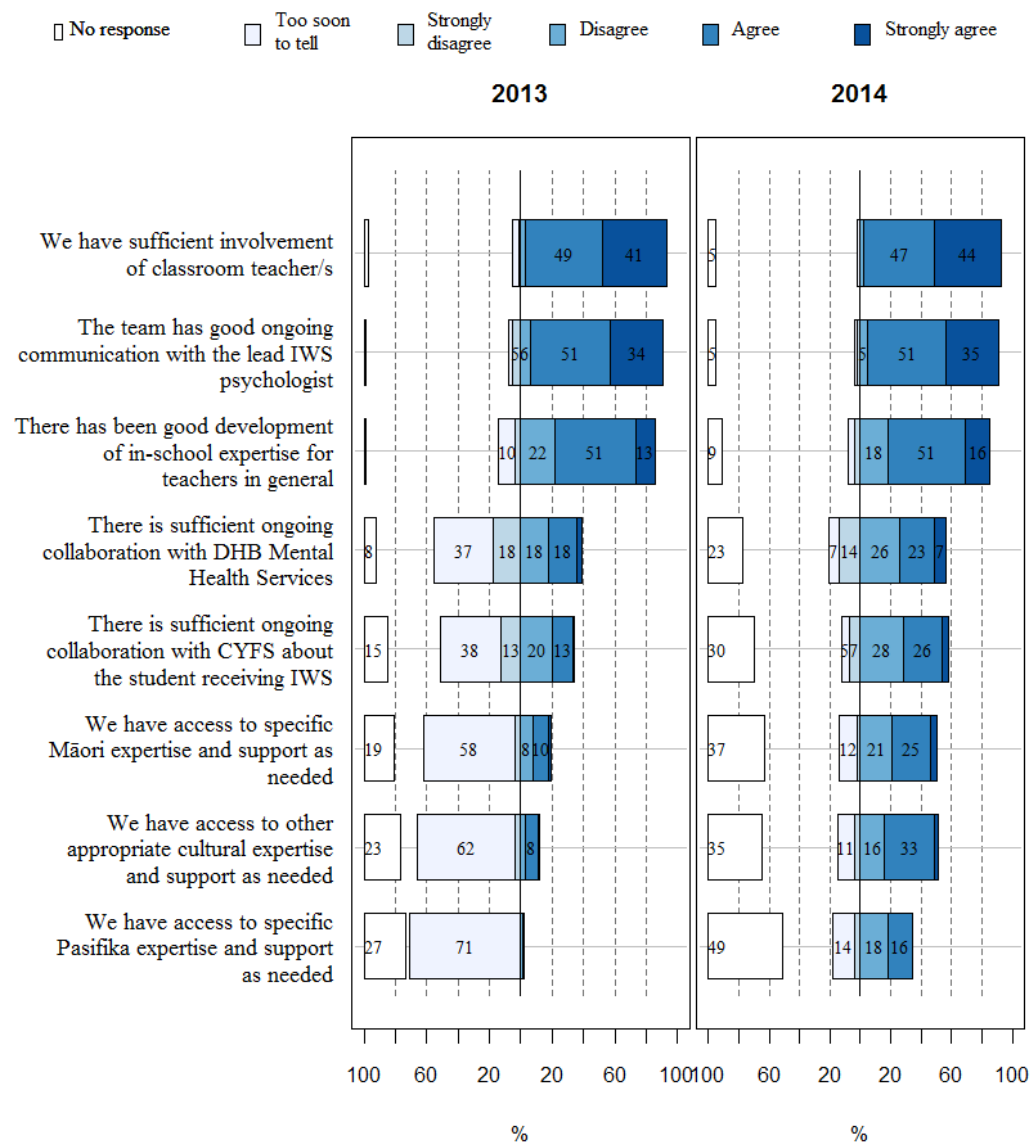
2014). In 2014 we also asked principals if the support provided to the school in the plan was helpful; 46 percent strongly agreed that it was helpful and 42 percent agreed. Only 11 percent of principals responding to the survey disagreed with this statement.

## Schools' experiences of implementing IWS (survey data)

### Views about IWS plan implementation

We also asked principals and teachers for their views on how the IWS plan for their student was being implemented. Figure 21 (below) shows that most principals were positive about their communication with the IWS lead psychologist (around 85 percent both years of the survey) and the communication across the team (76 percent in 2013 and 82 percent in 2014). Positive ratings from principals about access to the expertise described in the plan were also noted; 72 percent in 2013 and 81 percent in 2014. We also saw increases in the incorporation of both Māori and Pasifika as part of IWS implementation in 2014 (but not in planning). Figure 21 below provides the detailed information on principals' perceptions of plan implementation in 2013 and 2014.

Figure 21 Principals' perceptions about the implementation of the IWS plan in their school in 2013 and 2014



Teachers also identified implementation aspects positively, but in lower proportions. Teachers were, however, very positive about leadership ownership of the plan in schools; 95 percent reported sufficient leadership involvement with the plan.

## **IWS as an enabler**

The majority of teachers and principals felt the IWS plan was going to make a positive difference for their student:

Very comprehensive plan enabled by financial assistance.

Inclusive and purposeful.

All areas of need ... assessed, addressed and supported.

Positive support with adequate resourcing.

We are thoroughly appreciative for the IWS support.

We do appreciate all the expertise and help we can get with what has been the most serious case to date.

[X] has superior expertise in working with the most challenging cases.

[Name of student] is a lovely girl is who working extremely well in class with the extra support IWS is giving her.

IWS psychologist was pivotal for success ... changes for the student were of almost miracle proportions. Many factors contributed to this including a change of living arrangements and a move to our [local] school but the IWS also deserves credit.

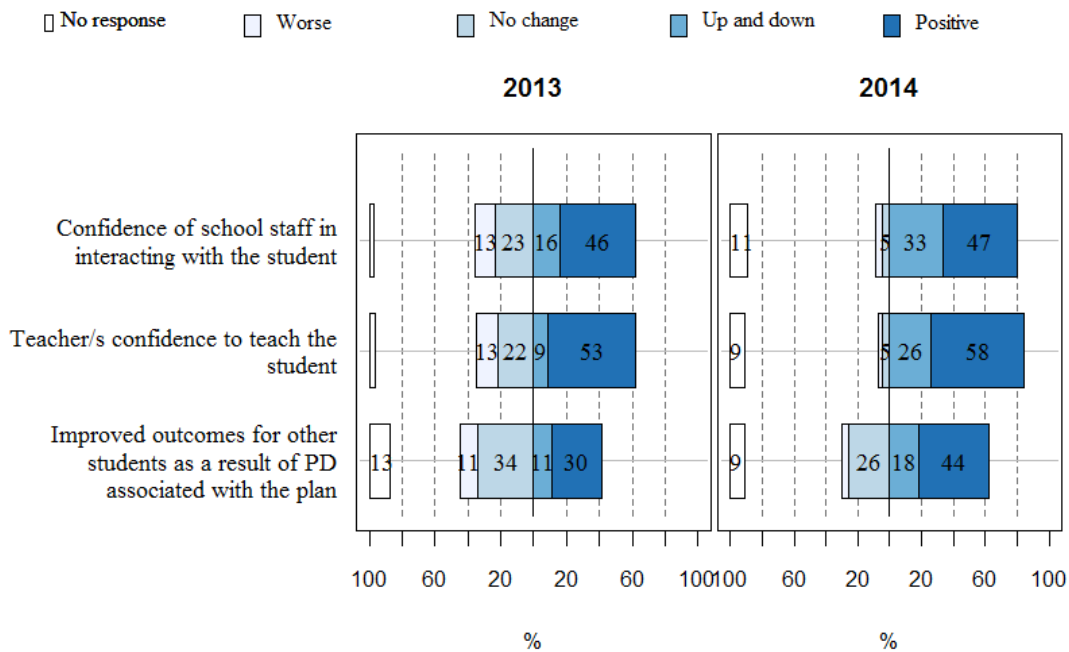
The remainder of this section looks at some of the elements that came through surveys and case study data that help and/or hinder positive outcomes for schools and teachers—and by implication students.

## **Teacher confidence and efficacy**

Teachers' confidence and self-efficacy are critical components of our theory of change for IWS.

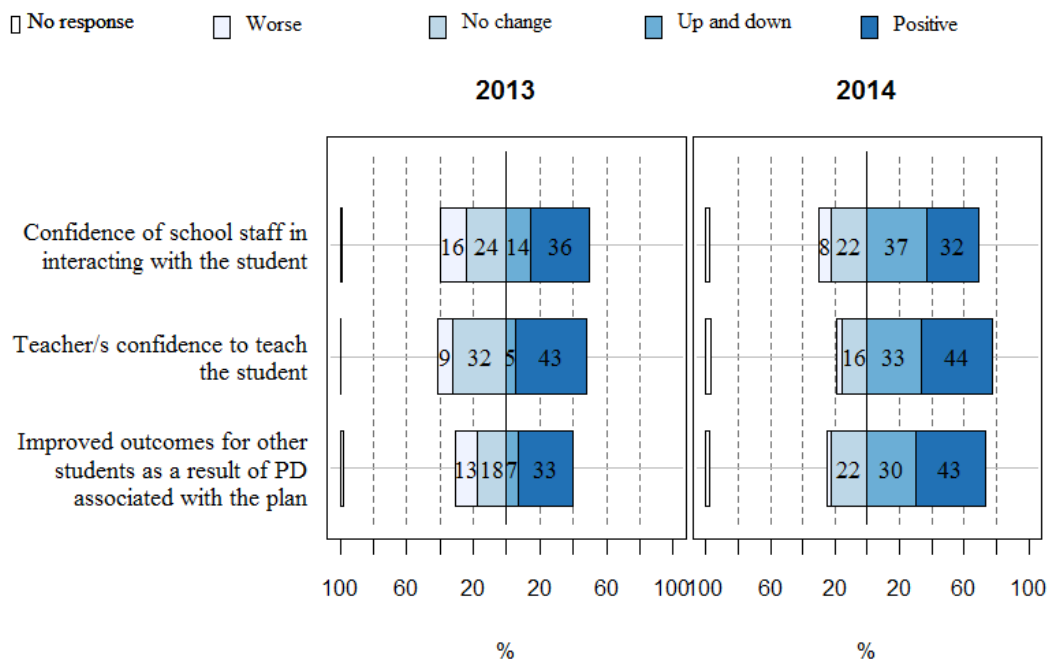
In 2013 and 2014 over half the school principals responding to the survey reported increased teacher confidence, and over 40 percent of teachers reported increased confidence. Just under half of principals felt there was positive progress in all staff being confident to interact with the IWS student in the school. Around a third of teachers thought there was positive progress in other staff interacting with the IWS student. Around a third of principals and teachers thought there was positive progress in outcomes for other students as a result of the IWS Professional Learning and Development (PLD) provided to the school in 2013 and almost 45 percent felt this in 2014. A quarter of principals felt that external expertise associated with IWS was influencing teaching strategies in 2013 and about 40 percent felt this in 2014. Figure 22 below shows principal perceptions about teacher confidence and efficacy.

Figure 22 Principals' views about IWS supporting teacher confidence and efficacy



Across both years it is clear that teachers have a slightly less positive view than principals—this is not unexpected since teachers have more day-to-day exposure to the challenges of students with IWS funding. Figure 23 provides further detail.

Figure 23 Teachers' views about IWS supporting teacher confidence and efficacy



When IWS psychologists, lead workers and schools talked about teachers in our case study it was clear that teachers were critical to success:

It's all about the teacher engagement and involvement ... if they are involved they bring the class with them—supporting the student within the class.

In a few schools there was considerable growth in staff skill but the cost was high:

The anxiety levels of staff and students are high because of this child. Our skill level has grown immensely in dealing with difficult behaviours, and that is the only thing we are grateful for.

## Teacher aides

Teacher aides were mentioned often by IWS psychologists, lead workers and school staff. Many saw them as very important to the success of the IWS plan for a student. While there were a number of interventions within the IWS plan, for many we interviewed and surveyed the teacher aide was a critical component of the plan – sometimes improving students' progress but sometimes providing challenges to that progress. Some IWS psychologists worked directly with teacher aides to support them:

His relationship with the teacher aide hasn't been easy, but we're working to support her on how she manages his behaviour.

When teacher aides struggled there were difficulties and concerns for team members:

What I struggle with is getting the teacher aide to know boundaries.

He knows he has resources available to him that other students don't have. He expects teacher aides to write his notes whereas he has demonstrated that he can write his own notes.

Turnover in teacher aides presented challenges to progress:

... he's had a number of different teacher aides. When they change it takes him a week to become familiar and OK with them.

Sometimes these changes of teacher aides were major impediments to progress:

He had an excellent teacher aide ... she got a bit too close but he felt attached and attachment was one of his issues and he wanted to do the right thing by her. She left to go to another school ... the new teacher aide is not as understanding ... she sees it as much more a behavioural model ... he can do it so why is he not doing it ...

Some schools were watching closely as to when they could "phase out" a teacher aide:

He had a teacher aide ... [name of student] now works by himself without teacher aide support in [curriculum area] ... as he's become more comfortable the support has been phased out.

Some saw the need for higher levels of skill than available in teacher aides:

I don't know why we're worried about teacher aide time for IWS. We don't want teacher aide time, we want teacher time. [Name of IWS psychologist] has given us teacher time this term which has been great. The kids' needs are so intense; we need specialised and experienced people with the training to do this work. We should not have to bargain on this. An experienced teacher can do more in 30 minutes than a teacher aide in two hours.

To just leave kids with teacher aides is not enough. There needs to be systemic work with the schools to ensure they do well.

We wanted a **teacher**—a specialist teacher. We don't have the trained staff to deal with someone with these complex issues ... at the end of the line it's the untrained teacher aide that is meeting her everyday needs.



In some smaller cities and rural areas obtaining teacher aides with the skills in the local communities was a challenge:

As the principals have all said—very hard to get the right person in that community.

Nevertheless there was high praise when schools were able to locate a teacher aide with the skills who was a good match for the student:

We are blessed to have [name of teacher aide]. She has a daughter in [name of unit for students with special education needs] ... it has been hard for [teacher aide] but she has persevered and they have actually built up a good relationship.

Teacher aides were sometimes viewed as critical for a student to remain in mainstream schooling:

When he came here as part of the transition he had a full-time teacher aide to survive in the mainstream.

This was especially so when the teacher was able to form a bond with the student and engage in reflective discussion with the student. A number of students needed to be able to form attachments with significant adults in the school (especially when they were experiencing family changes):

For [name of student] it's quite important that he develops a relationship with the teacher aide and the teacher.

Concerns about teacher aide time got in the way of full attendance for a small number. One of our case study students who had completed IWS but who was still having difficulties managing his emotions was not able to attend school full time because there was not sufficient teacher aide cover for him in the school's view.

## **Pressures within/on schools**

### **Complexity of student need**

Some struggled with the multiple and complex nature of students' needs:

We don't have the trained staff to deal with someone with these complex issues.

For a few students in both the case studies and the survey responses there was a school view that mainstream schooling was not the right place:

Every month we say this is not the place for [name of student]—we do our best.

There is strong evidence to support an alternative learning circumstance that better suits this boy's very active physical life style needs.

I think there comes a time when we need to acknowledge a school setting might not be the best place for a student for a short period. (I really think this child should have attended the residential school for a time while the family accessed parenting support with a 'break' from the constant challenges.)

Some schools indicated to us that they struggled in knowing how to manage mental health needs of students and felt they did not have the resources or skills to respond adequately to complexity of some mental health needs.

## Competing challenges

Teachers needed to meet needs for all students in their class and wanted the student to be able to fit into the classroom in order for classroom programmes to continue:

Teachers can be more preoccupied with their other kids. They want him not to be a problem for them. We get that quite a lot. Teachers may say—I can focus on teaching now that the kid is not a problem. Not ideal but understandable.

Challenges facing secondary schools were also noted where students needed to move across classes and where multiple teachers needed to have in depth knowledge of the student and the IWS plan:

Very complicated young person who needs full on attention ... mainstream not the place ... in a perfect scenario ... [Name of student] would probably be in a middle school with the same teacher every day ... nowhere in our education system caters for the likes of [name of student].

For one or two schools, having a reputation that meant the school attracted students with complex needs was challenging for them; they felt overwhelmed managing several students with high needs.

## Cost and resource pressures

Sixty-two percent of principals felt the IWS plan funding was sufficient in 2013, and 68 percent felt it was sufficient in 2014.

There were still examples in the case study students' plans—for both residential schools and local schools—of the pressures of costs/resources on schools. From time to time there was a cost when the student was unable to be in a mainstream classroom:

He was in an individual education environment for nearly a term ... that was an additional costing ...

On a couple of other cases the student required considerable pastoral attention from school staff:

[Staff member with a family liaison role] knows how and when to respond but her role covers all the families at risk—she's doing a wonderful job with this IWS person but it's not her actual job to do this ... she's dealing with truancy, youth at risk ... huge case load. Some weeks [IWS student] takes up nearly all of the 30 hours she's employed.

The interface with the IWS systems and funding was a challenge for some schools—this came through in a few of the open-ended comments in the surveys as well as in a few of the case study interviews with school staff. For these respondents there was considerable un-resourced pressure on school systems and staff time:

We [high school in a low decile area] don't have the structures or systems to interface with IWS ... [Dean] has huge teaching commitments.

... even the principal is teaching, office staff and teacher aides are part time ... funding-wise there is a disproportionate inability to capture additional funding when the school's total operations funding is so small to start with ...

As a principal I have been working hard to support the child at school, yet my workload was added to in terms of accessing additional resources. I would like to see a model where some of the payments are made directly to an outside source (e.g., after-school activities, employment of mentors ...). These things coming through the school for payment just created additional administration tasks for the school.

For us, doing all this additional work is just nuts ... I can quite understand that most schools would not begin to do all this and so the IWS student would miss out.

From time to time teachers viewed the impact of the student as having considerable cost to the school and family:

The extensive resources and negative impact these students have had on our fellow students, staff and school reputation are of a major concern ... IWS is a huge undertaking for any school.

Public meltdowns have been really embarrassing for the child's family and have caused social isolation from many families in the school. Other parents are fearful and often write letters outlining their fears for their own children. The resource however has made a huge difference ...

Within the IWS model, the decision to give funding directly to schools was because of the belief that schools rightly held the ownership for the plan and decisions about the student in their school. This was appreciated by some:

We have been given the freedom to really use the funding in ways that meet the IWS student's particular interests and strengths and to action our vision and plans.

There were still some challenges evident for a few schools—in the case studies and the surveys. Some were related to the flow of funding:

... we went from total funding to zero which meant we had to use other funding to cover his needs (he and his family were still getting funding but the school was not).

Some were related to the amount of money; while there is no particular cap on an individual student's IWS funding, 32 percent of principals in 2013 felt the funding was not sufficient. Just 12 percent of principals felt the funding was insufficient in 2014.

Comments about funding made at the end of the 2013 survey suggest a range of perspectives related to perceptions of insufficient funding: the fixed-term nature of the funding; decreasing funding over time; uncertainty about the nature of the funding; funding reflecting a general lack of support for the school as a whole in relation to the student; and the occasional concern that the funding created unnecessary dependence for student/family and whānau.

## **Prior understanding of students' needs/reputation**

For some of the students in our case studies we noticed that students' reputations hindered their access to school.

