THE DEVELOPMENT OF A SYSTEMIC APPROACH TO THE POSITIVE MANAGEMENT OF BEHAVIOUR IN ONE SECONDARY SCHOOL

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ABSTRACT

This thesis demonstrates one way in which the tenets of positive behaviour support could be used to meet the challenges of enhancing the academic and social learning of students in secondary school. Positive behaviour support (PBS) is a relatively new concept (and certainly new to New Zealand secondary education) which provides innovative ways in which students at secondary school can be supported and their progress through school sustained at the best possible level. A school-wide approach to developing positive behaviour support involves the integration of ecological assessment, measurable outcomes, data-based decision making, evidence-based practices and development of systems supports for these implementing change.

This study centres on the development of a Positive Behaviour Support system in one secondary school. The researcher began this study as a collaborative intervention with class teachers to assist individual students at risk of failure or exclusion from school. What emerged was a wider study to meet the developing needs of the school and the staff and students. The emergent study was conducted in three distinct phases. The (original) individual student investigation was followed by a classroom investigation phase using a case study research approach. The third phase, school development, evolved into the beginning of a community of practice model. This mixed method approach to research uses a combination of qualitative and quantitative data sources to record the experience of this secondary school embarking on a journey of school reform as it moves to a school-wide positive behaviour support approach.

This thesis describes the development of three tiers of support in a systemic model. It identifies the constituent elements of each tier and makes suggestions about how other schools could initiate a similar model of support in their own context. The study concludes that it is possible to develop a systemic approach within existing school systems. The result of such a development is improved academic outcomes for students, increased efficacy for teachers and effective processes for student support.

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CHAPTER ONE

AN APPROACH TO POSITIVE BEHAVIOUR SUPPORT IN SECONDARY EDUCATION

Introduction

This thesis records the research on one school's efforts to meet the challenges of enhancing the academic and social learning of students in today's secondary education system. It may well be a unique research response to meeting that challenge since it records the development, over a period of three years, of this researcher's leadership in the establishment and analysis of Positive Behaviour Support in a New Zealand secondary school.

There is a growing interest internationally in the introduction of alternative forms of school cultures which can offer a more effective, and perhaps more humanistic, approach to the ways in which secondary education has traditionally been delivered (Capper, Fitzgerald, Weldon, & Wilson, 2000; Cuban, 1993; Fullan, 1992; Hood, 1998). Positive behaviour Support (PBS) is a move away from the more authoritarian management of secondary school students, when students were younger, more highly selected and, perhaps as a result, more compliant than those of today.

PBS is an approach which provides innovative ways in which students at secondary school can be managed and their progress through school sustained at the best possible level. Despite being a relatively new concept (and certainly new to New Zealand secondary education) there is a substantial literature developing on the subject.

Not all examples of PBS have been successful (Carr et al., 1999). Its introduction into the organisational structure of schools is a complex matter in the management both of learning and behaviour. The culture of secondary schools has built over a century and a half since universal education became a reality in western societies. In that time an organizational structure and approach has developed which frequently relies upon a punitive response to students who find learning challenging or who react to the traditional forms of management of behaviour by challenging the system in various ways.

In New Zealand the leaving age for compulsory education has risen from 14 to 16 years within little more than half a century. By now secondary schools are populated by young adults many of whom would have been productive in the work force only a few decades ago. Managing this population of young people, many of whom have struggled with learning through their school years, requires a new and different approach if we are to avoid the problems of people management which the literature suggests is a significant problem in our schools.

Change in (New Zealand) secondary education is slow and has never been easy. McLaren (1985) acknowledged the almost painful progress of reforms, following the Second World War and the publication of the Thomas Report. Hood (1998) speaks to the problem in his claim that our secondary schools don't work any more. Those who advocate reform (Capper et al., 2000; Cuban, 1993) note a range of difficulties. Any attempt to introduce change will, therefore, demand care and attention to teacher self efficacy, as well as managing in-build systems challenges. Fullan (1990) for example, identifies the role of heads of departments in secondary schools in his discussion of systemic barriers to change. The situation faced in this study is little different – though as I shall explain – a new principal with reforming interests eased the way considerably.

An Approach to the Study

This study explores the way in which a Resource Teacher Learning and Behaviour (RTLB) can contribute to the development of a school-wide, systems based, management programme for students who are at risk of failing academically, or being excluded from school because of problematic behaviour. The scope of this thesis deals with three distinct levels of service, the school systems level, the class level and the individual teacher/student level.

This thesis considers the role of the school in setting up a school-wide supportive behaviour system. It identifies essential elements of a supportive behaviour system and uses these elements as audit criteria for the implementation of the system. The purpose of this research is not to provide a package of intervention but to highlight indicators in the research that can enable schools to enhance their own capacity to meet the needs of the students who attend their schools and to be able to build their own effective behaviour support structures.

The second focus of the study is the establishment of an approach to general classroom management. This part of the report sets the scene for improved learning opportunities for students at risk of failure within the context of whole classrooms, rather than as individuals.

