

# Behaviour Support

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# Behaviour Support

## Needs of student

### STUDENTS WITH A DIAGNOSED DISORDER

A student enrolls at your school who has a named difficulty. They don't seem to have any history of extra education support.

These difficulties could include: Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Autism, Asperger Syndrome, Conduct Disorder (CD), Oppositional Defiant Disorder (ODD), Post Traumatic Stress Disorder (PTSD), Anxiety Disorder, Attachment Disorder or Acquired Brain Injury (this usually has ACC involvement and support).

## Help available

Please ensure you have completed usual school processes before accessing extra support. These processes include: collecting data, student assessment, seeking advice within the school and using regular school funds.

Extra support is built around individual student needs. To establish what help could be available make a referral to your local Resource Teacher: Learning and Behaviour (RTL), who will refer onto the Ministry of Education, Special Education, if required.

Classroom teachers should also look for relevant teaching information resources on the Ministry of Education website: [www.minedu.govt.nz](http://www.minedu.govt.nz) and Te Kete Ipurangi (TKI) [www.tki.org.nz/](http://www.tki.org.nz/)

Resources include:

- *New Zealand Autism Spectrum Disorder Guidelines* [www.moh.govt.nz](http://www.moh.govt.nz)
- *About Attention Deficit Disorder* [www.minedu.govt.nz](http://www.minedu.govt.nz)

## How to get it

You can make a referral to RTL.

RTL can be contacted through the system established by the local cluster, or by contacting the RTL cluster convenor.

## What to expect

The RTL will assess the student's learning needs, then put extra support in place, if it's required.

RTL are also able to advise whether specialist help from the Ministry of Education, Special Education is required. This could include a psychological assessment and intervention by a psychologist or a special education advisor (for behaviour issues). This work is done in partnership with the student's family and teachers. If the student has other kinds of needs the RTL can arrange for input from a physiotherapist, occupational therapist, speech-language therapist, special education advisor, or adviser on deaf children.

# Behaviour Support

## Needs of student

### STUDENTS WITH A HISTORY OF BEHAVIOUR DIFFICULTY

A student enrolls at your school with a history of behaviour difficulties like: violence and aggression, difficulty fitting in with peers, property damage, absconding, inappropriate sexual behaviour, self-harm or suicidal tendencies, fire lighting, erratic school attendance, theft, alcohol or other substance abuse.

They don't seem to have any history of extra education support.

### CLASS DISRUPTION AND BULLYING

Students within your school are showing high levels of disruptive behaviour and bullying.

## Help available

Please ensure you have completed usual school processes before accessing extra support. These processes include: data collection, student assessment, seeking advice within the school and the use of regular school funds.

Extra support is built around individual student needs. To establish what help could be available, you need to make a referral to your local Resource Teacher: Learning and Behaviour (RTL B), who will refer onto the Ministry of Education, Special Education, if required.

A Ministry of Education website called Supporting Positive Behaviour has a range of information, resources and school programmes that will help you.

Talk to your RTL B and/or your local Ministry of Education, Special Education office for advice and support.

Consider undiagnosed vision or hearing problems as a potential cause of the difficulty. (See the section on sensory disabilities.)

## How to get it

RTL B can be contacted through the system established by the local cluster, or by contacting the RTL B cluster convenor.

Use this web address on Te Kete Ipurangi (TKI) to access Supporting Positive Behaviour information: [www.tki.org.nz/r/governance/positive\\_behaviours/](http://www.tki.org.nz/r/governance/positive_behaviours/)

Call your local RTL B through the system developed by the local cluster, or contact the RTL B cluster convenor, or your local Ministry of Education, Special Education office.

## What to expect

The RTL B will assess the student's learning needs, then put extra support in place, if it's required.

RTL B are also able to advise whether specialist help from the Ministry of Education, Special Education is required. This could include a psychological assessment and intervention by a psychologist or a special education advisor (for behaviour issues). This work is done in partnership with the student's family and teachers. If the student has other kinds of needs the RTL B can arrange for input from a physiotherapist, occupational therapist, speech-language therapist, special education advisor, or adviser on deaf children.

The website provides information about a number of whole-of-school programmes that you can use, such as: Student Wellbeing, Mental Health, Eliminating Violence and Effective Behaviour Support.

Ideas and advice are available from RTL B and Ministry of Education, Special Education staff. In a small number of schools, RTL B and the Ministry of Education, Special Education may be able to work alongside you to implement a whole-school programme.

# Behaviour Support

## Needs of student

### CHILDREN AND YOUNG PEOPLE WITH BEHAVIOUR NEEDS

A student at your school has behaviour needs that are not being met by day-to-day teaching programmes.

Their behaviour is disrupting their own learning and possibly the learning of others.

## Help available

Resource Teachers: Learning and Behaviour (RTLb) are available to work alongside the classroom teacher and student to enhance learning.

The Special Education Grant is paid to all schools so they can establish programmes for this group of students and others who are receiving extra help.

## How to get it

You can make a referral to RTLb. They can be contacted through the system established by the local cluster or through the cluster convenor.

The Special Education Grant is paid to all state schools quarterly.

## What to expect

RTLb will provide professional development for teachers so they can achieve the change required. They may provide behaviour management techniques and programmes for teachers to use.