One student, for example, lived in an area that had recently had a high profile case covered in the media about schools refusing to have a student:

At the same time we had the challenges in [area] the Ministry was trying to find a school for him ... even if we put in an enrolment and added in travel expenses we could not get a school in the area to take him.

There were other examples also:

[X] had been getting himself into an awful lot of trouble ... it's a small town ... he had kind of developed himself a reputation so he had exhausted local options for schooling.

... local schools don't want him back.

[Name of student] is really well known around here ... all the principals talk to each other ... so it's hard in a small place like this.

Coming back to [name of a low decile area of a city] ... a very difficult community ... lots of peers ... maybe not the best thing.

Conversely, there was an example that meant living in a small town enhanced support for the student:

The school has a good relationship with [caregiver] ... it's a rural school so they can be more community oriented and supportive.

## Ownership of the plan

As already noted the IWS model places IWS plan and resource management with the school. Our theory of change has a core element of IWS school ownership of the plan. The IWS model seeks to ensure this by having schools manage funding for the students' IWS plans. A school outcome in our theory of change is that the school feels they own the student and their IWS plan.

For plans to work there needed to be “buy in” from a range of people:

Sometimes you have a person contracted in as part of the plan—a specialist teacher, and teacher aides—it varies across plans. But the more people you have brought in the better. You need someone with enough authority to carry things for that student and to have authority in the school.

There was high praise for some schools and how they took both ownership of the plan, specialist advice and the student themselves. An IWS psychologist described working with one school that also had PB4L School-Wide in their school:

The school has said ... we will do our best—we will support you all the time. We said, right, the teacher aide won't be there. The school rolled with that and it went well. School has remained all the way though ... the drug testing ... they have accepted that ... taking [X] out shopping when [name] has earned ... rewards. Very solid on delivering on the plan.

There is all out support from [name of school] supportive with well-documented systems.

[Name of school] were willing to take her on warts and all.

Schools were a haven for a few of the students in the case studies:

School were really good—it was his safe place so he would get up early [to get there].

Some schools thought carefully about how to best work with the student and saw it as their responsibility to think of different ways to manage behaviours than those used for other students in their schools:

We have had to be creative about how we deal with his behaviour—standing down isn't effective because it does not have any effect on him ... it's a challenge to think about what consequences work given his needs.

[Name of student] came to school under the influence of alcohol—ordinarily we would stand down for that but given the circumstances we did not.

He needs a lot of structure and attention; we also need to adjust our programming.

Schools expressed appreciation of IWS support, which helped their ownership of the student and the plan:

... principal feels supported ... can call and email and ask any other questions. They respond quickly. Everyone is invested in making it work for [name of student].

There were sometimes tensions about school plan ownership because of professional views about the specific needs of students receiving IWS:

... got to be careful how much you let a school follow their own behaviour management programmes ... it's kind of negotiated. Some schools I have found feel these kids are tough but they have had challenging

students before so will be able to handle it ... so the finer details of the plan trip them up ... they don't see the full need to follow the plan.

Sometimes lead workers or IWS psychologists felt they had not been able to impact sufficiently on the schools' thinking or actions:

[Name of school] has not taken a lot of the advice—they have run what they wanted to run. Entirely their prerogative ... but when wraparound stopped [school staff member] took over and ignored everyone else. Everything we put in place was ignored ... did not ask for our advice or support.

... the willingness to have meetings re strategies was not always followed through. At the beginning we had some ideas about trying to develop relationships with the class teacher but that never came about ... always reasons why it could not happen—competing demands.

## Schools' views of timeliness

There were concerns about the time taken to get plans set up. Sometime this was about the availability of IWS staff to pick up new cases:

Ideally, responses are timely, with adequate support and allocations made to appropriate case workers—but often there is staff turnover and limited spaces for IWS, which means we pick up extra cases.

Other times there was not a shared view about the processes or the time needed for processes to set up IWS plans:

Quite a long process to even get IWS involved. That can be quite frustrating for schools when child is at a serious level. Say, right let's apply for IWS. Takes 3 or 4 days to write the application. Then you have got to meet various people and get them to read it—wait for—then wait a month for meeting, then IWS psychologist to look at it and prepare a plan—looking at almost 6 months—in meantime child not getting anything extra.

It was slow getting going with IWS. Twelve professionals around the room for 2-hour meetings all the time. Things shouldn't be drawn out.

## Residential school perspectives

Residential special schools have been a part of the New Zealand education landscape for many decades. Access to those schools changed significantly in 2013 when enrolment to those schools was channelled through the IWS prioritisation process. This has meant significant changes both in role and school roll numbers.

There is debate too about the role of residential special schools. As noted in Section 2, the IWS model in New Zealand evolved after the closure of a residential school. It was found that more students could be effectively supported in their local community. There is a tension in the schools being part of the IWS model when many of the overseas measures of outcomes for wraparound include the avoidance of residential placement as a positive outcome. Residential placements can be seen more as a “problem” than a “solution” (see Whittaker, 2000, p. 18). There is a need to consider, on a number of levels, how the residential special schools fit into the New Zealand IWS model. There is a need to move the focus of thinking and debate about residential special schools:

Development of innovative practice models whether in residential care or other service domains represents only half of the task. The other, far more challenging work involves the creation and maintenance of what I'll call the 'organizational infra-structure' of effective practice. (Whittaker, 2000, p. 17)

## Residential school staff understanding of the students enrolled at residential special school through IWS

As the assessment and plan development role changed from residential schools to IWS there were some glitches as new processes were evolving:

We need to have more communication. Sometimes the child is brought in far too quickly. The other day a child and family came to look at the place and they ended up staying ...

Some residential school staff struggled with what they saw in the documentation about a student compared with how they perceived the student:

[Looking at] what is written—teacher speak and psych speak—looking at the actual student ... don't get the nuance—supposed to be all professionals but we are still talking past each other and not getting the real person.

I've sat down with one of the IWS psychologists, and we worked through a several page document discussion what the student could do when they left here. That was a little difficult because the psychologist was talking about him working and I struggled to visualise the student in the workplace.

The residential schools were conscious of the changes about deciding who came to residential special schools. They wanted to be seen as educators, not carers:

There is a place for residential schools, but it must not be confused with CYF and care and protection issues. That's a fine line that we schools walk ... It's important to have care and protection issues sorted before they come.

## The changing characteristics/needs of students enrolled in residential special schools

The decision about who came into residential schools was no longer made by the school:

Maybe we were spoiled in the old system because we had the face to face with the people doing the transition. They would come back with all the information and notes and tell us. Because they worked here too they knew exactly what we could offer ... They would come back and say we've got a perfect candidate and they will fit in perfectly well.

Sometimes the IWS student presented higher levels of challenge than staff had previously experienced:

... we are finding out all sorts of things and it makes me wonder if this is the best placement for the child. With other children here we have to be very mindful about their safety and security ...

Challenges were in the learning areas as well as in behaviour:

I've got one child and I'm stuck about what academic programme to put in place with him. I had virtually no indication about his cognitive abilities. The focus was on behaving appropriately. Well he's doing that and now I feel guilty ... I have not taught children at such a low level ... it would be good to have more tools to know how to work with these students.

## Links across IWS team members and residential special school staff

As already noted, IWS had only included residential schools within the IWS model in 2013. This meant we were conducting interviews at a very early stage of residential schools and IWS working together. There were examples of a developing sense of team between IWS psychologists and residential special schools:

To begin with it was pretty much them and us but over the last 6–12 months our local IWS service manager has been coming to Tuesday morning case meeting. Then we got together and invited the IWS psychologists for an info sharing session ... getting everyone on the same page ... been good.

We are starting to join up the thinking.

Our relationships with the IWS teams are really good. We've worked hard at it and they've come to the party. IWS work hard to make sure it's the right fit. We keep communication flowing. They enjoy coming here.

For some there still seemed to be a disjuncture between local planning and residential school placement:

IWS does a plan and then they come here and we seem to have to take over and drive what happens.

Who communicated about what and when and how was still evolving:

[Name of student] went home for the holidays and had their medication changed and IWS did not notify us.

I have not met his lead worker—that would make a difference.

When I was his caseworker his IWS person changed—I had to instigate contact with her. When something like that happens they should keep in contact.

Plan together? Geographically very hard. Dream is to do it collaboratively but it's often drawn up by the IWS psychologist and then sent to us to read and comment on.

We did note that from time to time respect for complementary roles was yet to be embedded:

A lot of psychologists and IWS workers and the Ministry of Education have never been inside a classroom. They often don't know the way in ... I know what the system is.

Documentation about IWS systems and processes was seen as a challenge to communication and links as well by some:

... there are aspects of the IWS operational guidelines that are not clear ... contradict themselves in the documents. Maybe because it's new ... Up and running quickly. The detail at times is a little confused.

## Transitions

We will comment more on transitions in and out of residential schools in Section 9 of this report which focuses on transitions. We do note here that the residential schools saw transitions as an issue in the new role. Transition into residential special school presented issues:

... over the last year the transition for young people in [name of school] hasn't gone that well. At times the transition has been rushed ...

There were concerns about transitions out and role definition—although at the time of our interviews not very many transitions out under the revised model had occurred. There were concerns that the liaison teachers attached to residential schools were no longer required and two of the three residential schools had made their transition staff redundant:

I'm yet to see how the transition out goes ...

These transitions out of residential schools potentially involved multiple players: the residential school staff; the local school; IWS; and CYF. Some of the comments made by those we interviewed in the schools indicated that there was still role clarification required in this aspect of transition.

## Concluding comments

While IWS is a student- and family-centred model, access to schooling is critical for students remaining on a pro-social pathway during and after IWS. Therefore, understanding schools' perspectives is important to the ongoing development of the IWS model.

We see that there is growing acceptance that IWS as a model will improve students' life outcomes with well over half of principals and teachers agreeing with this.

Principals seem generally satisfied with who is in the planning teams and with communication with the IWS psychologists during that time. Involvement of Māori and Pasifika perspectives in the planning was not very evident in the principal survey data.

The majority of principals agreed that implementation was going well. We saw an increase in Māori and Pasifika perspectives in survey questions relating to Māori and Pasifika input.

IWS seemed to be an enabler for many schools. There were improvements in some teachers' confidence and efficacy.

There were a number of challenges that were impacting on full implementation of IWS plans across schools:

- differences across case studies in perceptions about the role and skill of teacher aides
- the flow of funding and resource to the school and the pressure on general staffing and systems in implementing aspects of the plan and in working with the student and family
- the prior reputation of students when Ministry staff worked to find school placements
- establishing school ownership of the plan
- timing and timeliness of support to schools especially moving on and off IWS.

Residential schools are a new component in the IWS model and we interviewed all three principals and a number of staff in each of the three schools. There are changes to both the schools' roll, and role. Those changes are still bedding in. Issues included:

- understanding the needs of students now enrolling in residential schools
- communications between IWS teams and the residential schools
- roles in transition, both in and out of the schools
- clarity in documentation about roles and processes.



## 6. Teams around the students

Team elements in the IWS theory of change: calibre of the team; bicultural; delivery as appropriate; support for Pasifika world views as appropriate.

### Introduction

The theory of change developed for the evaluation of IWS reflects stakeholder beliefs and research findings that the quality of teams, and quality of team functioning, is critical for wraparound services. The calibre of the team is influenced by effective PLD and support, team skills, motivation for the work, communication across the team, role clarity and effective systems and processes.

Information for this section is drawn from IWS team surveys in 2013 and 2014 and from interviews with IWS psychologists and lead workers as part of our case studies.

### Team surveys

We wanted to get wraparound team members' perceptions of support for their role in an IWS team, as well as team members' perceptions about progress in the IWS plans for students, and their perceptions about how the wraparound team around the student as a whole was functioning. A full set of questions for team members is contained in the appendices.

### Who answered the survey?

These surveys went to **non-school-based** members of the IWS team around the students, as schools answered separate surveys (with some overlap in questions). Overall, we had 43 team members respond in 2013 and 31 in 2014.

Unfortunately, we do not know the total number of team members there are across New Zealand. We asked IWS psychologists to forward the surveys on to team members. We do not know the total number they were forwarded to, and we do not know also how many team members are part of more than one team around a child.

Early data from the 2013 team survey were shared with the lead IWS psychologists—each of whom develop plans for a number of students and support the development of a team around each of the IWS students (and are part of those teams). Discussion with these lead IWS psychologists revealed that some had regarded their “team” membership as belonging to the team of IWS psychologists rather than the wraparound team around the child that might include school staff etc. This meant that only some of the IWS psychologists in fact shared the survey for completion with the other IWS professionals supporting students. The survey responses also suggest a complexity when specialist staff belong to multiple teams—the Ministry team; the IWS team/s; and the many other teams specialists work in.

Despite our efforts, the 2014 survey was also not well responded to. Because of the small number of returns and the varying views of who the survey was intended to be completed by, these responses may not be representative of IWS wraparound teams. However, given that the survey responses do match our case study data in relation to views about IWS wraparound teams, we feel the materials presented here are a useful basis for reflection and discussion.

## IWS wraparound team members' views of IWS as a model

The majority of team members who responded to the survey thought IWS as a model would support teachers to teach students with highly challenging behaviours and learning needs more effectively. Fifty-nine percent agreed in 2013 and 68 percent in 2014. Positive views also increased about the model itself. When talking about the model improving life outcomes for students, 56 percent agreed that it would improve life outcomes for students with challenging behaviours in 2013 and 65 percent in 2014. These changes may be due to there being fewer lead workers in the respondent group in 2014. Comments across the 2 years included:

I think it is a great service.

Brilliant service.

IWS is assisting to raise capability and expectations in the field for students with special needs ... IWS is driving intervention plans based on good assessment data and best practice interventions and is insisting that clinicians and other professionals evaluate these interventions and monitor their effectiveness. IWS gives access to not only resourcing but more importantly clinical interventions that psychologists have not previously had access to.

A small number of respondents made additional comments about the balance of resources across money, expertise and PLD within the IWS model. Some IWS team members were concerned about the balance of financial resource to schools alongside intensive professional development:

Too many resources like TA time and teacher time are funded without ensuring that the people have the expertise or training to implement the plan. There is not enough intensive or one-to-one work done with class teachers to increase their skills and interest in making it work for students.

A number of schools are practising the strategies ... others have taken the money, written the reports and there is little evidence of the practice.

A few raised the challenges of not being able to get support from other government agencies (this is covered more in Section 7):

IWS is a great model in theory, but in reality it is difficult to actually access the supports a child needs. The IWS psychologists work very hard for their students, but are often hindered by other agencies not taking an active role and providing the support required.

A few were also concerned about the relationship between IWS and other Ministry behavioural support programmes and were worried that IWS was taking away from the capacity to deliver those other forms of support:

... feel IWS as an initiative has therefore undermined the potential effectiveness of the Severe Behaviour Service within Special Education. For example, severe behaviour cases prior to IWS have only been able to access 4–7 hours per week of teacher aide support compared with the significantly different funding budgets available to IWS to access a variety of expertise and resources. I believe this funding/initiative would have been better merged within the already existing Special Education Severe Behaviour Initiative at district level—maybe an initiative similar to ORS for students with likely ongoing behaviour support needs.

The respondent below suggests an adaptation of IWS which is linked with other Ministry behaviour services and this in fact has already begun:

... wonder if there is a place for a tiered support system as currently this [IWS] is the only avenue for behaviour support work ... not all students need the full package but need more than what the behaviour service can offer.

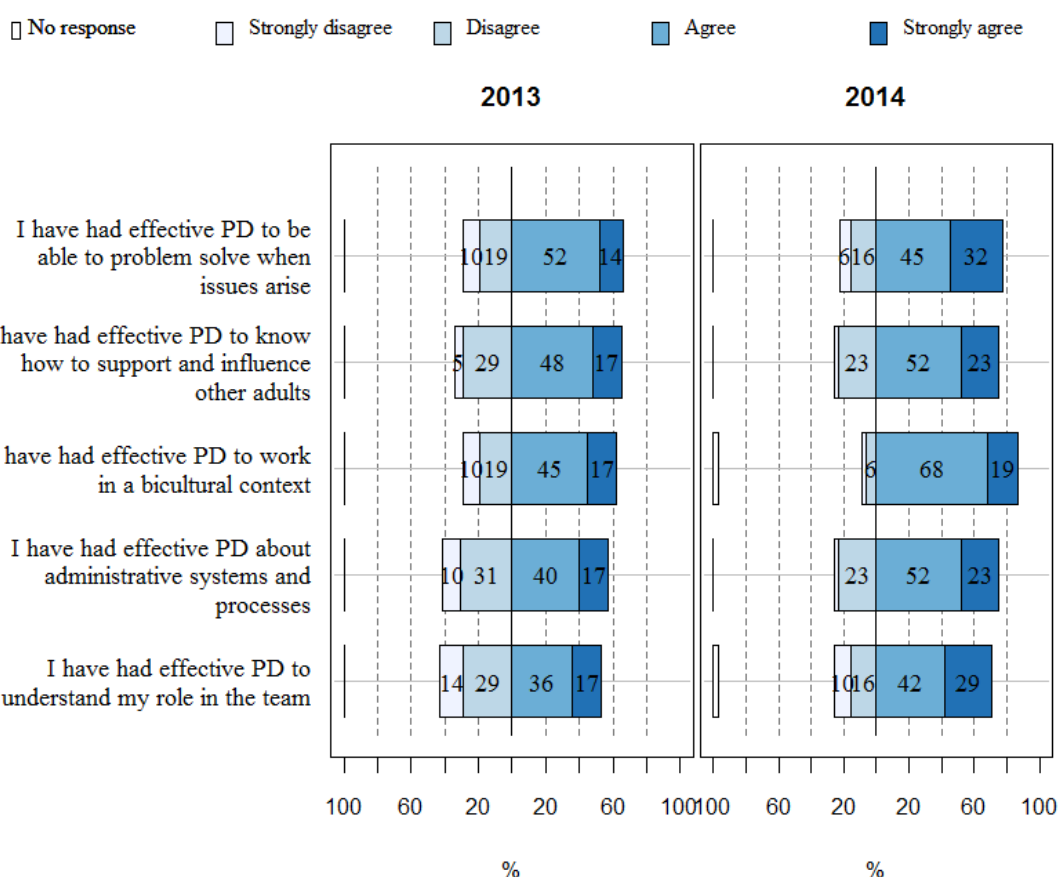
## Getting effective support/professional development/ information

With a relatively new and rapidly evolving service it is important to know how team members are coming to understand their role in an IWS wraparound team. We asked a series of questions about their support and professional development relating to various components of their work in an IWS wraparound team.

The 2013 data reflected the early stage in IWS development: 28–42 percent of respondents in the survey disagreed or strongly disagreed that they were getting effective support/PLD/information in the various aspects of the team work. While the numbers of respondents were small, in 2014 there were more positive views about getting effective support and PLD.

Figure 24 below sets out the detailed views of team respondents in 2013 and 2014 about their PLD support.