The third focus of this thesis is the individual student/teacher component, identifying what elements in an individual behaviour plan are necessary and sufficient to support individual students in a supportive school system and what aspects of teacher behaviour are crucial in developing a supportive classroom ecology. The key focus at the individual level is to identify those elements of support that have a magnitude of significance that is seen as great enough to establish and maintain change. That is, to identify behaviours in the individual student, and the teacher, that are central to encouraging a positive, supportive learning culture.

The relationship between the levels described above is important. The various elements of school systems are a force in creating the conditions/climate or culture for supporting individual intervention (Bickel, 1990; Dimmock, 1995; Fullan, 1991; Hargreaves, 1992). If a school system is supportive, individual intervention is likely to be supportive, team focused, and oriented as preventive as opposed to being punitive and discipline oriented (Lewis, 2000; Lewis, Powers, Kelk, & Newcomer, 2002; Nelson & Colvin, 1995; Scott, 2001; Sugai, Horner, & Dunlap, 2000; Sugai, Horner, Dunlap, Hieneman et al., 2000). A second consideration is that in working in an inclusive model one cannot make changes at the individual level without also making corresponding change at the systems level. To focus only on change at the individual level one runs the risk of returning to a deficit model of intervention where the focus is only on factors within the student (Moore et al., 1999).

Finally then, this thesis seeks to establish a positive approach to the management of support for students who, in a more traditionally punitive school environment might not be supported, or worse, rejected as unsuitable for education. Such positive support is proposed as an alternative yet credible and realistic model of student management. While it suggests a method of identifying those students who will need increasingly intensive assistance, it also offers hope for the re-establishment in the mainstream of education, those students who might otherwise be regarded as non-compliant or lost to education. In establishing such a system in an inclusive and ecologically oriented fashion, this thesis suggests ways in which a systemic, supportive model can offer an alternative to the more

common punitive, deficit approach, which has largely dominated secondary education in New Zealand.

While this study began with an approach to supporting students through an ecologically sound, positive and supportive method, it grew toward a reforming, more all embracing approach to a school and its work. As Elmore has pointed out in writing his foreword to Fullan, Hill and Crevola's (2006) "contrarian" recent work, one is "entering a century-long debate over the conditions of success and failure in public schools, and … preparing themselves to work on a century-old, deeply rooted set of cultural norms, practices, structures, and institutions" (p. xiii).

Special Education 2000 (Ministry of Education, 1996) a new, inclusive approach to meeting the needs of students receiving special education services, represents a major change, what Brown (2002) called a paradigm shift for special and regular education in New Zealand. In this thesis one element of that change is described. Like many other RTLB, this writer has sought to develop an approach to students with special teaching needs in an inclusive, ecologically based way, which recognises the reality of secondary schools but also attempts to manage incremental change to improve the teaching and learning of those within the school.

My background as a teacher and resource teacher have placed me in a very useful position of having spent some years in classrooms and now in a position to assist other classroom teachers. My first degree was in psychology which led me in a positivistic direction. In this sense I was developing an understanding of rigor in experimental design and educational enquiry. I was exposed to literature in the field of western psychology including human development, behaviour and learning.

My interest in teaching and learning led me to completing a diploma in teaching. As a teacher I taught in primary schools before changing to working in a high school. The beliefs I developed through classroom teaching led to my interest in trying to gain a greater understanding of the role and influence of the classroom teacher. My experience led me to consider that classroom teachers can and do make a difference in students' lives. I observed students growing and learning academically and socially regardless of their circumstances. Through this I was continually reminded about our human capacity to change and take control of our lives.

My training as an RTLB was a journey that took me away from my classroom practice to working with other teachers in their classrooms. This required a different set of skills. Not only did I need a clear and current understanding of pedagogy I was also required to learn the skills of collaborative consultation. I completed a postgraduate diploma in education studies as required of me in becoming a resource teacher of learning and behaviour.

As I approached the work of an RTLB, espousing an ecological/inclusive paradigm, I looked to see how I could assist students with special teaching needs in a manner which ensured their inclusion in mainstream education. My experience and my training have led me to understand that all behaviour is contextualized. The context within which a school's policies are developed may be seen as a macro system which in turn influences teaching practices. Student behaviours are responses to contextual conditions. Thus, the phenomena which are the subject of study are bounded within the context of the social organisation of the school (and what influences the school). The phenomena studied within the research presented in this thesis include the ways in which a school organises its approach to the management of behaviour, how teachers respond within that organisational structure and how students respond to a move toward a positive approach to behaviour management. However, as this study describes a dynamic progression, the study must itself become an influence upon the behaviours under investigation.