RTLb are also able to advise whether specialist help from the Ministry of Education, Special Education is required. This could include a psychological assessment and intervention by a psychologist or a special education advisor (for behaviour issues). This work is done in partnership with the student's family and teachers. If the student has other kinds of needs the RTLb can arrange for input from a physiotherapist, occupational therapist, speech-language therapist, special education advisor, or adviser on deaf children.

You can use this grant for staff training, extra teacher's aide hours, programmes, equipment, or curriculum materials.

# Behaviour Support

## Needs of student

You are concerned about the behaviour of a child, or children, aged between five and eight years old at your school. They are disruptive, have difficulty following adult instructions, respond negatively to adult correction and find it difficult getting along with their peers. These difficulties are evident in the classroom, in the playground and in family and community settings.

### **CHILDREN AND YOUNG PEOPLE WITH SEVERELY CHALLENGING BEHAVIOUR**

A student at your school (up to Year 10) is displaying behaviour that may endanger themselves or others, damage property, or affect their social interactions and learning.

The disruptive behaviour will be occurring frequently, having a significant effect on their learning and social development and be likely to disrupt the learning of others in their class.

## Help available

Children like this may benefit if their parents attend *Incredible Years* parent training.

Consider undiagnosed vision or hearing problems as a potential cause of the difficulty. (See the section on sensory disabilities.)

Ministry of Education, Special Education behaviour specialists will assess the student's needs and, with the teacher and others, develop a plan to manage the student's difficult behaviours and help them learn positive behaviours.

Implementation of this plan will nearly always require the close involvement of the student's teacher and other adults in the school. Frequently, other agencies will be involved.

## How to get it

If you believe there are children in your school who could benefit from *Incredible Years* parent training, you should contact your local Ministry of Education, Special Education district manager or service manager.

The *Incredible Years* programme is being introduced progressively throughout New Zealand.

You can either directly contact your local Ministry of Education, Special Education office or contact them through RTLB.

RTLB can be contacted through the system established by the local cluster or through the cluster convenor.

## What to expect

*Incredible Years* is a programme that has been demonstrated to be effective in a number of countries and across cultures. It is primarily a programme for parents, and positive results are being achieved in New Zealand.

The Ministry of Education, Special Education has a team of behaviour specialists who work with the student, their family and teachers to develop ways to manage and change these behaviours.

# Behaviour Support

## Needs of student

### CRISIS FUND

A student at your school has challenging behaviour, which has reached crisis point. They may or may not be already receiving extra behaviour support.

### TRANSPORT TO AND FROM SCHOOL

At your school a student receiving extra behaviour support needs transport to school for safety reasons. This student usually has high needs.

### FACILITATION SERVICES

The family of a student receiving extra behaviour support and the staff at your school are having difficulty working together to meet the student's extra education needs.

## Help available

The Interim Response Fund is available so your school is able to meet the student's immediate needs and stabilise the situation.

There is assistance for travel between home and the nearest school for students for mobility or safety reasons.

The Ministry employs special education facilitators for schools and parents to approach if the relationship between the family of a student (who is receiving extra behaviour support) and the school breaks down.

## How to get it

Please read the *Interim Response Fund* guide for principals on the Ministry of Education website: [www.minedu.govt.nz](http://www.minedu.govt.nz)

You will need to apply for assistance.

There are three separate sections of the application form. One section needs to be filled in by your school. The other sections need to be filled in by the student's parent or caregiver, and the Ministry of Education, Special Education.

Applications should be forwarded to service providers approved by the Ministry. The Ministry of Education website will provide you with more information and an application form: [www.minedu.govt.nz](http://www.minedu.govt.nz)

Call your local Ministry of Education office and ask to speak to a student support manager. They will refer you to a facilitator.

## What to expect

You will be able to use the fund to stabilise the situation and meet a student's immediate needs, while a comprehensive intervention plan is designed.

Assistance may be a vehicle allowance or a place in a taxi, minibus or total mobility vehicle.

Impartial special education facilitators are available to provide information, to facilitate and, where appropriate, mediate if difficulties arise. The facilitator will start a problem-solving process, which is focused on achieving consensus among all those involved.

# Behaviour Support

## Needs of student

### ASSISTIVE TECHNOLOGY SUPPORT

A student at your school receiving extra behaviour support may require technology or equipment to remove barriers to learning and raise achievement at school.

(The need for this sort of support would be unusual for this group of students unless they also had a disability.)

## Help available

The education team around the student – their parents, school staff and special education staff, as well as the student themselves, assess what is needed and then develop and implement assistive technology solutions.

The Ministry of Education, Special Education district assistive technology coordinators can work with the team, if required.

## How to get it

There are pre-requisites the student's education team need to complete before an application is made. Read about those in the online *Assistive Technology Guidelines* on the Ministry of Education website. These guidelines also provide a link to the application form.

Go to: [www.minedu.govt.nz](http://www.minedu.govt.nz)

## What to expect

'Assistive technology' includes computer products as well as vision equipment, specialised seating, tables and hearing devices.

The process outlined in the guidelines ensures support is available so that students get the right equipment or technology for their needs and that the student gets the most out of equipment once it is in place.