Figure 24 Team perceptions of their PLD support



## Views on working in the IWS team

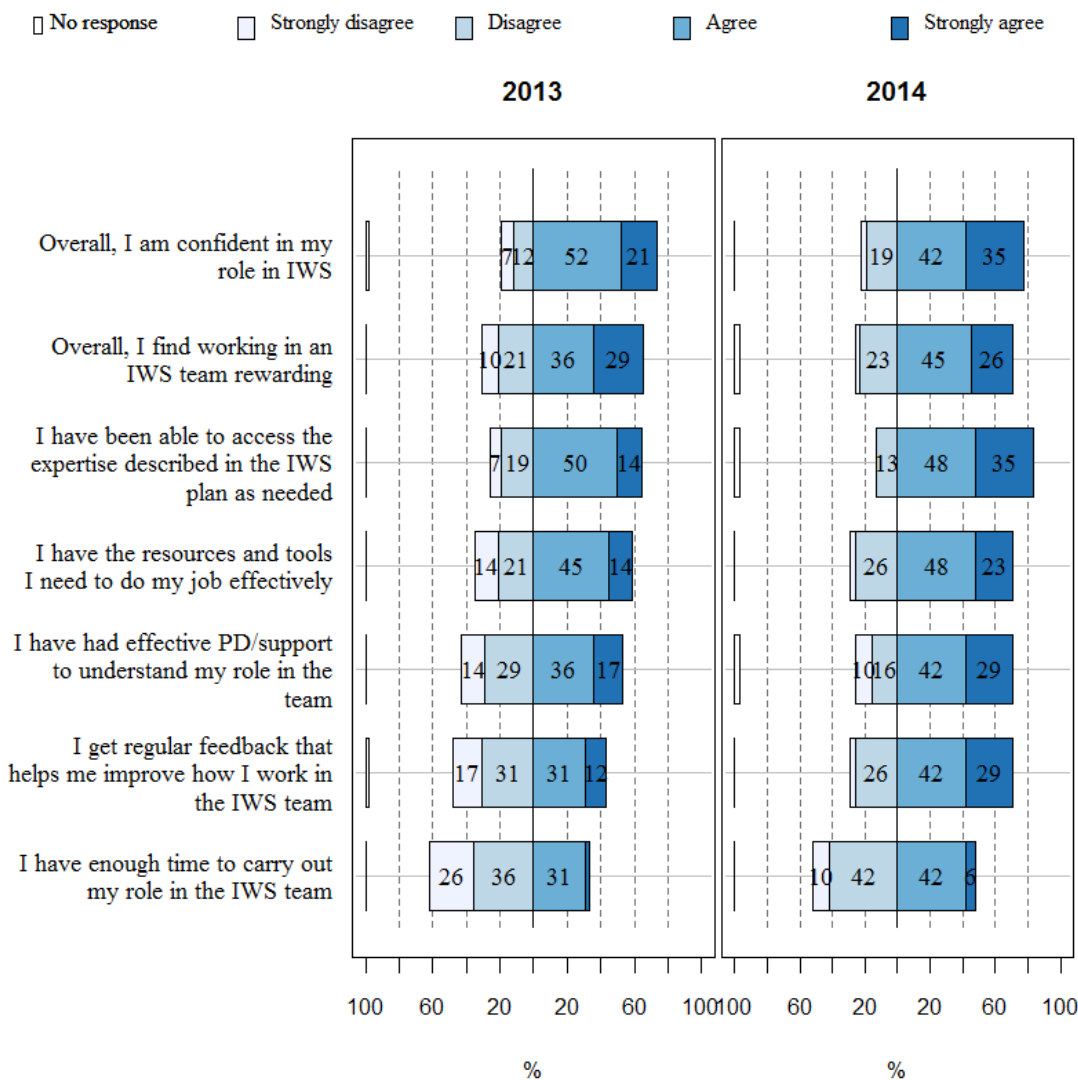
We also wanted to hear how team members felt about some of the aspects of working in a wraparound team, around the student. The aspects we covered were those that had been identified as important during our scoping period and development of the theory of change.

In both 2013 and 2014 around 80 percent of IWS team respondents agreed or strongly agreed that there was good communication across each team, and about 75 percent of respondents agreed or strongly agreed that they were confident in their role in their IWS wraparound team/s.

Getting regular feedback to improve how they worked in the team was more positively rated in 2014; 70 percent agreed or strongly agreed with this in 2014 and 44 percent agreed or strongly agreed in 2013. The majority of respondents

across both years reported that working in an IWS team was rewarding; 65 percent in 2013 and 71 percent in 2014. Around a fifth of respondents do not find the role rewarding. Further analysis (while numbers are small) suggests that it is lead workers who find the role less rewarding; lead workers often have a high case load above the IWS work and, as we will describe further on, lead workers had less clarity about their role in an IWS team. Figure 25 provides the detail about IWS team members' perceptions on working in IWS teams.

Figure 25 **Team members' views about various aspects of working with a plan in an IWS team (n = 43)**



### Role clarity

When we looked at the differences in responses in 2013 between IWS psychologists and lead workers we noted less role clarity and fewer positive responses from lead workers. While the numbers are small, we wanted to get an idea of any differences between IWS psychologists' perceptions of working in wraparound teams when compared to other specialist team members (Ministry and RTLB lead workers and other Ministry staff). The views of the non-IWS psychologists were less positive than the IWS psychologists. More than half those who were not IWS psychologists disagreed or strongly disagreed that:

- they had effective professional development/support to know how to develop or assist in developing an IWS plan
- they had effective professional development/support to understand their role in their team/s

- they had regular feedback that helped them improve how they worked in their IWS team/s
- they got appropriate information about professional development and training opportunities relevant to their role
- they had enough time to carry out their role in their team/s.

Numbers were too small to report in detail in 2014, but an inspection of the frequencies indicates similar patterns with this smaller group of non-IWS psychologist respondents in 2014.

There were some open-ended comments across both years of the survey, and comments in our interviews, that further illuminated responses about role:

... do not see that the lead worker has a role if the IWS person [psychologist] is involved—and I feel strongly that the lead worker assists with the transition to IWS then the IWS person takes over.

A small number of respondents made comments about the general IWS/Ministry Special Education relationship in terms of roles:

Since most lead workers have the skills and ability to do the work of the IWS practitioner there appears to be a double up of services which is surely not cost effective. This is another way of separating skills and reducing what practitioners are able to do while providing more strata in the organisation, not all of which have beneficial functioning that create good working environments.

Our case study data and 2014 survey data confirm that there is quite a variation in lead worker views about their role in IWS with varying levels of satisfaction.

In the teams around some students we found clarity about role between the IWS psychologist and the team worker—one in the school and one in the home. IWS psychologists were clear about the roles:

With the lead worker we can alternate who goes to meetings—I am involved in most of them and she might come to every second one ... they [lead worker] might be more about operationalising the IWS plan ... my role is home where they need support ...

[It works well] ... when you have got a local lead worker who has a good relationship with the schools and the family and who can drive things and make things happen on an ongoing basis ... if you have someone who says IWS is involved so I don't have to do as much ... the IWS psychologist will be controlling it ... it's not going to work.

Good when there is a lead worker ... it is the lead worker who is going to be there much longer than us ... coming in cold would be very difficult.

Some lead workers found the enacted team roles very satisfying and showed high respect for the IWS psychologist:

Without [IWS psychologist]'s ideas and innovations we would not be where we are now in positive outcomes. I give credit to her—some of the interventions she has put in—done it speedily and keeping everyone on board.

Where there was not a lead worker it was noticeable:

... no active Ministry lead worker. They have all refused to work with Mum because she's hard work. Successful plans include a good on the ground active lead worker. With [name of student] it's pretty much just me ... I swoop in from time to time ... if you have someone who is there regularly they would feel more supported.

It's hard when they don't have lead workers or there is a continual change of lead workers ... [Name of student] has had a number of changes ... I don't think she has a lead worker from the local MoE office.

There was dissatisfaction from some lead workers; they had concerns with role clarity, task duplication and felt their own professional skills were sometimes minimised:

I find the lead worker role quite difficult ... not 100 percent clear what the different roles are ... you fill in the long application form and you have that huge knowledge and then they [IWS psychologist] have to come on board and do their own assessment on top of that. Seems to double up to me. Seems that they are also not taking your professional judgement for what it is ... sometimes there were roles put in place for me that were not negotiated or discussed.

Variability about the lead worker role was evident in a range of interview comments:

No consistency with lead workers at Ministry level.

There is not role clarity between lead worker and IWS psychologists. Different managers have different perspectives—our managers and IWS managers ... incredibly unclear what we are supposed to do.

The lead worker is the RTLB ... her role has been minor ... she has come to some of the meetings ... she has not really been hands on. She has known [name of student] for quite a while so that's useful. Role relatively minor. Just the way it's panned out.

... they write the plan ... I do the work ... they [IWS psychologists] do admin ... no psychological intervention.

Not an awful lot needed of us during IWS—just when they transfer off IWS to behaviour support.

We noted some variability too in specific aspects of the IWS psychologist role—just. They seemed to have both an administrator and a therapist role. The balance across the different IWS psychologists we interviewed was different. There were also differing views and activities in relation to linking with the family. Some were **working** with the family. Others seemed to be **checking in** on the family. Administrative aspects were an issue for some respondents:

Needs to be more intensive in working with the client and their family members and less administrative as this takes the IWS psychologist away from providing the high-level clinical support that they need.

## Team communication

Despite concerns about the lead worker role, about 80 percent of team members responding to the survey across the 2 years strongly agreed or agreed that there was good communication across the team around the child. Conversely, around 20 percent disagreed or strongly disagreed with this statement.

Team members working in the same office found communication easy and satisfying.

Working across offices and even different parts of the country was a challenge for some when:

Team members [were] working from different towns and not available to attend face-to-face meetings.

One lead worker in our case studies commented:

To be honest, not overly successful because the IWS psychologist is in a different city—[lead worker in one city, IWS psychologist in another, and student in a different city again] ... team is based all over the country and communication has been really poor so we are not keeping up with what's happening ...

## Getting time to do the role

The item that had the most respondents strongly disagreeing or disagreeing—about 60 percent in 2013 and just over 50 percent in 2014—was *I have enough time to carry out my role in the IWS team/s*:

The issues with process and systems need to be dealt with as soon as possible so that all stakeholders are clear as to the team roles and responsibilities. The issue of capacity in the team is huge at the moment as there are insufficient psychologists. The impact of this on current staff is huge and the case loads are massive.

Time also appeared to impact on the lead worker role for some (although others commented that they did not do that much in the IWS team):

Other work pressures ... if doing Incredible Years four days a week and trying to do their behaviour case load another day of the week, they don't have time to do it either.

The bulk of the work for IWS is being done by Special Education field staff not IWS staff ... on top of their already large case loads ... This has created a severe equity issue—field staff with 40–50 ORS and 6–8 Severe Behaviour, plus doing the bulk of the work for IWS.

Travel was also something that impacted on IWS psychologists' time and the type of role they could play in the IWS team around the student and family:

If you have a case in [provincial city] and work out of [larger city] it's an eight hour return trip ... you can't work with the parents every week because you are not there.

The time pressures were felt by a few survey team respondents to impact more widely on provision for students—not getting students into IWS or not getting them in a timely manner because of staff constraints was an issue:

... undue pressure on the Severe Behaviour Service resources as they attempt to fill the gaps (recent blow out in teacher aide funding being one example), which in turn has an effect on Interim Response Funding (which has also had a recent blow out) ... IWS is a great system but there needs to be greater funding for more staff if it is going to be sufficiently effective.

IWS supports the highest needs students but unfortunately the capacity of the current IWS staff to meet the numbers and intensity of demand is too low ...

## Exemplary practice and “going the extra mile”

In interviewing for our case studies we found some examples of exemplary practices that impacted positively on students and their parents/caregivers and whānau.

The practices were described by IWS psychologists and/or lead workers. We found evidence to support these examples from either interviews with other members of wraparound teams, or parent/caregiver and whānau interviews. Case file notes also gave us examples of strong practice and going the extra mile. These included:

- a persistent focus on relationship development with families who had previously resisted or not engaged with social agencies of any kind
- intensive work with schools—especially at times of change for the student. This included careful thinking about the resources that teachers and teacher aides might need and preparation of targeted materials to support the school and the students
- sometimes when IWS psychologists developed a therapeutic relationship with students and/or parents/caregivers and whānau, the depth of positive impact was clear when interviewing family and other team members/looking in case notes
- constructive conversations about what needed to change in families
- deliberate attempts to include absent or wider whānau in the plan where it was felt they might have a positive influence on the students’ life choices—with innovative elements in IWS plans to support this
- spending time developing relationships with local government agencies such as CYF and/or mental health providers
- persistent and continued work in supporting, coaching and brokering relationships with schools and social agencies.

These practices were linked to positive progress in a range of areas such as:

- Successful transition into post IWS support across a range of government agencies;
- Increased confidence and parents and whānau about being heard in school settings and other related settings;
- Growth in key life competencies areas with individual students – for example more successful friendship establishment
- Family and whānau having more agencies to manage their child’s behaviour and also aspects of other key relationships.

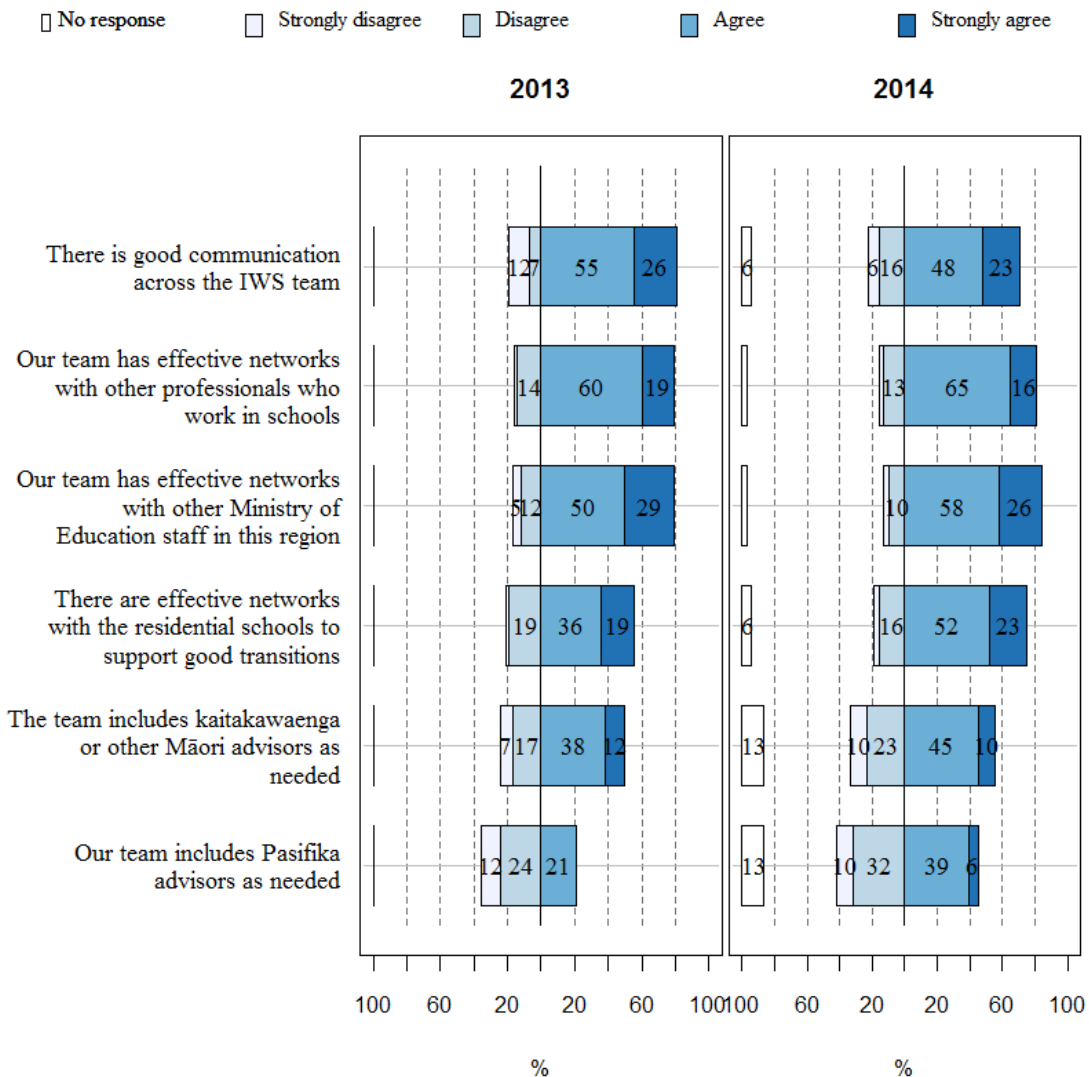
## Supporting Māori students

Forty percent of students are Māori in the current IWS case load (Ministry of Education, 2015). The theory of change identifies bicultural service provision as one of the core elements of IWS. For IWS to be successful as a model it has to be successful for Māori students. We therefore investigated IWS wraparound team members’ access to bicultural support and their confidence in bicultural service provision. The majority of team members responding to the survey in both years felt they got PLD and support to work in a bicultural context as needed but more so in the 2014 survey—87 percent compared with 62 percent in 2013.

While most were comfortable with the bicultural PLD and support, a third disagreed or strongly disagreed that the IWS team included kaitakawaenga or other Māori advisors as needed. We asked IWS psychologists and lead workers about their access to this support in our case study interviews as well.



Figure 26 Who’s in teams and how do they link with others?



Kaitakawaenga were part of the team as appropriate in a number of cases:

Kaitakawaenga has a key role—when there’s a meeting he is central to that with the family. Also to make sure Koro is kept abreast of when meetings are.

... his Dad is recently back in the picture and he is Māori so there is a kaitakawaenga there.

Some appreciated and used the access to bicultural advice and support:

Feel very fortunate here ... for every Māori client there is a kaitakawaenga involved—they have been really helpful and a key part of the team.

Quite accessible—good relationship with kaumatua and kaitakawaenga.

Working with Dads to mentor young people through bone carving at school.

For some it was a key part of their work:

I’m working with him on his whakapapa. I know his Mum wants him to know who they are.

Cultural adaptations to the plan and therapy ... I am looking at Māori values—what are important to that whānau? This also includes a focus on mindfulness—we are looking at using taiaha—help being present in the moment through movement and having a still mind. It connects with wairua—feeling a life force ....

Some were beginning to develop ways around getting bicultural support when there were capacity constraints in an area:

I work at regional level; support for Māori has to be done at district level ... a lot depends on capacity ... we can get cultural support funded.

Support at the detailed assessment and implementation level was also mentioned as a need by a few:

... can align with a Māori world view at a planning level—difficulties are getting good assessment information on that. If we want to look at cultural needs for that family—what does it mean for **that** family—not a general exemplar.

Two noted that parents did not always want that support:

I am finding at this level that the parents are just not asking for all that specialist stuff. They just want help ...

Mum was not really into that ...

However, access to cultural supervision was still a gap for many in the IWS wraparound teams. In both 2013 and 2014 almost 50 percent of respondents disagreed or strongly disagreed they did not have appropriate cultural supervision for their IWS role.

## Supporting Pasifika students

Pasifika students comprise a small percentage of the IWS case load—seven percent. Forty-two percent of survey respondents in 2014 disagreed or strongly disagreed that Pasifika advisors were included in the IWS wraparound teams as needed.

IWS psychologists and lead workers in our interviews also indicated less access to Pasifika support generally:

Difficult finding somebody. We don't have a Pasifika person here at this office—little bit hard—Pasifika liaison—she is Samoan—does try to give a broad outline but some cultures are very specific—harder—we put all [Pasifika cultures] into one big box.