As will become clear in later sections of this thesis, my approach to this study has led me to a mixed model of enquiry (Roberts, 2004). In this model qualitative and quantitative methods are used where they best fit the purpose of the enquiry. Roberts indicates the use of a mixed model can provide a greater depth of understanding, and can help overcome biases inherent in the use of either one approach. While some aspects of this work, (which began as an attempt to find a solution to school failure), could be identified within a hypothesis testing, more positivistic approach, other aspects demanded a broader more qualitative enquiry. As a participant observer, I must make clear my own biases toward an inclusive education system, an ecological approach to systems and systems change, a preference for positive behaviour support rather than a reactive, punitive form of student management and, finally, a methodological approach that invokes a collaborative consultation model of practice.

This thesis then is a research-practice study. It is grounded in a broad, comprehensive understanding of the literature, brought together with an in-depth understanding of the secondary classroom. My history of practice gained over 12 years as a practitioner teacher

and consultant colleague, has given me a thorough understanding of secondary education. What is reported in this thesis has not been demonstrated in New Zealand secondary education, bringing together as it does, teaching and research in an innovative approach to change.

Background

The introduction of the Resource Teacher Learning and Behaviour service (Ministry of Education, 1996) followed upon a gradual transition from separate educational provision for students with disabilities, or those struggling with the curriculum, toward inclusive education (Thomson, 1998). The broader context of the school, rather than the special class or segregated unit, places demands upon school organisation, teacher skill and student capacity to manage in this new environment. In the best of worlds, these new demands would be met by support networks designed to assist both organisations and individuals to meet the new policy expectations (Special Education 2000, Ministry of Education, 1996).

The RTLB role is guided by the policy statements contained in Special Education 2000 (Ministry of Education, 1996). The aim of this policy is to meet the needs of all students wherever they attend school. The work of the RTLB involves assisting classroom teachers in assessing a student's needs and developing learning programmes to overcome any difficulties that might be present. The RTLB work with individual students, groups of students, teachers, or with whole school systems (Ministry of Education, 2001a). Special Education 2000 (SE2000) demands an educational/ecological approach to intervention (Ministry of Education, 2001a; Thomson, Brown, Jones, & Manins, 2002). The RTLB has the challenging task of supporting teachers to take up their individual and collective responsibility for the learning and behaviour of all students in their classes (Ministry of Education, 2001b; Thomson, et al., 2002). Like all innovations, and consistent with the remarks of the Secretary for Education (Fancy, 1999) the RTLB service would have to develop the necessary capacity to take its share of the task of supporting the new policy. As Fancy pointed out, RTLB would be the front line, so to speak, of the new policy. Both individually and collectively, RTLB throughout the country responded to the demands upon their service by developing new ways of working collaboratively with schools and teachers. The universal adoption by RTLB of a collaborative problem solving model, though not new to the profession and already a feature of the work of some special educators, brought about a more generalised and recognisable system of work for the 750

or so newly appointed special education practitioners, in their new role as consultants to schools.

In the introduction to this thesis, the role of the RTLB in working to establish a world class inclusive education system (Fancy 1999) was identified as that of a consultant teacher working within an ecological paradigm. A fundamental element of intervention in an ecological approach is the capacity of classroom teachers and consultant or resource teachers to work together effectively. The method of choice in this process is collaborative problem solving. The move from an *expert* model of delivery of advice, to a *collaborative* model of sharing problem solving, is one that is required if RTLB are to carry out their consulting role effectively. The RTLB does not have the right to demand changes in classroom management or instructional practices. Only the teacher can effect such changes. In an ecological approach, such changes may be seen as necessary but will only be gained through a cooperative interaction with a consultant.

The dominant model of special education until the last two decades of the last century, was a deficit, medical model. Cole and Chan (1990) noted how a disease or organic dysfunction was seen as the cause of learning problems and dysfunctional behaviour. The move to an inclusive approach to learning and behaviour difficulties where "all children, regardless of ability, gender, language, ethnic or cultural origin can be valued equally" (Thomas & Loxley, 2001, p. 119) heralded not only a different approach to disability but demanded a different approach to assessment and teaching.

Learning is now seen as an interactive process and the ecology of the classroom/school becomes the focus of assessment. In doing this, it is important that the teacher – an element of the environment – becomes a partner in the exercise. Thus, a collaborative approach to assessment and the search for solutions to mutually defined problems has become the problem solving process of choice. It is important to note that this is not yet a standard procedure. Rather, it is a recognised one yet to be fully adopted, in a school system only now beginning to recognise its value.