## **Concluding comments**

IWS psychologists are clear in their roles and feel that role is rewarding. From our limited lead workers' case study and survey data there are strong indications that this is less so for lead workers. In a few of our case studies there were no lead workers.

There are examples of exemplary practice in teams and of going the extra mile. There is variation across our case studies in whether the IWS psychologist achieves a good balance between administrative aspects of the role and therapeutic interventions with schools, families and students. This tension in balance is compounded by the fact that there is widespread concern across team members about their time to do the job. Team communication can be hampered by time constraints, role confusion and differences in geographic location. IWS managers are already looking at how to best frame high-level outcome requirements of team members to support them to look more at professional and therapeutic interventions rather than focusing too greatly on administrative aspects of the role.

There are some strong examples of bicultural approaches to supporting students and their whānau in IWS practice and plans. There is variation in views about access to Māori expertise and even more variation in relation to Pasifika expertise. While many are comfortable that they can work in a bicultural aspect, not as many get access to regular cultural supervision as required. And, at team level, the required cultural expertise is not always available.



## 7. Links with other agencies

What improvements occur in interagency collaboration for students receiving IWS support?

### Introduction

Our theory of change indicates the need for alignment across IWS and agencies such as CYF, CAMHS and processes such as Strengthening Families. This is particularly important if there is to be just ONE plan per family, and, in the words of one principal:

... a wraparound plan, not a pass around plan.

The description of the IWS team in Ministry documentation includes other government agencies such as CYF in their description of who is in a wraparound team (see Section 2 of this report).

In this IWS New Zealand model, education always takes the IWS lead for the plan. This is in contrast to some other models in the USA where the lead agency would vary according to the assessed major need of the student and whānau. This might be mental health, welfare, justice or education (Bruns, Sather, & Pullman, 2011).

Other initiatives in New Zealand also strive to have government agencies and non-governmental organisations (NGOs) working together to support children and families—for example, the Children’s Teams in the recently developed Children’s Action Plan:

The Lead Professional brings together a Child Action Team of all the relevant professionals, such as social workers, teachers and doctors, NGOs and iwi, to tackle all the issues a child and their family face—rather than just addressing one aspect of the problem. (<http://childrensactionplan.govt.nz/childrens-teams/faqs/>)

Other data gathered recently suggest that some schools experience difficulty in working with a range of government agencies as a team around a child. In the last NZCER National Survey of Primary Schools, more than a third of principals disagreed or strongly disagreed that they got timely and appropriate advice from CYF. A third were neutral and just over a quarter agreed or strongly agreed that they got timely and appropriate advice from CYF. Around a quarter agreed that they got timely and appropriate support from DHBs and around a quarter did not agree, with just under half of principals neutral (Wylie & Bonne, 2014).

We canvassed the views of schools and IWS teams in our surveys and in case study interviews, and we also looked at case files where we needed to, to determine how well the cross-agency work was going in the IWS wraparound teams.

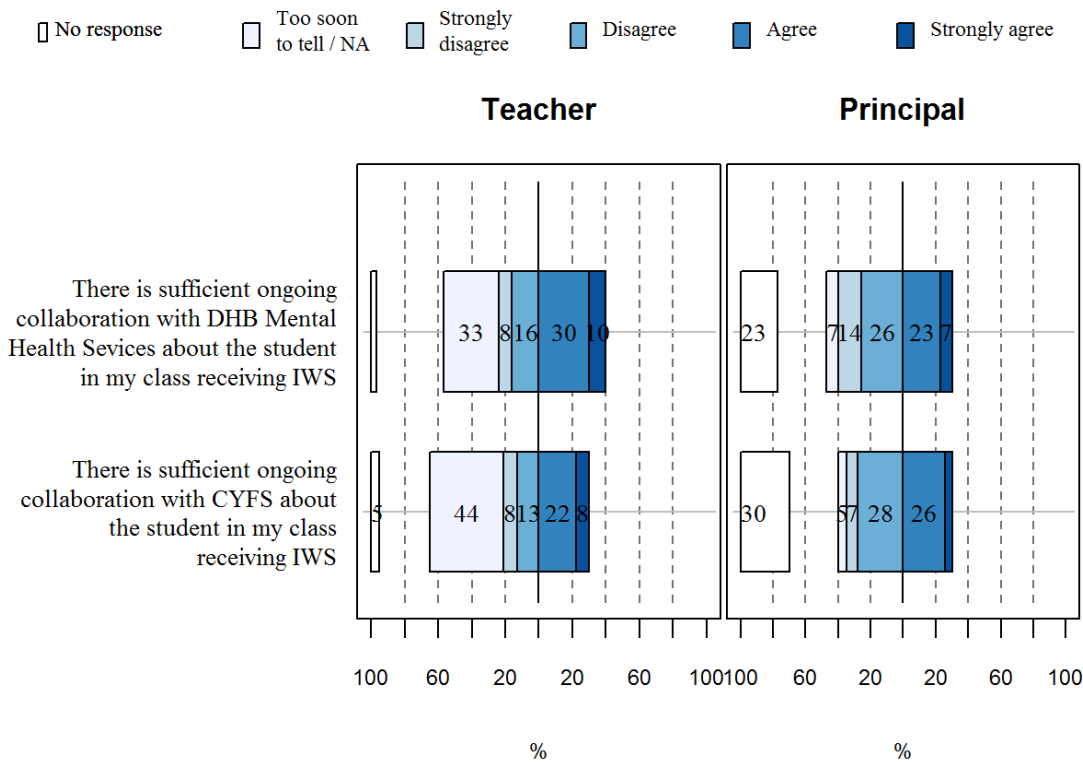
## Government agencies

### Survey findings

Cross-government agencies' links for IWS were not yet working consistently across IWS plans.

Negative views of the sufficiency of collaboration with CYF generally outweighed the positive views for both principals and teachers responding to our IWS survey (although there was a slight improvement in 2014 in these views). A substantial number of principals also felt there was insufficient collaboration with DHB mental health services; 35 percent of principals had a negative view in 2013 and 40 percent in 2014. Figure 27 provides the detail of teacher and principal views about relationships with CYF and DHB mental health agencies.

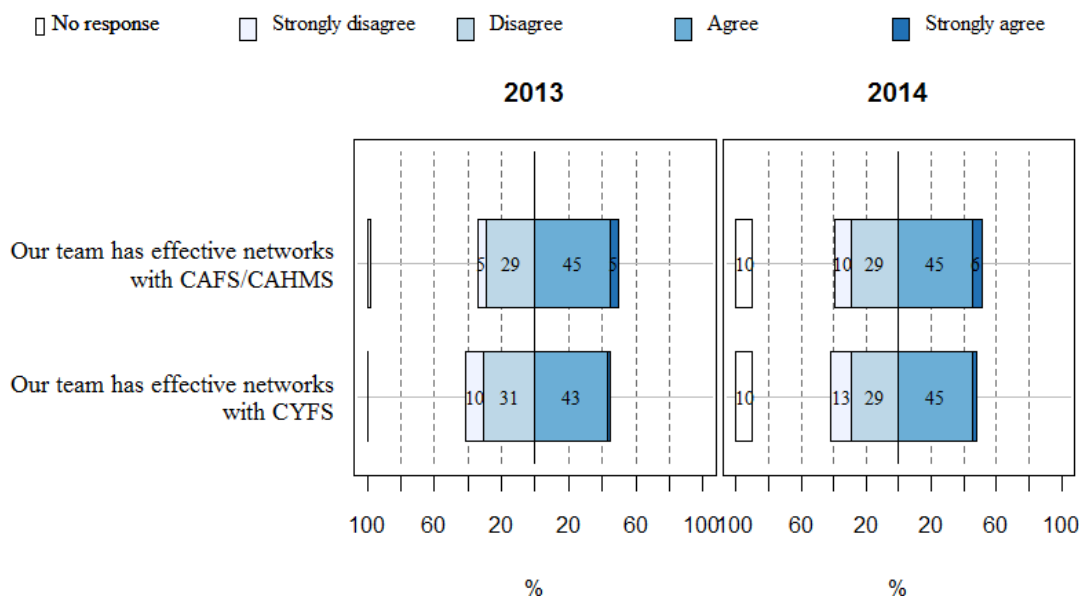
Figure 27 **Teacher and principal views about relationships with CYF and CAMHS/CAFS in relation to IWS students in their schools<sup>3</sup>**



Concerns about collaboration with DHBs and CYF were also evident in the patterns of response in the IWS team surveys; 48 percent in 2014 agreed or strongly agreed there was sufficient collaboration with CYF and 43 percent disagreed or strongly disagreed; 48 percent also thought there was sufficient collaboration with DHB mental health services and 40 percent disagreed or strongly disagreed (see Figure 28).

<sup>3</sup> Note that teachers had the option of responding with 'not applicable' and 'too soon to tell' (which have been combined in this graph), whereas principals had the option of 'too soon to tell' only.

Figure 28 **Wraparound team members' views of collaboration with CYF and DHB mental health providers**



Open-ended comments in the surveys highlighted frustration that a number of respondents felt. Changes to both practices and policy settings were suggested. Some comments reflected the need for a systematic change to how both people and resources were pooled across agencies:

Greater co-ordination required between CYF, CAMHS and Education. Education is bending over backwards to meet the needs of the students, families and schools but CYF and CAMHS are not engaging and in some situations actually hinder the process. This needs to occur at a national, managerial level so that it can filter down to the local level. There needs to be greater consistency.

[CYF and CAMS] undermining the process by either making decisions without consultation or wanting to close a case simply because IWS has become involved. We would see even greater positive outcomes if there was a solid and enforced Memorandum of Understanding between Education/CYF/CAMHS.

Poor collaboration between services especially mental health ... there needs to be more shared goal setting with educational goals being included in health plans and mental health goals in education plans ... silo mentality is a direct contradiction of this ...

Lack of interagency collaboration regarding needs of child and family, more national pool of resources for all agencies working with IWS cases.

Others commented on their perception of a disjuncture between schools/students' education and other agencies:

... while the student might be doing well in their current educational setting CYF will move them, often two or three or four times during the IWS service which impacts significantly on the educational outcomes for the child.

Some felt that schools were being expected to carry out more than was reasonable:

Great concept but needs more input from whole team to be more effective. IWS has the ability to look at the whole whānau picture and create a better foundation for the child. We are asking too much from schools and not enough work is being done with the whānau and other agencies involved.

Mental health services need to be more open to working with schools.

## Case study perspectives

### *Working with CYF*

Across our case studies we came across examples of great collaborative work with CYF:

The CYF social worker has been great—she has really understood the issues with [name of student] and stayed with the case when she should have changed.

Me and the lead worker and CYF are working with Mum and CYF to organise activities during the school holidays.

In some IWS teams a strong effort went into developing and maintaining cross-agency relationships:

A lot of work pulling together all the agencies. It's gone well ... we have a history of working together and there are previous relationships.

There were also examples where there was a great deal of frustration voiced by IWS team members. All working to the same plan was one concern:

One plan one child is what we need. I have just had an experience working with another child with CYF—I thought we were on the same page but ... the social worker was really involved but then went off and did something completely parallel and different. Poor family ends up with two plans and two things they are supposed to do.

Sometimes there was concern about care and protection issues and that CYF was not following up sufficiently as in the case studies below:

Not sure if he's being hit. CYF has discharged the case ... say no care and protection.

School made two notifications and were not happy with the CYF responses—how long they took—they came up with a plan—don't know if CYF followed up.

... previous school had made notifications to CYF and we have also made notifications. The feedback from the social worker was that they had visited the house—the house is clean and tidy—they said no there were no issues.

... not being monitored ... getting involved in shoplifting again ... and CYF are not doing anything about it.

CYF operates from a parent's perspectives and they're stretched so they're looking to place a child. They dump really complex kids with someone and without the resources ...

Aware of aggression in the family ... CYF believes he's OK where he is ... not working well at all ... there's nowhere else [name of student] can go.

There was frustration that IWS, with or without residential enrolment, was sometimes a signal for CYF to close a case. Sometimes IWS team members felt there was undue pressure to have a student in a residential special school:

Once we're involved [CYF] want to step back and close files. This negatively impacts on the functional team process and means we pick up their roles. Sometimes CYF tries to have the student placed into IWS and residential special schools because they don't have a place for the young person.

There's CYF involvement but they are looking to close her file ... long history of involvement but now she's at [name of residential special school] CYF doesn't see any need to be involved.



Continuity across changes in social workers was also an issue:

The social worker I was working with in [name of city] was really onto it and very proactive—even did a case consult with his supervisor at one stage to clarify concerns ... when he moved to another position that just got left ... [student then shifted when CFYS was close to uplifting the student] ... the paper work did not get done ... he fell through the cracks ... an administrative nightmare.

### *Working with DHB mental health service providers*

There were some examples of good working relationships with DHB mental health service providers—there was regional variation in this.

Areas that were reported as issues included:

- timeliness of responding to referrals
- processes for referrals and re-referrals
- information gaps
- desire to be able to meet with psychiatrist to give a fuller picture of students' observed behaviours
- varying views as to whether students had behavioural issues or mental health problems.

Involvement of other agencies also depends on family and student willingness. We noted a number of occasions where there was resistance—given the finite funding model of IWS, one marker of IWS success needs to be working with family and whānau in a way that supports them to engage with other social and mental health support agencies both during and after the IWS period of support.

## Concluding comments

As noted in the introduction in this section, education has taken the lead consistently in this IWS model. Schools and IWS wraparound team members have often reported difficulties in working with CYF and/or DHB child and family mental health services.

Where it did work, a lot of work appeared to have gone into developing a relationship with local staff in those agencies. Case file analysis indicated also that communication across key people in those agencies was informative and timely. We saw instances where problem solving was shared across agencies with the IWS student and family being the focus of supervision case study within CYF. We also saw instances where social workers arranged to stay in cases when they were meant to move onto other cases.

The challenges involved included:

- differences in views between schools, teams and other government agencies about whether the student and/or family met the criteria for services from either CYF or DHB mental health services. Case files notes and interviews reveal a lot of time and energy went into communication on this issue
- perceptions from a number of IWS psychologists and schools that once IWS became involved CYF felt that their involvement was no longer needed. This comment was also made a number of times in relation to enrolment at residential special schools
- frequent changes in staff that resulted in administration errors with a consequent reduction in continuity of support
- seemingly inconsistent decisions about resources for a student in CYF care in different areas of the country
- getting everyone at meetings
- insufficient information exchange across agencies: for example, sharing information between IWS psychologist/lead worker with DHB psychiatrist about mental health needs/current behaviours; current resource allocation; notifications to CYF about families and students in IWS
- different perceptions about the “cause” of behavioural changes in the student which meant it was difficult for cross-agency staff to agree on an approach. In two or three case studies at least we had reported to us differences in attribution of “cause” for the presenting issues. This led to difficulties in terms of developing the one plan for the student
- changes in living arrangements for students going into CYF care or in CYF care which led to changes to the IWS plan through change of school, or change of location which presented challenges to some of the after-school components of IWS plans.

## 8. Transitions

Do transitions between residential schools and local schools, and any other student transitions from one school to another school, support progress towards IWS plan goals?

### Introduction

Students in IWS experience multiple transitions. In our case studies, at family and whānau level there were multiple changes (also referred to in Section 5):

- changes to custody arrangements
- movement in and out of the family home
- movement across CYF caregivers
- geographical moves—within or across cities and towns
- moves of parents/partners of parents in and out of the family home
- deaths of significant family members.

There were also multiple transition points in these students' schooling:

- to and from residential schools
- across residential schools
- in and out of local schools (through exclusions, suspensions as well as parental choice)
- to intermediate and to high school
- from school to post-school options and work
- from out of schools back to school
- in and out of different classrooms
- changes in teachers during the year
- changes in teacher aides during the year.

There were also transitions with changes on teams—within the IWS teams, and with other government and NGO staff working with a student and the family and whānau. As students transition off IWS there are further transition challenges—across funding streams, and in the team membership supporting the student, and family and whānau. The other complicating factor with transitions is that some transitions are planned, but many are not.

The literature confirms that how transitions occur is important for students with special education needs. For students with special education and behaviour needs, transitions are a particularly challenging process because of the number of people involved, the need to revisit the quantum and type of resourcing involved, and individual and complex circumstances.

The stress of transitions is widely documented for students with special education and behaviour needs—the two student groups that this paper discusses:

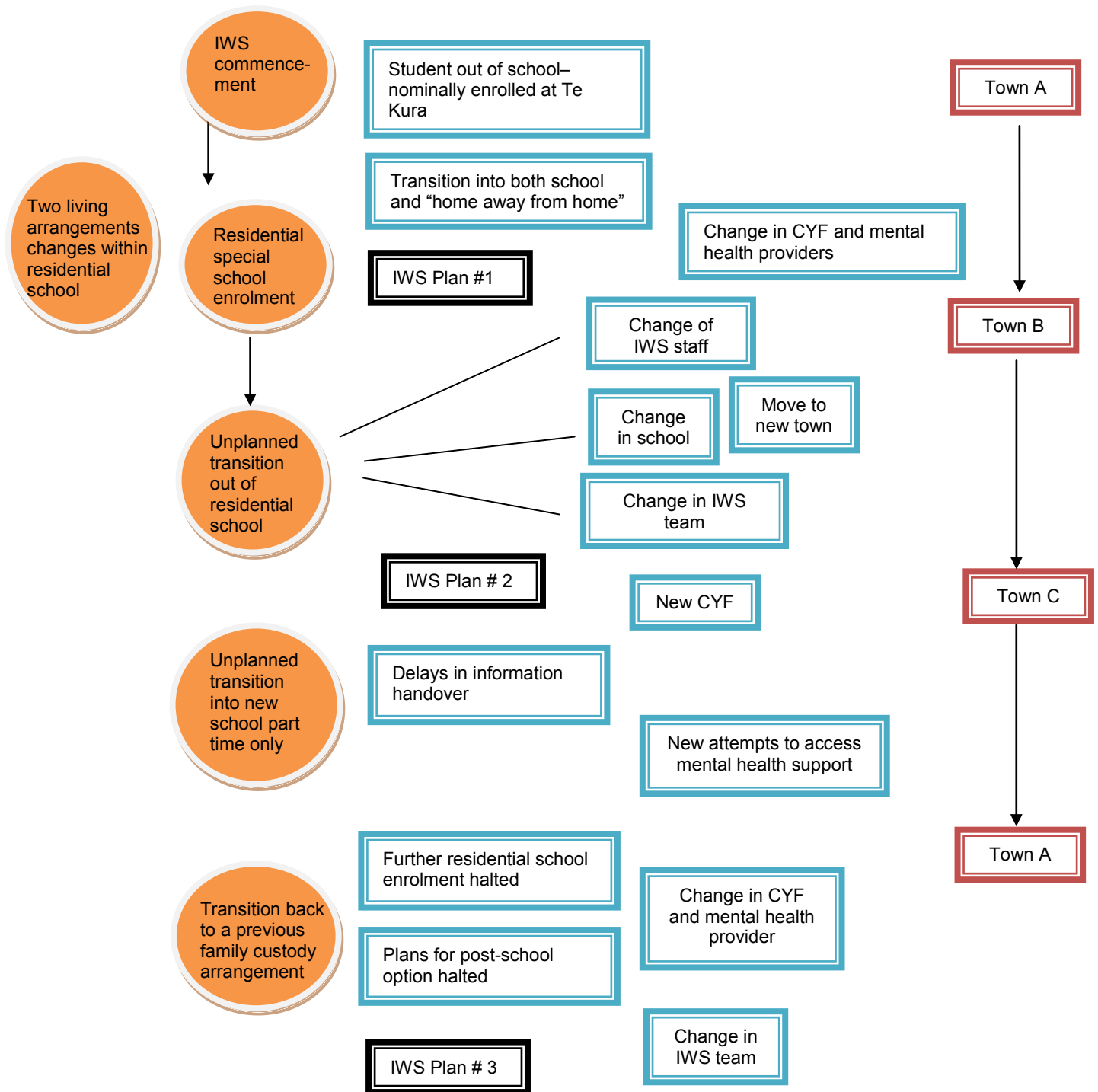
... withdrawal and ending of treatments or services, and transition from one service to another, may evoke strong emotions and reactions in children and young people with a conduct disorder and their parents or carers. (National Institute for Health and Care Excellence, 2013, p. 13)

The ongoing concerns about transitions for students with special education needs in New Zealand have led to the creation of well-articulated standards and guidelines for working together at the time of transitions (e.g., Ministries of Education and Health, 2008; Ministry of Education, 2006). But, getting teams functioning effectively **at practice level** as students transition across settings is a longstanding difficulty in a number of different services within New Zealand:

The literature provides a consensus of stakeholder opinion about the factors supporting effective transition between services. It also suggests that it remains a challenge to create mechanisms so that this knowledge can be implemented across the diverse contexts in which children live (Ministry of Education, 2013 p 15).