The problem solving models of consultation appear to be effective and likely to assist teachers toward a self-sustaining capacity in their classrooms when they are skilfully managed (Deno, 1995; Greenwood, Carta, Arreaga-Mayer, & Rager, 1991). The demand for a focused interaction between the RTLB and teaching colleagues, where there is an emphasis upon problem definition and data based decision making, is an essential part of

the effort to build a partnership which will effectively transfer skill to the day-to-day classroom programme. However, the evidence for success in working with teachers is somewhat mixed. Wickstrom, Jones, Le Fleur and Witt (1998) in a study which considered both collaborative and prescriptive consultation report that teachers implemented plans only 4% of the time. Gaining the positive support of teachers appears to be difficult. On the other hand, a report by Kratochwill, Bergan, Sheridan and Elliot (1998) describes a programme where teachers were supported by consultants to identify or develop strategies to assist students. Teacher confidence increased and they were able to implement instructional strategies which improved targeted student behaviours. Witt and Martens (1988) suggest that teachers can be assisted "to help them become better monitors of their own behavior and to notice the relationship such behavior has to the behavior of students" (p. 221). Hill, Hawk and Taylor (2002) writing in the New Zealand context indicate there is compelling evidence that if we want to change classroom practice, the most effective and direct way to do this is to work in class, with the teacher.

The skills needed for effective consultation have not been clearly identified to date. While there is some agreement that interactive consultation and problem solving skills are valued (Idol & West, 1997; West & Cannon, 1998) together with personal skills (Fine, Grantham, & Wright,1979; Horton & Brown, 1990) and a capacity to reassure teachers about their skills (Kruger, 1997), there is disagreement within and among some of these authors on the value of system skills and staff development skills.

For the New Zealand education context, the skills of collaborative problem solving are set out in the guidelines for RTLB (Ministry of Education, 1996). It is to these skills that one must turn to identify the relevance of practice for this study.

Though an approximation of the model of consultant had been successfully developed in secondary schools some years earlier (Brown, 2002) the introduction of the RTLB service to secondary schools may have been more problematic than it was to primary education. As Wylie (2000) points out, school responsiveness to the new policy ranged from enthusiastic to oppositional. The complexity of secondary education (Capper et al., 2000; Fullan, 1994; Hood, 1998; Hargreaves, 1992; Lipstiz, 1984; Stoll, Fink, & Earl, 2003) may account for some of the concerns raised in secondary schools.

Dyson (1990), writing rather optimistically about the demise of special needs coordinators in England within a decade, noted the literature on a "whole school approach" to students

with special teaching needs. The crux of this argument is that no good models exist for mainstream teachers to work with needy students within current (particularly secondary) school organizational structures. Dyson goes on to argue that special educators have placed themselves in an impossible position by continuing to argue for "special needs education" within a curriculum framework that is clearly demanding that all students follow the same curriculum path. This is exactly the situation in New Zealand.

Dyson (1990) notes the unacceptable replacement of "the crude special-normal categorization …by an equally crude implication along the lines of every teacher a remedial teacher" (p. 121). In seeking a solution to this difficulty, Dyson offers more than one role for special educators but focuses in particular on "learning consultancy":

> There is nothing new or remarkable in the idea that teachers should be as skilled as possible in facilitating learning. Neither is there anything new in the idea that special needs teachers should play some part in the in-service training of their colleagues; it forms a part of most whole school approaches, and is central to some. (p. 122)

Dyson goes on to suggest three roles for the "effective learning consultant":

1. The assessment of learning situations to determine the extent to which each individual pupil is being offered effective education;
2. The analysis of those situations in order to be in a position to disseminate good practice and suggest alternative strategies in the case of difficulties;
3. The management of supportive resources to facilitate effective educational provisions. (p. 122)

These suggestions are made in recognition of the complexities of secondary education. Citing earlier work by Bines, Dyson (1990) notes her comment that a redefinition of special education is seriously challenged by "the central importance of high status academic knowledge within the secondary curriculum, or the material conditions of teaching, or the comparative and selective functions of schools" (p. 117). Dyson notes Bines' warning that a "cosmetic" approach to support for teachers may "simply serve to segregate pupils with special needs by doing no more than delivering something very much like traditional remedial provision within the mainstream classroom" (p. 117). Bines' solution advocates for "curricular and organizational change rather than provision for individual needs" (p. 117).

Yet, as Dyson (1990) points out, there is a fundamental flaw in the special education debate in assuming that there is a clear dichotomy between normal and not normal. He suggests that mainstream schools "reorganize themselves so as to be capable of meeting the full range of individual differences in the course of their 'normal' provision" (p. 117). Norwich and Lewis (2001) reject the notion that there are distinctive special education teaching strategies that exist as a separate instructional pedagogy. These authors take the position that there are common pedagogic principles which are relevant to the unique differences between all students. They conclude that the notion of a continuum of teaching approaches is useful in that it makes it possible to distinguish between the 'normal' adaptations in class teaching for most students and the greater degree of adaptations required for those with more pronounced difficulties in learning. Norwich and Lewis recognise that there is a need for more intense and focused teaching for those with special education needs, however these authors contend that what have been called specialised adaptations, or 'high density' teaching approaches are in reality adaptations of a common teaching pedagogy.

This debate is one which underlies SE2000 and has direct relevance to the role of the RTLB. The RTLB service was created by disestablishing a range of special education and remedial teaching positions and re-establishing them as RTLB with provision for intensive training in the new role, in particular, the consulting support role.

Dyson (1990) suggests that his three aspects of effective learning consultancy "are in many respects close to what we have come to recognise as an action research model of enquiry into educational issues" (p. 123). In many respects, this thesis resonates with Dyson's approach and adopts a role for the RTLB which is consistent both with SE2000 and the developing literature on collaborative problem solving in education.

The elements of collaborative problem solving, and ecological approach and a trend toward inclusive education seems to be inextricably linked. It is difficult to imagine any two of these elements without the third.

Florian (1998) suggests that it was the failure of mainstream education which led to the development of special education as a separate system. Florian goes on to argue that since the post school adjustment of students who were placed in separate and/or segregated special education is gloomy, inclusion has become a world wide focus. However some

authors (Farrell, 2001, Westwood, 1997) caution that the move to inclusion is not a simple one and that without proper support and acknowledgement of the concerns teachers may have for their capacity to cope with the change, progress may be problematic.

The move to inclusive education in New Zealand (Special Education 2000) is a progression from the development of mainstreaming identified with the Draft Review of Special Education (1987) that advocated abandoning the parallel special/regular education system in favour of a combined general education system based upon mainstreaming. Both these moves were influenced by international trends moving toward inclusion (Ainscow, 1997). Thomas (1997) draws a distinction between inclusion and what is sometimes called integration, pointing out that inclusion involves accepting all students into the corporate life of the school rather than merely integrating them without the attitudinal changes which afford students with special teaching needs equity and respect from all within the school. Dixon (2005) describes the difference as one between sharing physical space (integration) and where the included person feels a sense of belonging (inclusion). Dixon goes on to suggest that specialist educators are best to work on students' skills in regular classes where "such skills will make sense" (p. 43).

Brown and Thomson (2005) argue that for inclusion in general to be successful education systems, which are a powerful vehicle for reform, must themselves be inclusive. They also note that despite policy, there can be a lag in the process of moving to inclusion even among officials who may still persist with categorical explanations of disability.

Allan (2003) speaks about the challenge in achieving an inclusive education system and argues for a productive pedagogy which includes recognition of difference, and supporting students through relevant learning with the support of the school. This is entirely consistent with the position taken by Norwich and Lewis (2001) who suggest that effective teaching occurs when "an amalgam of teaching strategies" (p. 318) are used with all students regardless of their status. These authors argue that there are "common pedagogic principles" (p. 324) relevant to all students with varying degrees of learning needs. Ainscow (2000) suggests that there are not yet any clear guidelines to achieving inclusion "My aim is not to propose recipes that can be applied universally, but rather to suggest ingredients" (p. 76). This theme is consistent with the approach taken in this thesis.

Inclusion, like any reform, comes with a range of alternative approaches to the ways in which students are assessed and developed. Roberts (1995) notes that the traditional

approach to students with special teaching needs led to assessment by psychoeducational approaches which focused upon within-student variables to diagnose academic problems in students, rather than upon ecological or environmental variables which investigated the reasons for school failure. Stanovich (1996) suggests that the role of the special educator is to work with the classroom teacher in a collaborative manner to individualise educational plans for those students who are challenged by the curriculum. Stanovich takes this role further by suggesting that the special educator takes an ecological approach involving school systems, leadership, the engagement of all students (not only those with special teaching needs) and parents to ensure successful inclusion.

Dyson (1990) suggests that there is evidence that a consultant specialist teacher can act as a catalyst in the process of teacher enquiry. Noting, however, that there is no established body of good practice on which to call, he suggests two areas for guidance – collaborative problem solving and accountability by teachers (in the English and American systems). The value of collaborative problem solving is well established (as noted earlier) and in the practice of RTLB (Thomson, et al., 2003). In this thesis, collaborative problem solving has been a central feature of the development of a systemic positive support model both at the whole school level and with individual teachers in the classroom phase of this project. Indeed, collaborative problem solving lies at the heart of the work reported here. It is interesting to note that teachers responded to the generation of the positive behaviour support approach without any need for the coercive influence of an appraisal system noted by Dyson, and Tindall et al., (1998) whom he cites.

A critical element of Dyson's (1990) argument in favour of a change from special education servicing via remedial, pull out and segregated systems, is a conceptual change, what he calls a "conceptual leap" (p. 125) to integrate the special education role into the whole school programme. This conceptual change is consistent with the paradigmatic shift that has occurred in special education in New Zealand. Dyson advocates the abolition of special needs teachers and teaching, together with the abandonment of labelling. Instead, he suggests a contribution for special educators can be likened to a senior management role to "place themselves in the forefront of current developments, to show that their skills are precisely the ones that schools now need, and to let their view of education be the one that shapes and guides developments" (p. 126). This is the role, or in some cases still, the potential role, of RTLB in New Zealand. In a small way this new role, carried out through this study, is a contribution to the development of a systemic approach to a school's growing capacity to meet the needs of all its students.