Given the complexity of needs and the complexity of wraparound teams, transitions place particular challenges on the IWS model. This section describes those challenges and what happened for students and their wraparound plans at transition. Figure 29 is a composite picture from several of the case studies in our evaluation, and it shows the range of transition challenges facing students, family and whānau, IWS teams and schools.

Figure 29 Examples of transition points



## Transitions within and across schools

Findings in this section are informed by both surveys and interviews. We asked principals and teachers their perspectives on transitions as part of surveys in 2013 and 2014. We also collected information from our case study interviews about transitions.

### Transitions across classes

Teachers responding to our surveys most often agreed or strongly agreed that there were smooth transitions into their classes—72 percent in 2013 and 67 percent in 2014. In our 2014 survey more teachers had experienced transitions out of their class as well and the majority felt this transition had also gone smoothly (see Table 10).

Table 10 **Teacher perceptions of transitions, 2013 and 2014**

Year	N	Smooth transition	Response (%)		
			Strongly agree/ agree	Disagree/strongly disagree	Too soon to tell/NA
2013	94	Into class	72	20	7
		Out of class	16	22	54
2014	63	Into class	67	17	13
		Out of class	54	14	32

### Transitions within and across classes

For some students, any change was a potential issue and all aspects needed to be managed in great detail:

You have the team to do everything—the morning briefing—the visual timetable—you do everything consistently—they get it—it can work really well. But then you get changes ...

In other circumstances the details were in place and sufficient planning took place for transitions to be smooth:

Will go well—she transitioned to my room very easily—she did spend a few days last year coming in—whole process was very easy.

In 2014, principals' views of transition to and from their school were more positive than in 2013. For many principals it was too soon to tell, or it was not applicable whether transitions to and from their school had gone well. This is not surprising, for a number of reasons:

- the newness of IWS
- the relatively high levels of transience for a number of students in IWS
- for other students, again, there would have not been transitions to and from the school as yet,

Table 11 below sets out principals' views of transitions to and from their school.

**Table 11 Principal perceptions of transitions (non-residential), 2013 and 2014**

Year	N	Smooth transition	Response (%)		
			Strongly agree/ agree	Strongly disagree/ disagree	Too soon to tell/NA
2013	79	From another school	13	10	52
		To another school	5	5	60
2014	57	From another school	28	12	51
		To another school	18	11	63

There were some examples of good transitions across schools with careful thought about how to ensure the student did not stand out from others:

We achieved a lot with his transition to [name of school]. I met the school team before he got there; put in place the teacher aide before he got there. I didn't want him to turn up to the school with a teacher aide and all the labelling baggage. So the teacher aide was in place before he got there (a week and a half before). The kids did not pick up that the teacher aide was for him.

Transitions sometimes went well when the leadership in the school was working actively in the transition:

Another transition really good ... Principal took control and everything was good. Unfortunately she then handed the control over. First term was good and second—hardly any incidents. We started asking questions. Does he need this diagnosis? Have seen him go for a long length of time without incidents.

Other times there were difficulties with the transitions when the IWS plan was deviated from:

Principal concerned so she staggered it—1 hour a day—sped up because he was doing well—she completely changed tack and was sending him home all the time.

Transitions were unlikely to go well when there was a poor reputation that preceded the student:

It was a negative transition—we knew he was coming and there wasn't anything positive. His special ed care worker had given up on him. There were lots of stand downs in the first 3 weeks he was here.

## Transitions to and from residential schools

As already noted in the section on schools' perspectives, there were some teething issues with new roles for transitions in and out of residential schools. Nevertheless, the principals in our survey who had experienced transitioning a student in or out of residential school more often than not found the transition process smooth. See Table 12 below for details.

Table 12 **Principal perceptions of residential special school transitions, 2013 and 2014**

Year	N	Smooth transition	Response (%)		
			Strongly agree/ agree	Strongly disagree/ disagree	Too soon to tell/NA
2013	79	From another school	29	13	39
		To another school	3	5	63
2014	57	From another school	12	4	77
		To another school	3	2	84

As 16 of the case study students had a residential special school component to their IWS plan we are able to comment on students arriving at residential special schools in more depth than that possible with the surveys.

### *Transitions into residential special schools*

Mostly these were planned transitions:

The IWS psychologist [and I] sat down collaboratively and put a plan together; residential school would look at intense literacy and numeracy. We also looked at Triple P for Mum—bringing her up here to be part of the routine in cottages ...

Quite a lot of detailed planning went into ensuring an appropriate introduction:

Pōwhiri—we paid for grandma go to down as well—did agree for a male Māori member of the family but was not used. They were made to feel very welcome.

One IWS psychologist made suggestions about how to make the process smoother:

Do anything different? Rather than ask parent to fill in all the forms—who is the doctor etc.—I would like to have a blank form so I could help them—for those who can't read or write etc ... . Like to see [name of school] to have a better website. And would love if DVD or u tube clip. Big thing, sending your child off to residential school.

As already noted in the School section there was concern expressed by some residential special school staff at the speed of arrival and placement which meant that for them they did not have a full picture of the student arriving.

### *Transitions out of residential special schools*

Transitions out of residential special schools had not yet occurred for a number of the students in the case studies.

Again, as noted in the section on Schools we encountered general concern and confusion in two of the three residential special schools about the role of the liaison staff at the residential schools as the IWS had taken over transition:

When we had an outreach plan we would offer teacher aides PLD around transition process, behaviour management etc. That was really good. Often schools would use it then for PLD for all staff. Now that funding has been cut, I wonder how this transition work is sorted.

We give [the transition plan] to IWS, but we are not sure what they do with it yet.

There were a number of students who stayed longer than expected in residential special schools for a range of reasons:

Because of the slow transition and then she would have had to transition to Intermediate and it only would have been for a year and then another transition to college. As a team we felt—she had been out of school 12



months, having limited access to education, the reported severe behaviours and having high anxiety—we just felt the transition to primary then intermediate then secondary was too much for her.

... no departure date ... our data will tell us when ...

Parents don't want her home because the support at [name of residential special school] is so good.

For those students in our case studies who transitioned out of residential special school during the period of the evaluation there were more challenges for some than others.

Unplanned transitions varied in their outcome. For one student there was no information shared with the school prior to enrolment of the student in the local school—although the exit was unplanned it was during the period of IWS funding:

When [X] arrived we had no idea of [X]'s background—zero. Considering how extensive the history is—that's surprising .... We had [X] in a mainstream class for a week or so before we figured out all the special needs ... It was Dad that gave me the name of the IWS worker ... I have worked with a large number of students with high challenges—[X] is top of the list ... should have had a plan that transitioned with her ...

From subsequent analysis of the case files it appears this unplanned transition occurred parallel with an unplanned custody change and that there were aspects of the change in custody that were unresolved at the time of enrolment into a local school which seems to have presented challenges for information exchange between IWS staff and the school.

Planning transition out of residential special schools was challenging for some teams and seemed a critical point in many IWS plans that had a residential school component:

He is coming out of [name of residential special school] ... where will he live? We have to find a school for him. Mum works full time so he would be on his own after school—that worries me ...

Mum was keen for [X] to go to school out of area—to avoid mixing with kids of wrong type. Then was even the thought of boarding school—applied successfully for a boarding school scholarship but then the boarding school rejected him ...

We are trying to transition him back to high school, but that environment won't sustain him. He won't just go class to class, he needs constant supervision.

My worry is when he leaves [name of residential special school] where is he going to go? Who is going to be his carer? Is it Mum? I think she would need a lot of help.

... they are looking at boarding scholarships ... we have got to be creative around this boy ...

In other instances it went well:

The MoE and IWS were jointly working towards the transition—[residential special school] staff came down to meetings at the local college ... pretty good cooperation between all parties to ensure a smooth transition. Everyone was very surprised at how well [X] settled into the transitional programme at [local college].

[It was good to] have the local college staff visit [residential special school]—an amazing thing for her local school teacher to see students she thought were supposed to be very naughty who in fact were not naughty at all while she was there.

Transition to [name of college] went well. The college wanted him to start full time straight away which is fine—they started him mostly withdrawn and staggered him going into classes over a long period of time ...

Whether that was successful ... if you had asked me how long would he last I would have said a term. But he was there 5 terms before going to Alternative Education ... Still engaged in education at 15 which is remarkable for [X].

The importance of matching student and learning programmes was noted for some:

When we transition him into a [local] school we're going to help with the learning programme to ensure his learning delays are catered for.

For others these learning needs were compounded by concerns about students' living arrangements:

The issue will be how he'll manage in a [local] school environment ... lots of work around care and protection.

## Transitions from school to post-school options

As noted further later in this section, some difficulties were apparent in transitioning students from IWS support to post-school options:

I have spent the last few weeks trying to transition him into a trades course [mid 2014] ... it's a hard battle to find one but I intend to ... going home from here without a course means he will make detrimental choices.

But the CMS file notes for January 2015 show the team still working on this option as yet without success.

Some plans were not very well formed as yet, in relation to post-school pathways:

More likely to be an option in the disability area rather than school ... school does not look likely ... process to keep learning to live more independently is what's needed.

Is more likely to transition into a course, or a supported work placement.

## Transitions on and off IWS

### Transitions into IWS

Students receiving IWS support are selected into IWS because they have not experienced sustained positive outcomes from previous interventions. We have looked at the student circumstances and funding streams for the case study students prior to IWS support. The pathways onto IWS reflect a range of challenging situations for the young people in our case studies:

- numerous support and interventions and/or failed attempts to get support
- ORS funding
- Supplementary Learning support
- Disability allowances
- incomplete High and Complex Needs (HCN) applications:

An HCN application was made but not followed through

- unsuccessful applications to ORS:

A couple of applications for ORS have been made but turned down. The DP and the SENCO at the last school he was at questioned the application information so that's another piece of work

- prior residential special school enrolment
- prior attempts to apply for IWS

- alternative education placement
- enrolment in Te Kura/Regional Health School
- RTLB support
- Severe Behaviour Initiative support
- assessment/treatment by CAMHS/CAFS
- Youth Aid police attention
- involvement of CYF/CYF custody
- various NGO interventions and support,

Despite all these prior interventions, nearly half of our case study students were out of school prior to IWS—some for extended periods of time—up to a year or more. Some had therefore received considerable government expenditure on prior interventions that did not have sustainable positive outcomes. Periods of time out of school meant that some students regressed further.

## Transitions out of IWS

As a number of those interviewed commented (IWS team members, parents and school staff), for many students the issues were not going to stop because IWS had stopped or was going to stop. This comment was also made by principals and teachers in the open-ended responses section of the surveys. Quite a number of respondents were thinking about what might happen after IWS. Case file analysis gave us additional data about actual and projected pathways after the completion of IWS-funded plans.

Some were looking for exiting funding pathways that would provide certainty of support while the student was at school:

Biggest fear is that the funding runs out at the end of Term 2. The transition is not to a new school but away from the funding ... The only way he can survive in the system is through a high level of support. Will try ORS funding.

Some were looking for another kind of funding pathway that would continue to provide certainty of support:

If the model moved on and gave us behavioural ORS that would be effective—then we would have a kid always having support until they left school and then we would not have to stop and start like we have with [name of student].

Others were thinking about the age of students coming into and going off IWS:

The disadvantage is that it finishes at Year 10. If we have not spent the money ... maybe it should go on for as long as the student needs it. [When they are older] ... developmentally they are at a stage when you can reflect. [Name of student]—we are cutting her off too early.

In looking at case file notes—particularly communication logs—we noticed the following themes.

### *Post-school transitions off IWS*

Finding post-school options for students coming out of IWS (and sometime the residential school component of IWS) seemed to be more complex than first anticipated. We would ascertain initially through interview and checking of case files that, for example, a trades course or a Youth Guarantee option had been planned. However, subsequent checking

of files saw that arrangements had not been completed or had fallen through, and there were more barriers than anticipated to the proposed courses. Sorting through these options was not always successful and seemed to take lead workers/IWS psychologists considerable time. There did not seem to be a “well trodden pathway” through to post-school options—especially when students sometimes also needed somewhere to live.

### ***Insufficient resource to stay in school full time with consequent long periods of time searching for other funding***

A number of IWS psychologists/school staff/lead workers discussed ORS (Ongoing Resourcing Scheme) applications. Often these were entered into without much optimism about the outcome:

So we have done a bit of work around an ORS application and the lead worker is going to continue that. Another possibility. Not that confident he will get it ...

We tried to get HCN [High and Complex Needs funding] but we could not get another agency ... [Name of student] never engaged with agencies.

Sometimes CYF was approached for further funding support (e.g., teacher aide funding) when the student was in CYF care. However, there seemed to be inconsistency across different areas of the country—some students were receiving additional teacher aide resourcing from CYF and others were not (because the allocation had run out in that area according to the communications we saw). In one instance a student who had finished IWS and was in CYF custody was not in the one school full time because the school did not feel they could have him full time without support.

There seemed to be some marked differences across case studies about processes to apply for HCN. In one case study we saw a mention of HCN in the case notes and the HCN application process appeared to begin immediately. In some other instances we see over a period of months repeated comments and communications in the case file notes about HCN but continued difficulties with getting the application started—especially if the student had already completed IWS.

## **Concluding comments**

When many students in IWS experience anxiety as part of their presenting needs, transitions are a particular time of stress. And, transitions for students with such complex needs are particularly challenging because of the numbers of key people who need to be involved in a transition. Additionally, given their challenging behaviours, these students were likely to experience more transitions than other students, as they changed school and/or moved in and out of residential school. Changing living circumstances added to the challenges for many. Proactive management of transitions and trying to plan for the unplanned was a necessary part of IWS teams' work.

As well as looking at transitions during IWS, it is important to note also transitions on and off IWS. While IWS has been successful for a number of students it is clear that a lot of resource has gone into obtaining or trying to obtain support for these case study students before IWS, and for many students after IWS. There appear to be particular challenges relating to:

- finding appropriate post-school options and creating smoother pathways for these transitions
- finding sufficient resourcing post-IWS to allow students to be in school full time
- negotiating cross-sector funding systems such as HCN which means extended periods of time appear to be spent working through the process (or not) especially when the need for this arises well after IWS funding has completed.

## 9. Commentary on the IWS evaluation findings

What school factors and/or IWS team factors enable or hinder students' shifts towards an improved life outcome?
Is IWS being implemented as intended?
What does effective IWS practice look like in the New Zealand context—especially for Māori students, Pasifika students and students with special education needs? How are good outcomes achieved?
What are the perceived barriers to receiving IWS support?

### Introduction

This section focuses on the above evaluation questions. We have looked at our data and made some assessment of what enables and what hinders progress for students in IWS. We know from the data presented in Section 3 that students entering IWS have challenging and complex needs. They enter IWS with a history of failed previous interventions. We have described in Section 4, evidence of remarkable early progress for many students. In subsequent sections we provided the perspectives of schools and IWS teams and commented on other key issues in IWS.

### Putting our evidence in context

The case studies represent 10 percent of the IWS case load in 2014. This is an acceptable sample for case studies and in fact more than many case study approaches might recommend. We do have an oversample of students who have a residential special school component as part of their enrolment.

However, each student in IWS brings a unique set of circumstances and complex challenges. Those students and families who agreed to participate in the case studies may not be typical of IWS. Additionally, the survey response rates in 2014 of principals, teachers and team members were low. However, response rates in 2013 for principals and teachers were satisfactory.

The timing of this evaluation was relatively early in the development of IWS and its systems and approaches. IWS practices and frameworks changed and developed during the evaluation. For example, access to New Zealand's residential special schools was changed so that access was through IWS. There were times, therefore, that we conducted interviews when processes were changing or had just changed. We had the choice of selecting students in the earliest period of IWS as a service and reporting on their outcomes or selecting students who came into IWS more recently and therefore were getting more formative insights on the rapidly evolving IWS service provision. We chose to select students who had begun receiving IWS in 2013 rather than 2012. Many of these students had not yet finished IWS at the time the evaluation report was due. There may be uncertainty about the early outcomes but we have been able to provide a commentary on IWS now rather than IWS in 2012.

There is a convergence of findings across the surveys and the case studies, suggesting that together they give us a good picture of IWS experiences.

We were not able to report post-IWS outcomes from many students. However, we can certainly identify practices and issues that both enable and hinder progress. These findings have the potential to add to discussions about, and planning for, IWS in the future.

## What's working?

The students in our case studies presented complex and challenging needs. Many students' conduct problems were intertwined with mental health needs, learning difficulties and educational underachievement. Additionally, many experienced significant challenges in their living contexts. Despite histories of multiple interventions these students and their families still had multiple and complex unmet needs as they entered IWS.

Almost half the students in our case studies were out of school when they began receiving IWS support. All but six out of the 28 case study students are currently in school full time and attending on a regular basis.

The majority of students in our case studies made remarkable progress across a number of key life competency areas. More than two-thirds made considerable improvements in **Tinana** in relation to respect for the safety of self and others, and with **Hinengaro**, and in some aspects of **Mana motuhake**. General self-esteem was more often talked about as improved than the other aspects of **Mana motuhake**. As students' emotions became more regulated and behaviour at school more settled, their learning needs could be better assessed and so curriculum adaptation and curriculum programmes could be better suited to students' needs. Three-quarters made progress in their learning at school; even expected progress was an improvement for those who had been out of school previously. Just under a third made accelerated progress.

More than half the school principals who responded to our survey reported positive progress in learning. In our theory of change we stopped short of saying that improved learning would be a positive short-term outcome. It was felt that getting students to be at school and managing their behaviour was the first step. These responses suggest that, along with behaviour and social improvements, early learning successes are possible for students in IWS.

Significant inroads were being made in developing and maintaining relationships with the parents/caregivers and whānau. Family and whānau members we interviewed were almost all very positive about IWS and about the changes for their children and their own lives. In our case studies we heard about and read about some exemplary team work. A number of parents in the case studies felt that previously they did not have anyone "on their side". In several families at least there was a long history of resisting support and intervention because of a mistrust of both motive and outcome. In some of the cases there was careful and persistent relationship building, and therapeutic intervention with the families by the IWS psychologist/and or lead worker. Some psychologists were frequently in the home doing therapeutic programmes such as Coping Cats with students and were very aware of where their students were at with their behavioural and social development. We saw that as IWS drew to a close some of these families were willing to move into other services (e.g., Whānau Ora or local mental health providers).

Transitions were often a way of life for students in IWS. Yet for many of the students in IWS these transitions caused anxiety, and an increase in poor behaviours. Some IWS team members and school staff provided examples of how they managed transition—both planned and unplanned—through provision of summary information to new people (whether at school or in the IWS team). Teams also deferred planned IWS team changes to mitigate against other life changes for students. Timely responses to unplanned transitions and changes also mitigated some of the impact of change.

We also saw some strong examples of provision of bicultural approaches for some of the Māori students in the case studies—with IWS lead workers, IWS psychologists or in a residential school. This bicultural provision appears to impact significantly on some of the students in a positive way—it enhanced their confidence and security about who they were and enabled them to conduct themselves with more confidence in school settings.

In a small number of case studies we saw the IWS teams had been able to build strong relationships with local CYF and mental health providers.

In our surveys, the majority (around 80 percent) of principals were comfortable with who was involved from the school in the planning processes. IWS psychologists were also regarded by most principals as being useful or very useful in the IWS plan development.

Principals mostly felt there was sufficient involvement of the classroom teacher in the implementation of IWS plans and that generally there was good ongoing communication with the IWS psychologist. There were promising signs in the surveys that teacher confidence and efficacy were growing—both in teaching the students in IWS and in teaching other students with challenging behaviours.

## What does IWS look like for students with early positive outcomes?

We were interested in how students' life circumstances and elements of IWS came together for the students we judged to have early positive outcomes.

Some of the students who came into IWS after extended periods of time out of school, or who had experienced a number of different schools, did manage to stay in a school (with or without an additional residential component). Most of the students in our early positive outcomes category did not experience a living arrangement change (or custody change) during IWS, although some of them had custody changes prior to coming onto IWS. Many of these families were still experiencing multiple challenges; IWS could not dissipate all challenges these families faced.

However, in terms of what was working in IWS, more often than not there was:

- IWS team engagement with the family
- school and IWS team engagement
- strong school practice
- stable IWS teams.

Also occurring in some of these cases was:

- strong IWS team work
- school and family engagement.

Table 13 below shows what was happening for the group of students we judged to have positive outcomes at this early stage. Students with positive early outcomes still had experienced a range of prior interventions. They had a range of presenting issues though few had experienced custody changes prior to entering IWS. During IWS we can see stable schooling, and strong relationships between school and family and whānau and IWS team and family and school happening for many of these cases. There are examples too of strong interagency relationships. Residential school was a component for some of these students too, and there have been well-managed transitions.





## What needs more work?

### *Role clarity*

While the IWS role is clear in working with schools, and principals found their involvement helpful in the development and implementation of plans, we saw a couple of areas that needed more focus. The first was the role of IWS psychologist in relation to the lead worker. Both survey and case study material pointed to an issue here. We also noted that there appeared to be a number of students without lead workers. Another issue that arose was lead worker concern about “doubling up” in support for students. Given that a large proportion of IWS team members have concerns about the time they have to carry out their role it might be useful to clarify the roles of lead worker and IWS psychologists more clearly across the Ministry’s special education districts.

The second variation we noted in IWS psychologist roles across the 28 case studies was the balance between administration and the more “standard” work of a psychologist—professional advice, assessment and therapeutic programmes of intervention.

### *The IWS model*

Clearly there are a number of challenges to the ecological model. Keeping the family at the centre where there are disparate family groups, or when the family is resistant to being involved provide barriers.

In terms of links with CYF and DHB mental health providers, case study data and survey data indicate that there is a great deal more to be done in both policies and practices. A number of school and IWS team survey respondents and IWS team staff we interviewed expressed frustration that, in practice, their CYF and DHB mental health colleagues were not part of the IWS teams. Progress was difficult when there were unresolved care and protection issues for students, when students changed school unexpectedly or when IWS team members were unaware of the nature of CYF or DHB work with families of students in IWS.

Transitions are challenging—especially since there are so many, and especially when some are unplanned. We saw a few instances where unplanned transitions were left quite a while without active intervention to support the family or the new school. Attention to the timing of team changes was also an issue in a couple of cases.

During the time of this evaluation the age range of students in IWS was expanded. This meant that some students transitioned onto post-school options towards the end of their IWS funding. While there was considerable mention in case files and interviews of what this would entail, it seemed that for some of the students in our cases studies there were challenges with the detail of these plans when the time approached. This was especially so when attention was also required to where a student might live.

Residential schools were new to the IWS model—they were included in IWS less than 2 years ago. The newness of the change was evident in some of the interviews. Residential special schools are an important component of IWS for some students with agreement across IWS teams and parents/caregivers and whānau that this is the case (MacDonald, Berg, & Burgon, 2014). As noted in Section 7, Whittaker (2000) points out that the major challenge in residential schooling is developing the “organizational infra-structure” of effective practice. There is more work needed refining further roles and transition responsibilities between IWS teams and residential special school staff. We saw issues for students in supporting transitions to local schools in ways that enhanced friendship (**Hononga**) in local communities, and that provided more continuity with leisure activities (**Ngā takaro**). Further work with CYF was also needed in terms of addressing care and protection issues and fuller planning of transitions out of residential special schools in terms of living arrangements.

Funding pathways for students prior to coming into IWS were not smooth. Poor life choices were more possible when support for students had failed and they were out of school—students out of school tended to associate with older students and engage in activities that attracted the attention of police. Prior to IWS, a number of parents talked about their very difficult experiences with their children. Also, for a few we interviewed, and for some respondents in our surveys, timeliness of support was an issue.

For some students there appeared to be further funding pathway difficulties as they approached the end of their IWS, or after they had completed their IWS support. There was quite a bit of comment in survey open-ended responses and in our interview data about what would happen after IWS finished. While there had been significant improvements for many students there was uncertainty about what would happen when the funding stopped. We saw evidence in the case files of local Ministry specialist staff taking considerable time to look for intensive funding support—often unproductively. Support for local staff working through these issues might be needed.

## Cultural responsiveness

Many of the IWS team members we interviewed and surveyed felt able to utilise a bicultural approach as required in their work. However, when it came to accessing people to support bicultural work the responses were more variable. Māori support for IWS plan development was often not evident in school responses. Some team members had difficulty accessing staff to support them in their work. Additionally, accessing cultural supervision was difficult for a number of staff. Staff interviewed also indicated difficulty in accessing appropriate Pasifika support.

## Time pressures

Managing precious time was clearly an issue—many team survey respondents noted they did not have enough time for their role. This time constraint seemed to impact on lead worker roles as well as IWS psychologist roles.

It was evident that schools were also experiencing some issues—the timing of funding, time taken to administer the plan and co-ordinate resources, pressures on the time of certain school staff as well as the general pressure that students with challenging and complex needs brought to the school.

## What does IWS look like for students with less positive early outcomes?

We wanted to see how various elements played out for students whose overall outcome was less positive.

In these cases we see prior CYF and/or DHB mental health provision. We see school changes for students and we see less evidence of strong interagency team work. We cannot say for certain but we suspect that there were more entrenched issues for these students and their families and whānau. There are more instances where family–team engagement is not strong and there are tensions with team and school or family and school. Given a number of these students had changes in living arrangements or custody changes, team work with CYF was particularly important to address the range of changes students and their families were facing. With change of schools—and subsequent changes of teams—transition effects multiplied.

Table 14 shows the pathways for the group of students making less progress. In this table we see increased difficulties between IWS teams and home and between family and whānau and schools. The complexity of issues required cross-agency collaboration but this was not always a feature of these case studies.



## Concluding comments

Evaluating wraparound services has provided a challenge internationally; defining outcomes, determining fidelity of implementation, and deciding whose perspectives count in deciding on success have all been issues. IWS in New Zealand is a new and evolving service. The needs of students in IWS are complex and challenging and their progress is not linear – across key life competency areas and across time. We have worked to provide early outcome data for the students using a range of judgements made from interviews and case files.

The intent of creating those judgements has been to assist in identifying critical elements that enable or hinder progress for students in IWS in New Zealand. These are preliminary data from a rapidly evolving implementation. They suggest strongly that IWS is working for students; most in our case studies are able to attend school full time and on a regular basis—a major change from their status as they entered IWS when many had been out of school for extended periods of time. Because they had been out of schools so much or not in the classroom on a regular basis there were major gaps in their learning. Almost all of the parents we interviewed felt there had been huge improvements for the child and the family. Students had become more able to manage their emotions. Additionally, despite complex behavioural, social and learning needs, three-quarters of those in the case studies made progress towards their learning goals.

The role of the IWS psychologist is seen as seen in the majority of cases to be a critical and supportive role by schools. Families appear to be at the centre of the IWS model frequently

For a small number of students, the intervention did not work fully or was unlikely to be sustained post-IWS.

In considering how to improve IWS both as a model and in practice, consideration could be given to the following areas:

- More development of a cross-agency working model at both policy and practice level to enable joint accountability for a single wraparound plan for a student and their family and whānau—this seemed from our data and our reading of the international literature to be the most critical issue to resolve. In the USA, many of the wraparound models had a cross-agency team with common funding and who were mandated to work as a single team. We saw examples of strong interagency practice for some students but there was little consistency in this across case studies. The students who were unlikely to sustain progress after IWS were generally students with needs that required support **across** government agencies.
- Consideration of sources of support to enable the fuller development of a bicultural model for IWS—we saw some outstanding examples of bicultural support in some of our case studies and consider the next step to be working towards having more consistent support available across New Zealand. Again, when looking across case studies, it seemed that supporting students in their cultural identity was an unresolved issue for some of those who did not sustain progress.
- Consideration of sources of support to enable the fuller development of support for Pasifika students in IWS—again, so there is more consistent support as required.
- Further discussions on, and development of, the relationship between IWS psychologist and lead worker roles to enables a more consistent understanding of their relative roles in the IWS team around a student and their family. A good number of the 25 percent of IWS team members responding to our survey said they did not find their IWS role rewarding—they are unsure of their role, or find the role a challenge when combined with their other roles.
- Further consideration of the relationship of IWS to the Ministry's Severe Behaviour Service. Related to the issue in the above bullet point, there was also ongoing discussion about how best to link IWS with other Ministry Severe Behaviour work in a way that all IWS team members and Ministry specialist staff felt comfortable.

- Continued attention to the centrality of student, family and whānau to the planning and implementation of IWS for a student and their family and whānau—our interviews and surveys suggest that family and whānau are central in most cases but that more could be done to ensure all members of the team see the centrality of the family and whānau.
- More work on roles and transitions with residential special schools—again, the inclusion of residential schools into IWS occurred during the period of the evaluation and so there was considerable work going on during the evaluation. More clarity was needed about roles during transition—especially out of residential schools.
- More consideration of pathways from school for students in IWS—this is a new aspect to consider for IWS as the age range for students eligible for IWS increased during the period of the evaluation.
- Consideration of a longer period of monitoring for students who have completed IWS who might need access to further resource, and support to local specialist staff trying to access that resource.



## Glossary/Abbreviations

Alternative Education	Alternative Education (AE) caters for the needs of students aged 13 to 15 years. Students may come to AE for a number of different reasons. Negative experiences in school may have led some students to become habitual truants, while other students are deemed behaviourally challenging and are consequently excluded from school.
BASC-2	Differential diagnostic assessment to provide an overview of the behaviours and emotions of children and adolescents
BoT	Board of Trustees for each school in NZ
CAFS	Child and Family Service (Government provision of mental health support)
CAMHS	Child and Adolescent Metal Health Service
CMS	Ministry of Education’s Case Management System for children and young people receiving specialist support from Ministry staff
CYF	Child Youth and Family (Government Social Welfare Services)
Decile	A school’s decile rating indicates the extent to which it draws its students from low socio-economic communities
DHB	District Health Board (Government Health provision)
GAS	Goal Attainment Scoring (a method of determining progress at the individual level)
GP	General Practitioner
HCN	High and Complex Needs – a cross Government agency response for a small group of between 70 and 150 throughout the country at any given time, who have high and complex needs requiring support from multiple Government agencies
Hinengaro	Mental health/wellbeing
Hononga	Friendship/Relationships/ Belonging – with peers and with family and whānau
Incredible Years	parent and teacher programmes to support positive behaviour – developed in the USA and implemented across NZ
IWS	Intensive Wraparound Service
Kaitakawaenga	Māori cultural advisor
Mana motuhake	Self-concept/self belief

NCEA	National Certificate of Education Achievement (qualifications at senior secondary school level)
National Standards	Standards describe reference points or signposts of achievement at each year level
Ngā takaro	Leisure activities
NGO	Non-Government Organisation
NZCER	New Zealand Council for Educational Research
ORS	The Ongoing Resourcing Scheme (ORS) provides support for students with a high or very high level of need for special education support to join in and learn alongside other students at school.
PLD/PD	Professional Learning and Development/Professional Development
PB4L	Positive Behaviour for Learning
Residential schools	There are 3 residential special schools for students who have severe behaviour needs; or educational, social and emotional needs together with a slow rate of learning. This support is available when a student's local setting is not appropriate. In 2013 these schools became part of IWS.
RTLB	Resource Teachers: Learning and Behaviour (RTLB) are funded to work with schools, teachers, and Years 1–10 students with learning and behaviour difficulties
School-Wide	The Positive Behaviour for Learning School-Wide framework, otherwise known as PB4L School-Wide looks at behaviour and learning from a whole-of-school as well as an individual child perspective. The framework is based on international evidence.
SENCO	Special Education Needs Coordinator
Severe Behaviour Initiative	Ministry of Education team of specialists that schools can call in to help if a child is experiencing severe behaviour difficulties.
TA	Teacher aide
Te Kura	NZ Correspondence School
Tinana	Respect for safety of self and of others
Whānau	Māori language word for extended family
Whānau ora	Whānau Ora is a cross-government work programme jointly implemented by the Ministry of Health, Te Puni Kōkiri and the Ministry of Social Development. It is an approach that places families/whānau at the centre of service delivery, requiring the integration of health, education and social services.



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# Appendix 1: PB4L evaluation principles

## Ways of working

### The evaluation team will work in ways that...

- align with the principles and kaupapa that underpin PB4L
- value partnerships and transparency
- focus on wellbeing and inclusion of students
- are underpinned by strengths-based approaches
- are underpinned by evidence-based approaches
- emphasise reflective practice
- prioritise team problem-solving and data-based inquiry cycles.

### Ways of working that value different worldviews, perspectives and needs

- Māori worldviews are explicit within the theory of change, question formation, evaluation methodology, fieldwork, analysis and reporting.

### Upholding culturally inclusive evaluation principles of:

#### Aroha

- Uphold participants' wellbeing and protect them from any potential harm that could result from their participation in the project (from differing expectations or understandings about project purpose, data management and use, to confidentiality), by ensuring all project communication is clear, consistent and easily understood by participants.

#### Mana tangata

- Uphold the integrity and autonomy of participants by interacting in culturally appropriate ways.
- Acknowledge the validity of diverse participant worldviews.
- Participants can freely choose to participate.
- Participants are able to ask questions and receive timely responses about the evaluation generally throughout its life cycle.
- Pasifika worldviews are explicit within the theory of change, question formation, evaluation methodology, analysis and reporting.
- Perspectives of students with special needs are incorporated.
- Use and enhance existing data collection as much as possible, and keep data collection efficient and focused.
- Student and whānau and family needs come before the evaluation needs.
- Respect the sensitivity of people and data (e.g., students and whānau in the Intensive Wraparound Service).

### Learning and knowledge building orientation in the New Zealand context

#### The evaluation aims to...

- identify models and case studies of effective PB4L practice that can be used by schools, early childhood education (ECE) services and PB4L practitioners
- identify enablers and barriers (critical success factors) that support positive outcomes for Māori learners
- identify enablers and barriers (critical success factors) that support positive outcomes for Pasifika learners

- identify enablers and barriers (critical success factors) that support inclusive practice and positive outcomes for students with special education needs
- identify enablers and barriers (critical success factors) that support positive outcomes for students from low socioeconomic backgrounds
- support the strengthening of data-driven decision making
- provide useful information that can feed inquiry loops for all evaluation participants.

## Appendix 2: Interview schedules

### **Intensive Wraparound Services evaluation: IWS psychologist and lead worker (semi-structured) interview schedule July 2014**

X has a wraparound plan to support to be at school.

NZCER is doing a study about wraparound plans. The Ministry of Education has asked us to do this study. We would like to find out about how X's wraparound plan is working. We are really interested to know what YOUR views are.

You do not have to answer every question if you don't want to. Just a reminder: all the information you share is confidential to the research team. People won't be able to identify you in the reports we write about this research.

Are you happy with us recording this interview? Again, no one will hear this apart from the research team.

#### **Student progress**

Behavioural incidents (method of tracking/data collected/how judgements made; student's stand downs, suspensions and exclusion)?

Tinana (care of self and others)/increased positive behaviour (method of tracking/data collected/ how judgements made)?

School engagement (method of tracking/data collected/how judgements made)?

School attendance?

Hinengaro (mental health)—links with other agencies/BASC scores etc.?

Hononga (relationships) at school and at home and in the community? (friendships at school/out of school/links with adults at school)

Mana motuhake (self-concept and belief)?

Student's view of themselves as a learner?

Ngā takaro (recreation/leisure)?

After-school activities?

Development—(Adaptive Behaviour Scale scores/academic progress)?

#### **Inter-agency support for students receiving IWS**

What inter-agency support has been identified as needed?

Has X got that support?

What's working well?

What would make it better?

## Student transitions

Have there been school transitions for X?

Were they planned?

What went well?

Is there anything you would do differently in the next transition?

## Any differences between actual and intended IWS plans

Have there been formal changes to the plan?

Have there been informal changes to the plan?

## What makes a plan work?

School factors? (ownership of the plan; school leadership; teacher efficacy with IWS students: PLD for school; inclusive practice at the school)

Family and whānau factors?

Factors in the team around the child?

Access to Māori-focused support?

Alignment with Māori ways of working?

Alignment with Pasifika worldview

Inter-agency factors?

Ministry systems and processes? (timeliness)

What are effective ways of engaging with X?

Other?

## Residential school enrolment processes

What was the process for considering local school or residential school enrolment for X?

Was this the process you usually use? (type of discussion with parents, whānau and caregivers and students)

Do you inform the parents, whānau, caregivers and students that they can discuss the option of enrolling at a residential special school at any stage in the first 18 months of getting IWS?

## School staff (semi-structured) interview schedule August 2014

X has a wraparound plan to support him/her to be at school.

NZCER is doing a study about wraparound plans. The Ministry of Education has asked us to do this study. We would like to find out about how X's wraparound plan is working. We are really interested to know what YOUR views are.

You do not have to answer every question if you don't want to. Just a reminder: all the information you share is confidential to the research team. People won't be able to identify you in the reports we write about this research.

Are you happy with us recording this interview? Again, no one will hear this apart from the research team.

## Interview prompts

(Level of prompting will vary depending on how much data we can pull from each student's file—the electronic case management system—but residential schools will also have up-to-date working files.)