Inclusion in education embodies supporting students with special needs in general education classrooms and, most significantly, changing systems so that specialised school support becomes fully integrated and coordinated within the general education programme in a school (Carr, Dunlap, Horner, Koegel et al., 2002). Kane, Head and Cogan (2004) comment that the growth in interest in models of behaviour support, presents an opportunity to reassess support systems in schools and to develop new systems that offer the possibility of more effectively including students with social, emotional and behavioural difficulties through developing teacher practice and school policy to build inclusive educational systems. Indeed, the concept of accepting diversity in all its forms, as a true indication of inclusion, necessarily lays upon a school the responsibility to ensure its systems enable equitable access to, and satisfactory performance within, the school's overall function.

The credibility of a study

The credibility of this study is dependent upon three major themes – that of the researcher, the validity and reliability of the quantitative data, and the trustworthiness of the qualitative data.

Brantlinger, Jemenez and Klinger (2005) recommend that rather than attempting to control assumptions and biases when collecting and analysing data, and believing that it is possible to be neutral, distant and objective, it is better to be explicit about personal positions, perspectives and value orientations. In this section of this thesis, I have made reference to my own credibility as a researcher. The issue of bias is an important one and I have made clear that my orientation is toward an inclusionary school system. In this study, inclusion was a major purpose, indeed, a consistent theme not only of the study but of the direction in which the school was heading. Brantlinger et al. believe that researchers who succinctly clarify the methods used and the rationale behind them can convey that their reports are reliable and worthy of attention without alluding to an exhaustive array of credibility measures.

Earlier I outlined my experience and training. As Patton (1991) points out, a researcher has to be able to demonstrate competence in the field of study. Without repeating my earlier discussion of my background, my training as a teacher, my study in psychology for a first degree and subsequent training at post graduate level as an RTLB all prepared me for this research. My capacity to work effectively as a collaborative consultant has been recognised

both externally (through qualifications) and internally (through promotion within the school). My work as a collaborative consultant teacher and my capacity to work closely with classroom colleagues are important attributes which, I believe, are demonstrated in the detail of this thesis.

The following chapter reviews the literature on leadership, implementation of change, the development of a positive approach to behaviour support and the implications for New Zealand secondary education. Chapter three outlines the rationale for the study. Chapter four provides a study overview and discussion of research methodology used in this study. Chapter five describes the setting, research participants, context, the organic development of the study and gives an explanation of the intervention. Chapter six presents the intervention method, results and discussion of Phase One, the individual intervention phase of the study. Chapter seven presents the intervention method, results and discussion of Phase Two, the classroom intervention phase of the study. Chapter eight presents the results of Phase three, the development of a school system approach to positive behaviour support. Chapter nine presents the conclusion of the study, Waitangi considerations, issues in replication and possible future directions for study.

CHAPTER TWO

A REVIEW OF THE LITERATURE

Characteristics of Effective Schools - Leadership and Change

There is agreement among a number of writers that the view of what is a good school, how it is led and then what is effective, is a challenge to a critique of what schools do. Measures based on strict academic criteria fail to illuminate the full picture. In good schools, things are said to "hang together"; a sense of purpose is seen to exist; a common direction can be found and work has meaning. According to Lipsitz (1984) no matter how difficult it is to precisely articulate its essence, "goodness" is intuitively a known quality. Rowan, Dwyer and Bossert (1982) suggest school effectiveness is often too narrowly defined, the criterion of achievement being largely based on academic achievement scores, when it should be seen as a multi dimensional construct.

An important element of quality schooling in a multi dimensional construct is the amount and type of leadership that principals provide directly and promote among teachers and support staff. Most striking in successful schools is the lack of adult isolation. Teachers are not abandoned to their students (Lipsitz, 1984). A number of writers (Bickle, 1990; Hord, 1991; Sergiovanni, 1995; Spedding, 1996; Stoll & Fink, 1995; Wang, 1998) espouse the view that leadership is indisputably essential for reform to succeed. Leadership is described as an imperative to change. The quality of schooling is greatly influenced by direct leadership from the principal. Gersten, Carnine and Green (1982) note that at schools where the principal actively supports a change model there is usually less variation among teachers in regard to implementation and there is a higher probability that innovations will last.

Sergiovanni (1995) indicated that one difference between high and low achieving schools was the impact of the principal. In high achieving schools the principal was a strong leader who participated directly and frequently in instructional matters and had a high expectation of success. This research suggests that to be successful in developing an effective behaviour management approach a school requires the same leadership interest as described above but not necessarily from the principal. Of greater interest, Sergiovanni points out that many supporting studies suggest that more significant in establishing successful schools is the amount and quality of leadership density that exists in schools. It

is crucial to build up the leadership capacity of others, to become a leader of leaders. Pajak and Glickman (1989) in a comparative case study of three school districts in Georgia in the United States, identified as having demonstrated sustained school improvement, found lead teachers, assistant principals, department heads and teams of teachers were all initiators in school improvement. What they had in common was that their roles and positions were clearly defined as supporting and working with teachers primarily to improve instruction and curriculum.