## Student progress

Behavioural incidents (method of tracking/data collected/how judgements made; student's stand downs, suspensions and exclusion)?

Tinana (care of self and others)/increased positive behaviour (method of tracking/data collected/ how judgements made)?

School engagement (method of tracking/data collected/how judgements made)?

Hinengaro (mental health)—links with other agencies/IWS team/BASC scores etc.?

Hononga (relationships) at school and at home and in the community?

Mana motuhake (self-concept and belief)?

Ngā takaro (recreation/leisure)?

Development—(Adaptive Behaviour Scale scores/academic progress)?

## Inter-agency support for students receiving IWS

Are there any other health or welfare agencies involved with X?

What's working well?

What would make it better?

## Student transitions

How did X's transition go into school/class? (Prompts: What went well? Is there anything you would do differently in the next transition?)

## Any differences between actual and intended IWS plans

Have there been formal changes to the plan?

Have there been informal changes to the plan?

## What makes a plan work?

Family and whānau factors?

Factors in the team around the child?

Access to Māori-focused support?

Alignment with Māori ways of working?

Alignment with Pasifika worldview?

Inter-agency factors?

Ministry systems and processes? (Prompt: timeliness)

What are effective ways of engaging with X?

Other?



## Caregiver

**1) Does X like going to school?**

All of the time  
Some of the time  
Never  
Don't know

**2) What does he/she like doing most at school?**

**3) Does he/she have a friend at school?**

**4) What happens when X is upset at school? What does he/she do?**

**5) Does he/she have an adult he/she can talk to at school? (Prompt: Who?)**

**6) Is school better or worse than it used to be for X before funding for IWS started?**

Better  
The same  
Worse  
Don't know

**7) What can you tell me about the IWS plan for X?**

**(Prompts: personalised from files re names/inter-agency links/activities etc.)**

**8) Do you think that plan is helping him/her at school?**

All of the time  
Some of the time  
Never  
Don't know

**(Prompt: What makes you say that?)**

**9) Do you think the plan is helping at home?**

All of the time  
Some of the time  
Never  
Don't know

**(Prompt: What makes you say that?)**

**10) What about if X is upset/angry at home? What does he/she do? How is that for you? Has the plan given you more ways to manage that?**

**11) What's the best thing about the plan for you?**

- 
- 12) Is there anything about the plan that you don't like?
- 13) Do you know what is going to happen next with the plan?  
(Probe: Are you comfortable with this? Do you think it will work out well for X?)
- 14) Do you find it easy to talk about X with the school?
- All of the time  
Some of the time  
Never  
(Prompt: Why do you say that?)
- 15) How often do you have contact with the school?
- 16) Do you find it easy to talk about the plan with XX (name of lead worker)?
- All of the time  
Some of the time  
Never  
(Prompt: Why do you say that? Are there other people you speak to about the plan—i.e. other family, whānau, friends?)
- 17) How often do you have contact with XX (lead worker)?
- 18) How many people do you talk to about support for X (your child)?
- Do you find that easy?
- All of the time  
Some of the time  
Never  
(Prompt: Why do you say that?)
- 19) When (name of student) first started in IWS did XX (name of lead worker and/or IWS psychologist) talk to you about whether X should be enrolled in a residential special school (Halswell, Salisbury or Westbridge)?
- 20) What did they say to you about residential schools?
- 21) Why did you say yes/no to residential school?
- 22) We have come to the end of the questions but I want to ask you if there is anything else you would like to say about support for your child.

## **Residential school staff (semi-structured) interview schedule March/April 2014**

X has a wraparound plan to support him/her to be at school.

NZCER is doing a study about wraparound plans. The Ministry of Education has asked us to do this study. We would like to find out about how X's wraparound plan is working. We are really interested to know what YOUR views are.

You do not have to answer every question if you don't want to. Just a reminder: all the information you share is confidential to the research team. People won't be able to identify you in the reports we write about this research.

Are you happy with us recording this interview? Again, no one will hear this apart from the research team.

### **Interview prompts**

(Level of prompting will vary depending on how much data we can pull from each student's file—the electronic case management system—but residential schools will also have up-to-date working files.)

### **Student progress**

Behavioural incidents (method of tracking/data collected/how judgements made; student's stand downs, suspensions and exclusion)?

Tinana (care of self and others)/increased positive behaviour (method of tracking/data collected/ how judgements made)?

School engagement (method of tracking/data collected/how judgements made)?

Hinengaro (mental health)—links with other agencies/IWS team/BASC scores etc.?

Hononga (relationships) at school and at home and in the community?

Mana motuhake (self-concept and belief)?

Ngā takaro (recreation/leisure)?

Development—(Adaptive Behaviour Scale scores/academic progress)?

### **Inter-agency support for students receiving IWS**

Are there any other health or welfare agencies involved with X while he/she is at residential school?

What's working well?

What would make it better?

### **Student transitions**

How did X's transition go into residential school? (Prompts: What went well? Is there anything you would do differently in the next transition?)

## Any differences between actual and intended IWS plans

Have there been formal changes to the plan?

Have there been informal changes to the plan?

## What makes a plan work?

Family and whānau factors?

Factors in the team around the child?

Access to Māori-focused support?

Alignment with Māori ways of working?

Alignment with Pasifika worldview?

Inter-agency factors?

Ministry systems and processes? (Prompt: timeliness)

What are effective ways of engaging with X?

Other?

## Appendix 3: Information sheet for IWS psychologists, lead workers, IWS team members

### **IWS evaluation: Case study interviews/residential school enrolment processes**

NZCER is currently undertaking an evaluation for the Ministry of Education of five PB4L initiatives including the Intensive Wraparound Service (IWS).

We are talking at this time to IWS psychologists about two areas:

- supplementary information about students who have given informed consent to participate in the case studies for the IWS evaluation
- IWS psychologists' role in considering residential school enrolments—for participants in the evaluation case studies, and for students receiving IWS support generally.

In the case study aspect we would like to talk to you about the students in the IWS case studies that you support. We would like to talk with you about:

- student progress
- any changes in relationships between students and their family and whānau, and family and whānau and school
- inter-agency support for students receiving IWS
- student transitions
- school/IWS team factors that enable/hinder student progress in IWS
- any differences between actual and intended IWS plans
- what makes a plan work.

When talking about the residential school enrolment process, we want to better understand what happens after a student's acceptance into IWS, and how it is decided if a student should be enrolled in their local school or residential special school (in the first 18 months of being in IWS).

### **The interview process and you**

We would like to interview you at a time convenient to you in March 2014. The interview will take about an hour, and will be by telephone. We will take notes and may also make a digital audio-recording as a back-up to our notes. The notes and the audio-recording will be confidential to the evaluation team.

Your participation in this research is voluntary, and we hope that you are able to help with this project so that we can provide the Ministry with good information about IWS. Even if you agree to participate you can withdraw at any stage before 16 April 2014.

## Keeping your confidence

**We will keep your interview confidential to our research team at NZCER.** We will not attribute what you say to you in the reports or any other material about this research that is written or presented orally to people in the Ministry of Education or anywhere else.

If you are happy to be interviewed, please keep this information sheet but complete the consent form and email it to us.

## Contacting the research team

Please feel free to contact the research team if you want to discuss anything at any stage.

Jacky Burgon

DDI: 04 802 1449

[jacky.burgon@nzcer.org.nz](mailto:jacky.burgon@nzcer.org.nz)

## Appendix 4: Surveys to schools and to teams 2013

### Questionnaire for School Principals 2013

*Please fill out this questionnaire by ticking the boxes or circling the numbers that apply for you and/or writing in the spaces provided.*

**How many students from your school have received Intensive Wraparound Services (IWS) funding in 2013?**

**Most of this survey focuses on the student who has had IWS funding for the longest period of time. How long has that student had funding? *[Please give your answer in months]***

**What is the NSN number of that student?**

**Who was involved in working on the IWS plan for that student and how useful was their involvement? [Please tick in each row]**

	Very useful	Useful	Not useful	Not involved	Don't know
Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior leadership team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BoT Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom teacher/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SENCO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admin staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher aide/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School social worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School guidance counsellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School youth worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check and connect mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School nurse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and whānau of student/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IWS psychologist/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RTLB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech language therapists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occupational therapists/physiotherapists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional specialists in addition to those usually available through Ministry of Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kaitakawaenga	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Māori advisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pasifika advisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CYFS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Child and Adolescent Mental Health Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other [Please describe]



**Do you consider that the IWS funding is sufficient to meet the needs of the student at the centre of the plan?**

<sup>1</sup> Yes      <sup>2</sup> No      <sup>3</sup> For some students      <sup>4</sup> Too soon to tell

**Do you consider that the scope of the IWS plan is sufficient to meet the needs of the student at the centre of the plan?**

<sup>1</sup> Yes      <sup>2</sup> No      <sup>3</sup> Too soon to tell

**Please indicate your agreement with the following statements about of IWS planning in your school—again, using the student you based your responses on in Question 2.**

*[Please circle one number in each row]*

	Strongly agree	Agree	Disagree	Strongly disagree	Too soon to tell/NA
Initial agreement process to access IWS funding for this student was completed in a timely manner	1	2	3	4	5
The funding plan was developed in a timely manner for this student	1	2	3	4	5
There was good communication across the IWS team about this student	1	2	3	4	5
Other <i>[Please describe]</i>					

**Please indicate your agreement with the following statements about IWS implementation in your school—again, thinking of the student you based your response on in the previous questions. *[Please circle one number in each row]***

	Strongly agree	Agree	Disagree	Strongly disagree	Too soon to tell/NA
We have been able to access the expertise described in the plan as needed	1	2	3	4	5
We have good, ongoing communication with the lead IWS psychologist	1	2	3	4	5
There is good communication across the IWS team	1	2	3	4	5
We are linking well with family and whānau	1	2	3	4	5

We have access to specific Māori expertise and support as needed	1	2	3	4	5
--	---	---	---	---	---

We have access to specific Pasifika expertise and support as needed	1	2	3	4	5
---	---	---	---	---	---

We have access to other cultural expertise and support appropriate for the student receiving IWS, as needed	1	2	3	4	5
---	---	---	---	---	---

We have sufficient involvement of classroom teacher/s for the student/s receiving IWS	1	2	3	4	5
---	---	---	---	---	---

There has been good development of in-school expertise for teachers in general	1	2	3	4	5
--	---	---	---	---	---

There was a smooth transition into this school from a residential special school for the student receiving IWS	1	2	3	4	5
--	---	---	---	---	---

There was a smooth transition out of this school to a residential school for the student receiving IWS	1	2	3	4	5
--	---	---	---	---	---

There was a smooth transition into this school from another non-residential school for this student	1	2	3	4	5
---	---	---	---	---	---

There was a smooth transition out of this school to another non-residential school for this student	1	2	3	4	5
---	---	---	---	---	---

There is sufficient ongoing collaboration with CYFS about the student/s receiving IWS	1	2	3	4	5
---	---	---	---	---	---

There is sufficient ongoing collaboration with DHB Mental Health Services about the student/s receiving IWS	1	2	3	4	5
---	---	---	---	---	---

Other <i>[Please describe]</i>					
--------------------------------	--	--	--	--	--

**How would you describe the following aspects of progress in his/her plan?**

	Positive progress	No change from when started	Worse than when started	Progress “up and down”
Episodes of difficult behaviour at school	1	2	3	4
Unexplained absences	1	2	3	4
Participation in class	1	2	3	4
Social behaviours with adults	1	2	3	4
Behaviours with other students	1	2	3	4
Family and whānau and school links	1	2	3	4
Student and family whānau relationships	1	2	3	4
Stand downs and suspensions	1	2	3	4
Learning outcomes for student	1	2	3	4
Teacher/s confident to teach student	1	2	3	4
School staff confident in interacting with student	1	2	3	4
Outcomes for other students as a result of professional development associated with the plan	1	2	3	4
External expertise assisting teaching strategies when teaching students who have very challenging needs	1	2	3	4
Other <i>[Please describe]</i>				

**Overall, do you think the IWS model will improve life outcomes for students with challenging behaviour and education needs?**

<sup>1</sup> Yes

<sup>2</sup> Not sure

<sup>3</sup> No

<sup>4</sup> Too soon to tell

**Last words: Any other comments about IWS?**

***Thank you very much for your time in completing this questionnaire. Please return it to NZCER in the freepost envelope.***

## Questionnaire for Classroom Teacher 2013

*Please fill out this questionnaire by ticking the boxes or circling the numbers that apply for you and/or writing in the spaces provided.*

**How long have you been teaching the student who receives Intensive Wraparound Services (IWS) funding? If you have more than one student receiving IWS funding in your class, please select the student who has been receiving the funding for the longest period of time. Please record your answer in months.**

**Please record the student's NSN number here.**

**Were you involved in working on the IWS plan for your student?**

<sup>1</sup> Not involved

<sup>2</sup> Some consultation

<sup>3</sup> Highly involved

**Please indicate your agreement with the following statements about the implementation of IWS for the student in your class. [Please circle one number in each row]**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Too soon to tell</b>	<b>Not applicable</b>
We have been able to access the expertise described in the plan as needed	1	2	3	4	5	6
We have good ongoing communication with the lead IWS psychologist	1	2	3	4	5	6
We have good communication with the Ministry of Education lead worker	1	2	3	4	5	6
We have good communication with the RTLB lead worker	1	2	3	4	5	6
There is good communication across the IWS team	1	2	3	4	5	6
We are linking well with family and whānau	1	2	3	4	5	6
We have access to specific Māori expertise and support if needed	1	2	3	4	5	6
We have access to specific Pasifika expertise and support if needed	1	2	3	4	5	6
We have access to other cultural expertise and appropriate support if needed	1	2	3	4	5	6
We have sufficient involvement of the principal/school leadership team	1	2	3	4	5	6
We have sufficient involvement of other staff in the IWS plan	1	2	3	4	5	6
There was a smooth transition into this class for the student receiving IWS	1	2	3	4	5	6
There was a smooth transition out of this class for the student receiving IWS	1	2	3	4	5	6
There is sufficient ongoing collaboration with CYFS about the student in my class receiving IWS	1	2	3	4	5	6
There is sufficient ongoing collaboration with DHB Mental Health Services about the student in my class receiving IWS	1	2	3	4	5	6
Other [Please describe]	1	2	3	4	5	6

**How would you describe your student's progress in his/her plan?**

	Positive progress	No change from when started	Worse than when started	Progress "up and down"	Not applicable
Fewer stand downs and suspensions	1	2	3	4	5
Fewer episodes of difficult behaviour at school	1	2	3	4	5
Fewer unexplained absences	1	2	3	4	5
More participation in class	1	2	3	4	5
Improved social behaviours with adults	1	2	3	4	5
Improved behaviours with other students	1	2	3	4	5
Improved family/whānau and school links	1	2	3	4	5
Improved student and family/whānau relationships	1	2	3	4	5
Improved learning outcomes for student	1	2	3	4	5
I feel more confident to teach student	1	2	3	4	5
Other school staff are more confident in interacting with student	1	2	3	4	5
Improved outcomes for other students as a result of professional development associated with the plan	1	2	3	4	5
Other <i>[Please describe]</i>	1	2	3	4	5

**Do you consider the IWS funding is sufficient to meet the needs of the student in your class?**

<sup>1</sup> Yes      <sup>2</sup> No      <sup>3</sup> Too soon to tell

Do you consider the scope of the IWS plan is sufficient to meet the needs of the student in your class?

<sup>1</sup> Yes      <sup>2</sup> No      <sup>3</sup> Too soon to tell

Is there sufficient access to the people resources detailed in the plan?

<sup>1</sup> Yes      <sup>2</sup> No      <sup>3</sup> Too soon to tell

**Overall, do you think the IWS model will improve life outcomes for students with highly challenging behaviours and needs?**

<sup>1</sup> Yes      <sup>2</sup> No      <sup>3</sup> Too soon to tell

**Overall, do you think the IWS model will support teachers to teach students with highly challenging behaviours and needs more effectively?**

<sup>1</sup> Yes      <sup>2</sup> No      <sup>3</sup> Too soon to tell

**Any other comments about IWS?**

## **Questionnaire for Board of Trustees Chairperson**

*Please fill out this questionnaire by ticking the boxes or circling the numbers that apply for you and/or writing in the spaces provided.*

**If there is more than one student in your school with funding for IWS, think about the student who has had funding for the longest period. Were you involved in working on the IWS plan for that student, and what was the extent of your involvement?**

<sup>1</sup> Not involved      <sup>2</sup> Some consultation      <sup>3</sup> Highly involved

**Comment:**

**Do you consider that the IWS funding is sufficient to meet the needs of the student/s at the centre of the plan/s?**

<sup>1</sup> Yes      <sup>2</sup> No      <sup>3</sup> Too soon to tell      <sup>4</sup> Don't know

**Comment:**

Do you consider that the scope of the IWS plan is sufficient to meet the needs of the student/s at the centre of the plan?

<sup>1</sup> Yes      <sup>2</sup> No      <sup>3</sup> Too soon to tell      <sup>4</sup> Don't know

**Please indicate your agreement with the following statements about IWS planning in your school. [Please circle one number in each row]**

	Agree	Not sure	Don't agree	Too soon to tell
Initial agreement process to access IWS was completed in a timely manner	1	2	3	4
The funding plan was developed in a timely manner	1	2	3	4
Other [Please describe]	1	2	3	4

Please indicate your agreement with the following statements about the implementation of IWS for the student in your school. [Please circle one number in each row]

	Agree	Not sure	Don't agree	Too soon to tell
We have been able to access the expertise described in the plan as and when we needed it	1	2	3	4
The Board has sufficient information about the plan and the implementation of the plan	1	2	3	4
The Board is linking well with family and whānau	1	2	3	4
We have sufficient involvement of the principal/school leadership team	1	2	3	4
We have sufficient involvement of other staff in the IWS plan/s	1	2	3	4
There has been good development of in-school expertise that allows support of other teachers/students	1	2	3	4
The Board is kept up to date with progress for the student	1	2	3	4
Other [Please describe]	1	2	3	4



**How would you describe the following aspects of progress in the student's plan?**

	Positive progress	No change from when started	Worse than when started	Progress "up and down"	Not applicable/ Not sure
Fewer stand downs and suspensions	1	2	3	4	5
Fewer episodes of difficult behaviour at school	1	2	3	4	5
More engagement at school	1	2	3	4	5

**Do you think the IWS model will improve life outcomes for students with challenging educational and behavioural needs?**<sup>1</sup> Yes<sup>2</sup> No<sup>3</sup> Too soon to tell<sup>4</sup> Don't know**Last words: Any other comments about IWS?**

*Thank you very much for your time in completing this questionnaire.*

*Please return it to NZCER in the freepost envelope.*

# Appendix 5: Surveys to schools and to teams 2014

## Questionnaire for School Principals 2014

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**PB4L IWS principal 2**
Summary **Design Survey** Collect Responses Analyze Results

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**TITLE & LOGO**
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PB4L IWS Final Principal Survey

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**IWS Principal Survey**

**About this survey**

NZCER has been contracted by the Ministry of Education to conduct an evaluation of the Intensive Wraparound Service (IWS). The evaluation is looking at the factors that lead to both successful implementation of the IWS, and successful outcomes for the students, family and whānau.

Like last year, in 2014 we are collecting information from team members and schools about their perceptions of the IWS via a survey.

This survey is for all principals who have had an IWS-funded student in their school in 2013 and/or 2014.

**Ethics, confidentiality, and reporting**

Only the NZCER research team will see the completed surveys. Individuals are not identifiable in reports on the overall survey findings that are shared with the Ministry of Education. A number of steps will be taken to protect the confidentiality of the information you give:

Data will be housed on a secure password-protected server in secure offices.  
 Only members of the NZCER project team will have authorised access to data and documents.  
 Reports will include grouped data only. Individual people **will not** be named or identified in any reports or discussions.

The findings from the evaluation will be written up in reports for the Ministry of Education and discussed with key national education groups. One principle of the evaluation is that findings should be useful to all the different groups that are involved and contribute to decision-making that improves practice. We will be sending summaries of reports and key findings to IWS teams as well.

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**Your Role**

+ Add Question ▾

**Q1** Edit Question ▼ Move Copy Delete

**1. How many students from your school were receiving Intensive Wraparound Service (IWS) funding in 2013?**

+ Add Question ▼ Split Page Here

**Q2** Edit Question ▼ Move Copy Delete

**2. How many students in your school received Intensive Wraparound Service (IWS) funding in 2014?**

+ Add Question ▼ Split Page Here

**Q3** Edit Question ▼ Move Copy Delete

**3. Most of this survey focuses on the student who has had IWS funding for the longest period of time in your school. How long has that student had funding at your school?**

**Please give your answer in months.**

+ Add Question ▼ Split Page Here

**Q4** Edit Question ▼ Move Copy Delete

**4. Please record the NSN number of the student that has had IWS funding for the longest period of time in your school.**

+ Add Question ▼

+ Add Page

**IWS Plan**

These questions should be answered keeping in mind the student who has had the **longest period of funding**.

+ Add Question ▼

**Q5** Edit Question ▼ Move Copy Delete

**5. Who in the school is involved in working on the IWS plan for that student, and how useful is their involvement?**

**(Tick the first column if that person is not involved)**

	Not involved	Very useful	Useful	Not useful
Principal				
Senior leadership team				
BoT Chair				
Classroom teacher/s				
SENCO				
Admin staff				
Teacher aide/s				
School social worker/SWIS				
School guidance counsellor				
School youth worker				
School nurse				
Student/s				

+ Add Question ▼ Split Page Here

**Q6** Edit Question ▼ Move Copy Delete

**6. Who outside the school is involved in working on the IWS plan for that student, and how useful is their involvement?**

**(Tick the first column if that person is not involved)**

	Not involved	Very useful	Useful	Not useful
IWS psychologist/s				
RTLB lead worker				
MoE lead worker				
Speech language therapists				
Occupational therapists/ physiotherapists				
Additional specialists as well as those usually available through Ministry of Education				
Check & Connect mentor				
Kaitakawaenga				
Other Maori advisors				
Pasifika advisors				
CYFS				
Child and Adolescent Mental Health Services				

+ Add Question ▼ Split Page Here

**Q7** Edit Question ▼ Move Copy Delete

**7. Please indicate your agreement with the following statements about IWS planning in your school.**

Strongly agree      Agree      Disagree      Strongly disagree

Initial agreement process, to access IWS for this student was completed in a timely manner

The IWS plan was developed in a timely manner for this student

There was good communication across the IWS team about this student

The support provided for the student is helpful in this school

+ Add Question ▼

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**IWS Plan**

These questions should be answered keeping in mind the student who has had the **longest period of funding**.

+ Add Question ▼

**Q8** Edit Question ▼ Move Copy Delete

**8. Please indicate your agreement with the following statements about IWS implementation in your school, with respect to the IWS team around the student.**

Strongly agree      Agree      Disagree      Strongly disagree      Too soon to tell

The team around the student has been able to access the expertise described in the plan as needed

The team around the student has good ongoing communication with the lead IWS psychologist

The team has good ongoing communication with the lead worker

There is good communication across the IWS team

We have sufficient involvement of classroom teacher/s

We have access to specific Māori expertise and support as needed

We have access to specific Pasifika expertise and support as needed

We have access to other appropriate cultural expertise and support as needed

There has been good development of in-school expertise for teachers in general

There is sufficient ongoing collaboration with CYFS about the student receiving IWS

There is sufficient ongoing collaboration with DHB Mental Health Services about the student receiving IWS

+ Add Question ▼ Split Page Here

**Q9** Edit Question ▼ Move Copy Delete

**9. Please indicate your agreement with the following statements about family/whānau.**

Strongly agree    Agree    Disagree    Strongly disagree    Too soon to tell

The team has been linking well with family and whānau

The family and whānau has been given time and encouragement to talk to the whole team about their family strengths, beliefs, and culture

There is a friend or advocate of the child or family on the wraparound team who actively participates in the plan

+ Add Question ▼ Split Page Here

**Q10** Edit Question ▼ Move Copy Delete

**10. Please indicate your agreement with the following statements about transitions.**

**(If this student hasn't experienced one of these transitions, please tick NA)**

NA    Strongly agree    Agree    Disagree    Strongly disagree

There was a smooth transition into this school from a residential special school for the student receiving IWS

There was a smooth transition out of this school to a residential school for the student receiving IWS

There was a smooth transition into this school from another non-residential school for this student

There was a smooth transition out of this school to another non-residential school for this student

+ Add Question ▼

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+ Add Question ▼

**Q11** Edit Question ▼ Move Copy Delete

**11. How would you describe the following aspects of progress in his/her plan?**

Positive progress    Progress "up and down"    No change from when started    Worse than when started

Episodes of difficult behaviour at school

Unexplained absences



Participation in class

Social behaviours with adults

Behaviours with other students

Family / whānau and school links

Student and family / whānau relationships

Stand downs and suspensions

Improved learning outcomes

Teacher/s confidence to teach the student

Confidence of school staff in interacting with the student

Improved outcomes for other students as a result of professional development associated with the plan

Access to external expertise to assist when teaching students who have very challenging needs

+ Add Question ▼

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**Last words**

+ Add Question ▼

**Q12** Edit Question ▼ Add Question Logic Move Copy Delete

**12. Do you consider that the IWS funding is sufficient to meet the needs of the student at the centre of the plan?**

- Yes
- No
- Too soon to tell

+ Add Question ▼ Split Page Here

**Q13** Edit Question ▼ Add Question Logic Move Copy Delete

**13. Do you consider that the scope of the IWS plan is sufficient to meet the needs of the student at the centre of the plan?**

- Yes
- No
- Too soon to tell

+ Add Question ▼ Split Page Here

**Q14** Edit Question ▼ Move Copy Delete

14. Please explain your answer to the previous question.

+ Add Question ▼ Split Page Here

Q15 Edit Question ▼ Add Question Logic Move Copy Delete

15. Do you consider that the IWS team around the student at the centre of the plan functions well?

- Yes
- No
- Sometimes
- Too soon to tell

+ Add Question ▼ Split Page Here

Q16 Edit Question ▼ Add Question Logic Move Copy Delete

16. Overall, do you think the IWS model will improve life outcomes for students with challenging behaviour and education needs?

- Yes
- No
- Too soon to tell

+ Add Question ▼ Split Page Here

Q17 Edit Question ▼ Move Copy Delete

17. Do you have any other comments about IWS?

+ Add Question ▼ Split Page Here

Edit Question ▼ Move Copy Delete

**Thank you very much for your time. It is really appreciated.**

+ Add Question ▼

+ Add Page

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# Questionnaire for Classroom Teacher 2014

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**PB4L IWS teachers 2**

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PB4L IWS Final Teacher Survey

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### IWS Teacher Survey

**About this survey**

NZCER has been contracted by the Ministry of Education to conduct an evaluation of the Intensive Wraparound Service (IWS). The evaluation is looking at the factors that lead to both successful implementation of the IWS, and successful outcomes for the students, family and whānau.

Like last year, in 2014 we are collecting information from team members and schools about their perceptions of the IWS via a survey.

This survey is for teachers who are part of the wraparound team for a student in 2014 in their school. A survey has been sent separately to other team members who are not school based (e.g. lead workers and IWS psychologists).

**Ethics, confidentiality, and reporting**

Only the NZCER research team will see the completed surveys. Individuals are not identifiable in reports on the overall survey findings that are shared with the Ministry of Education. A number of steps will be taken to protect the confidentiality of the information you give:

Data will be housed on a secure password-protected server in secure offices.  
 Only members of the NZCER project team will have authorised access to data and documents.  
 Reports will include grouped data only. Individual people **will not** be named or identified in any reports or discussions.

The findings from the evaluation will be written up in reports for the Ministry of Education and discussed with key national education groups. One principle of the evaluation is that findings should be useful to all the different groups that are involved and contribute to decision-making that improves practice. We will be sending summaries of reports and key findings to IWS teams as well.

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### Your Role

+ Add Question ▼

Q1 Edit Question ▼ Add Question Logic Move Copy Delete

**1. My role in the school is:****(Please tick all that apply)**

Classroom teacher

SENCO / Learning Support Coordinator / Head of Learning Support

Subject teacher

Other role (please specify)

+ Add Question ▼ Split Page Here

Q2 Edit Question ▼ Move Copy Delete

**2. How long have you been teaching/ working with the student who receives Intensive Wraparound Service (IWS) funding? Please record your answer in months.****(If you have more than one student receiving IWS funding in your class please select the student who has been receiving the funding for the longest period of time).**How long I have been teaching/working with the student: How long the student has had IWS funding: 

+ Add Question ▼ Split Page Here

Q3 Edit Question ▼ Move Copy Delete

**3. Please record the student's NSN here**

+ Add Question ▼ Split Page Here

Q4 Edit Question ▼ Add Question Logic Move Copy Delete

**4. Were you the student's teacher at the time the plan was developed?**

Yes

No

+ Add Question ▼ Split Page Here

Q5 Edit Question ▼ Add Question Logic Move Copy Delete

**5. Were you involved in working on the IWS plan for this student?**

Not involved

Some consultation

Highly involved

+ Add Question ▼

+ Add Page

**IWS Implementation**

+ Add Question ▼

**Q6** Edit Question ▼ Move Copy Delete

**6. Please indicate your agreement with the following statements about the implementation of IWS for the student in your class.**

**(Please circle one number in each row)**

	Strongly agree	Agree	Disagree	Strongly disagree	Too soon to tell	Not applicable
I know what's in the plan is for my student						
I have been able to access the expertise described in the plan as needed						
I feel supported to teach the student receiving IWS funding						
We have good ongoing communication with the lead IWS psychologist						
We have good communication with the Ministry of Education lead worker						
We have good communication with the RTLB lead worker						
There is good communication across the IWS team around the student						
We are linking well with family and whānau						
The family and whānau has been given time and encouragement to talk to the whole team about their family strengths, beliefs and culture						
There is a friend or advocate of the child or family who actively participates on the wraparound team						
The student has the opportunity to convey their ideas at planning and decision-making stages						
We have access to specific Māori expertise and support if needed						
We have access to specific Pasifika expertise and support if needed						
We have access to other cultural expertise and appropriate support if needed						
We have sufficient involvement of the principal/school leadership team						
We have sufficient involvement of other staff in the IWS plan						
There was a smooth transition into this class for the student receiving IWS						
There was a smooth transition out of this class for the student receiving IWS						
There is sufficient ongoing collaboration with CYFS about the student in my class receiving IWS						

There is sufficient ongoing collaboration with DHB Mental Health Services about the student in my class receiving IWS

+ Add Question ▼ Split Page Here

**Q7** Edit Question ▼ Move Copy Delete

**7. How would you describe your student's progress in his/her plan?**

Positive progress      Progress "up and down"      No change from when started      Worse than when started

- Fewer stand downs and suspensions
- Fewer episodes of difficult behaviour at school
- Fewer unexplained absences
- More participation in class
- Improved social behaviours with adults
- Improved behaviours with other students
- Improved family / whānau and school links
- Improved student and family / whānau relationships
- Improved learning outcomes
  
- I feel more confident to teach the student
- Other school staff are more confident in interacting with the student
- Improved outcomes for other students as a result of professional development associated with the plan

+ Add Question ▼

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+ Add Question ▼

**Q8** Edit Question ▼ Add Question Logic Move Copy Delete

**8. Do you consider the IWS funding is sufficient to meet the needs of the student in your class?**

- Yes
- No
- Too soon to tell

+ Add Question ▼ Split Page Here

**Q9** Edit Question ▼ Add Question Logic Move Copy Delete

**9. Do you consider the scope of the IWS plan is sufficient to meet the needs of the student in your class?**

Yes  
No  
Too soon to tell

+ Add Question ▼ Split Page Here

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**Q10** Edit Question ▼ Add Question Logic Move Copy Delete

**10. Is there sufficient access to the people resources detailed in the plan?**

Yes  
No  
Too soon to tell

+ Add Question ▼ Split Page Here

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**Q11** Edit Question ▼ Add Question Logic Move Copy Delete

**11. Do you think the IWS model will improve life outcomes for your student?**

Yes  
No  
Too soon to tell

+ Add Question ▼

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**Last words**

+ Add Question ▼

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**Q12** Edit Question ▼ Add Question Logic Move Copy Delete

**12. Overall, do you think the IWS model will improve life outcomes for students with highly challenging behaviours and needs?**

Yes  
No  
Too soon to tell

+ Add Question ▼ Split Page Here

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**Q13** Edit Question ▼ Add Question Logic Move Copy Delete

**13. Overall, do you think the IWS model will support teachers to teach students with highly challenging behaviours and needs more effectively?**

Yes

No  
Too soon to tell

+ Add Question ▼ Split Page Here

**Q14** Edit Question ▼ Move Copy Delete

**14. Do you have any other comments about IWS?**

+ Add Question ▼ Split Page Here

Edit Question ▼ Move Copy Delete

**Thank you very much for your time. It is really appreciated.**

+ Add Question ▼

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# Questionnaire for IWS Team 2014

## PB4L IWS team 2

Summary **Design Survey** Collect Responses Analyze Results

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PB4L IWS Final Team Survey

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#### IWS Team Survey

##### About this survey

NZCER has been contracted by the Ministry of Education to conduct an evaluation of the Intensive Wraparound Service (IWS). The evaluation is looking at the factors that lead to both successful implementation of the IWS, and successful outcomes for the students, family and whānau.

Like last year, in 2014 we are collecting information from team members and schools about their perceptions of the IWS via a survey.

This survey is for all non-school team members in each of the teams around students. You have received a link to the survey questions because you are part of one or more wraparound teams. School-based members of wraparound teams are receiving a separate survey.

##### Ethics, confidentiality, and reporting

Only the NZCER research team will see the completed surveys. Individuals are not identifiable in reports on the overall survey findings that are shared with the Ministry of Education. A number of steps will be taken to protect the confidentiality of the information you give:

Data will be housed on a secure password-protected server in secure offices.

Only members of the NZCER project team will have authorised access to data and documents.

Reports will include grouped data only. Individual people **will not** be named or identified in any reports or discussions.

The findings from the evaluation will be written up in reports for the Ministry of Education and discussed with key national education groups. One principle of the evaluation is that findings should be useful to all the different groups that are involved and contribute to decision-making that improves practice. We will be sending summaries of reports and key findings to IWS teams as well.

▼

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#### Your IWS Role

+ Add Question ▼

**Q1** Edit Question ▼ Add Question Logic Move Copy Delete

**1. How long have you been working in an Intensive Wraparound Service (IWS) role?**

- Less than 6 months
- 6 months up to 1 year
- 1 year up to 3 years
- 3+ years

+ Add Question ▼ Split Page Here

**Q2** Edit Question ▼ Add Question Logic Move Copy Delete

**2. What is your professional role in the team? (Please select all that apply).**

- Lead worker
- Kaitakawaenga
- Special education advisor
- Occupational therapist
- IWS psychologist
- Physiotherapist
- Psychologist (MoE)
- RTLB

Other (please describe)

+ Add Question ▼

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**IWS Professional Development and Support**

+ Add Question ▼

**Q3** Edit Question ▼ Move Copy Delete

**3. Please circle the option that best fits your view about working in the IWS team:**

Strongly agree    Agree    Disagree    Strongly disagree

I have been able to access the expertise described in the plan as needed

I get regular feedback that helps me improve how I work in the team

I get appropriate information about professional development and training opportunities relevant to my role in the IWS team

I have the resources and tools I need to do my job in the IWS team

Overall, I am confident in my role in the IWS



team/s

I have enough time to carry out my role in the IWS team/s

Overall, I find working in an IWS team rewarding

+ Add Question ▼ Split Page Here

**Q4** Edit Question ▼ Move Copy Delete

**4. I have had effective professional development, support, and information to:**

Strongly agree Agree Disagree Strongly disagree

know about the administrative systems and processes that are part of IWS

support and influence other adults working with the student at the centre of the plan/s (e.g., school staff and family/whānau)

understand my role in the team/s

be able to problem solve when issues arise in relation to particular IWS plan/s

work in a bicultural context as needed

+ Add Question ▼ Split Page Here

**Q5** Edit Question ▼ Move Copy Delete

**5. Please circle the option that best fits your view about working as a team:**

Strongly agree Agree Disagree Strongly disagree

We link well with family and whānau

Family and whānau have been given time and encouragement to talk to the whole team about their family strengths, beliefs and culture

There is a friend or advocate of the child or family who actively participates on the wraparound team

All members of the team around a student demonstrate respect for the family and whānau

The student has the opportunity to convey their ideas at planning and decision-making stages

We have an effective team around the student/s that is making a difference for the student and their family

Linking with others

Our team members work well with school based members of wraparound team/s

Our IWS team/s has/have effective networks with other Ministry of Education staff in this region

Our IWS team/s has/have effective networks with other professionals who work in schools (e.g., RTLB)

There are effective networks with the residential schools to support good transitions to and from residential and local schools

Our IWS team/s has/have effective networks with CAFS/CAHMS

Our IWS team/s has/have effective networks with CYFS

There is good communication across the IWS team/s

The IWS team/s get/s appropriate cultural supervision in this role

Our team includes kaitakawaenga or other Māori advisors as needed

Our team includes Pasifika advisors as needed

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**Transitions**

As part of the IWS evaluation we are exploring how best to support students receiving the IWS – especially when they transition from one context to another. For example transitions may be residential school to school or vice versa; local school to local school; or primary school to secondary school.

+ Add Question ▼

**Q6** Edit Question ▼ Move Copy Delete

**6. Do you have any comments to make about the factors that support effective teams for students and schools during transition?**

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**Q7** Edit Question ▼ Move Copy Delete

**7. Do you have any comments to make about the factors that hinder effective team support to students and schools during transition?**

+ Add Question ▼

+ Add Page

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**Last words**

+ Add Question ▼

**Q8** Edit Question ▼ Add Question Logic Move Copy Delete

**8. Overall, do you think the IWS model will improve life outcomes for students with highly challenging behaviours and learning needs?**

- Yes
- No
- Too soon to tell

+ Add Question ▼ Split Page Here

**Q9** Edit Question ▼ Add Question Logic Move Copy Delete

**9. Overall, do you think the IWS model will support teachers to teach students with highly challenging behaviours and learning needs more effectively?**

- Yes
- No
- Too soon to tell

+ Add Question ▼ Split Page Here

**Q10** Edit Question ▼ Move Copy Delete

**10. Any other comments about IWS?**

+ Add Question ▼ Split Page Here

Edit Question ▼ Move Copy Delete

**Thank you very much for your time. It is really appreciated.**

+ Add Question ▼

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