Pajak and Glickman (1989) conducted a comparative study of three school districts demonstrating sustained school improvement. The specific value each school exemplified was simply "the children come first". District supervisors (all had been principals in the last 5 years) were heavily engaged in facilitating the improvement effort by working directly with teachers and principals. Three major dimensions were evidenced in all three school systems: (1) an instructional dialogue, (2) an infrastructure of support that promoted the dialogue, and (3) varied sources of instructional leadership. Contrary to some effective schools research, which portrays the school principal as being a most critical factor in school success, in this study in some cases the principals, though supportive, were secondary to initiating change. Gersten, Carnine and Green (1982) in commenting the same issue raised later by Pajak and Glickman, indicate it may not always be necessary for principals to be directly involved in instructional leadership. They cite cases where active instructional leadership was provided to teachers not by principals but by carefully trained supervisors and staff consultants.

Infrastructure support in Pajak and Glickman's (1989) study involved building in time for teachers to be involved in dialogue. District supervisors spent most of their time working in the schools with teachers and principals. Within the infrastructure of support, communication pathways were defined and built. Stoll et al. (2003) indicate that a tension exists however between necessary teaching tasks and tasks associated with change, "there is no getting away from it, learning and change take time, and need investment of time" (p. 98). They go on to say that evidence from around the world suggests that lack of time is the critical block to teacher learning and school improvement. These conflicting demands must be taken into account when consideration is given in any institutional setting, particularly where one demand has a traditional priority in the minds of the participants.

Berman and McLaughlin (cited in Gersten, Carnine, & Green, 1982) found four factors related to the sustained implementation of educational innovations: (1) quality of technical

assistance: concrete extended in-service training in the specific details of the model including practical advice on classroom issues; (2) success with difficult-to-teach children: teachers reported positive feelings about interventions that helped them succeed with students who had previously failed; (3) support: a climate that included both moral and concrete support; (4) mutual adaptation: the extent to which projects grow out of local needs and the extent teachers participate in the decisions and curriculum modifications. (I shall note the concept of "communities of practice" later in this review). Berman and McLaughlin believe that the four factors are critical regardless of whether or not the principal is a strong instructional leader. It is clear certain activities must be performed and certain structures present, but it is less important who performs many of the activities (Gersten et al., 1982). A focus on elements of school management which support teachers appears to be a clearer distinction than a more generic "leadership" focus.

Functions, structures and settings are easier to define operationally and measure than leadership. Functions can be measured by observable events: visits to classrooms, interactions between teachers, principal and support staff, monitoring of students' behaviour and learning (Gersten et al., 1982). Fleming (2000) also noted principals in schools she studied concentrated their efforts to create conditions that were optimal for teachers to adapt to new ways of working in schools by focusing on structures within the school and relationships between people at the school. Creating settings where principals and teachers collaborate continuously to increase their effectiveness through their own learning appears to be important.

Stoll et al. (2003) indicate effective school leadership was goal focused, a few reasonable goals were selected and priorities were established. School leaders invited themselves personally to becoming a member involved in the process of change. Stoll et al. put the case simply "if you haven't invited yourself, how can you invite others to be better than they are" (p. 109). Organisational change though requires change in the people who make up that organisation. Schwitzgebel and Kolb (1974) contend behaviour change is always individual in nature. Even when one considers organisational change, this change is produced only by changes in the behaviour of individuals within the organisation because only individuals can, in a genuine sense, behave. The effective change of persons treated individually or in groups raises the hope of broad scale improvement in human behaviour.

When considering systemic influence on behaviour, Hargreaves (1992) takes the position that securing change depends very much on bringing about change in school cultures. A

feature of high school life, where organisation is based on subject-departmental structures, is the competition that exists between separate groups that manoeuvre for position within the school hierarchy. According to Hargreaves these groups reflect and reinforce very different group outlooks on learning, teaching style, discipline and curriculum.

Lipstiz (1984) cites research that found that students' behaviour and academic success are influenced by the internal life of the school. Pianta (2003) indicates a central concern that should be part of education improvement efforts is to address the social and instructional contexts in the school setting. We need "to understand that instruction and growth in academic functioning occur through interactions with teachers, peers, and materials, all of which have social and emotional components" (Pianta, p. 333).

Ross, Powell and Elias (2002) cite the research findings of Levine and Lezotte which describe unusually effective schools as being actively engaged in efforts at fostering a positive school climate and culture, including elements they describe as developing a shared mission, working toward cohesion and collaboration among staff, and collegiality among faculty. Ross et al. also report that effective schools emphasised problem solving, decision making, recognition of positive performance and social and emotional skill development as priorities for students and staff.

This density of leadership noted by Gersten, Carnine and Green (1982), Pajak and Glickman (1989) and Sergiovanni (1995) could be an important factor in identifying if a school is ready to embark on the journey of change and is likely to have the organisational capacity to do so.

Sergiovanni (1995) cautions about indiscriminate application of school-effectiveness research findings, however. Lists of effectiveness characteristics proposed by researchers remain useful if viewed as general indicators that are not so much truths to be applied uniformly but used to help make better, more informed decisions about what to do and how, in improving school effectiveness. Elias, Zins, Graczyk and Weissberg (2003) offer such general pointers to indicate readiness as a key concept that dictates to a large extent the parameters within which change can take place. Two indicators in establishing readiness are collaboration and local ownership. Elias et al. note that genuine collaboration is a form of collective ownership that takes time to develop. Flexible, responsive planning and organisational supports such as staff development foster success. Hatch (2000) suggests resources need to be sufficient not only to get the job done but to support a shift

in standard practices. Hatch found that the fastest improvements came in schools that developed new continuities within their existing frameworks (as opposed to using a break the mold approach to change).

Implementation of Change: Teachers as Participants in Improving Student Learning

Various authors in the field of effective schools (Gersten et al., 1982; Fullan, 2003; Hargreaves, 1992; Lipsitz, 1984; Stoll & Fink, 1995; Stoll et al., 2003) indicate that there is no simple cause and effect model for successful schools and the explanations seem circular. Student attendance is a prerequisite for success in learning, success in learning leads to high performance rates. Dedicated teachers are essential to school performance, good schools attract good teachers. Community support improves school outcomes; student discipline and achievement result in community support for schools. Schools make a difference; teachers can make a difference (Stoll et al., 2003). There are qualities that exist in schools that are difficult to measure or quantify. We may not know sometimes what we have done to improve student achievement, or even be able to measure what it is; however as Atwool (2004) shows, individual teachers are often cited by at risk students as the reason they were able to make change and be successful despite the presence of negative indicators in their lives.

Teaching strategies arise from the cultures of teaching (Gersten et al., 1982). The content of teaching cultures consists of the substantive attitudes, values, beliefs, habits and ways of doing things that are shared within a particular group. The form of teacher culture consists of the characteristic patterns of relationships and nature of association between members of these cultures. Stoll and Fink (1995) maintain that because culture is created by its participants it inevitably changes as participants change. In this way school culture is not necessarily fixed. To develop new ways of doing things we must change teaching culture.

Teachers who are successful in reaching low achieving students display a high sense of their own efficacy (ability to influence and motivate students to learn) combined with realistic expectations of student achievement (Alderman, 1990). Teachers' values and beliefs influence the types of structure they create in the classroom and those values and beliefs influence how they respond to students (Lipsitz, 1984). Lipstiz considered it important that teachers had high expectations for themselves. Teachers need to believe they are capable of making a difference in their students' learning and have a belief that all their students belong in their school rather than anywhere else. "Educational change

depends on what teachers do and think – it's as simple and complex as that" (Fullan & Stiegelbauer, 1991, p. 117).

Hargreaves (1992) contends that for schools to be effective in a change environment they need to move from an individual teacher culture to a collaborative one. A collaborative culture builds on the qualities of openness, trust and support between teachers. Teachers are able to capitalise on the collective expertise. Reflective practice, sharing, trust, respect and personal growth are qualities within such a culture that generate a collegially supportive environment for change. Hargreaves suggests that a collaborative culture can be encouraged by the formation of core groups mixing and sharing across department boundaries and through the development of shared planning and problem solving approaches. Kruze and Louis (1993) support the importance of an emphasis on collaboration and the exchange of practical teaching techniques.

Teaching performance is a function of the school environment as well as the personal qualities of the teachers themselves. Kruse and Louis (1993) describe effective schools as having a sense of order, purpose and consistency among teachers. They take a positive approach to discipline. Training is an integral part of the culture (Duttweiler, 1990). Other authors (Dimmock, 1995; Sergiovanni, 1995; Hord, 1991; Boyd-Dimock & Hord, 1994; Stoll et al., 2003) highlight essentially the same characteristics but also emphasise that teachers in effective schools are unwilling to settle for mediocrity. Successful schools can be viewed as a model of best practice or centre of support for other like schools (Elias, 2003).

Promoting Social Development

Lipsitz (1984) suggested that successful schools for young adolescents chose to become environments that promote social development. Each school had a mission and knew what that mission was. In each case it was both academic and social, teachers felt responsible for the personal growth and development of their students. These schools understood social development to include a multitude of characteristics: self-discipline, perseverance, the ability to work toward goals, a sense of respect for self and others, ability to function in a peer group, communication skills, awareness and concern for issues outside of immediate self. In other words the outcomes that successful schools for young adolescents expect to affect encompass attitudes and behaviour as well as more commonly accepted teachable skills.

Schools can be seen as ideal environments for teaching social behaviour. To do this effectively means paying explicit attention to students' social and learning needs. If schools leave emotional lessons to chance they risk wasting the opportunity to help students develop a healthy emotional repertoire (Ross, Powell, & Elias, 2002). Elias, Zins, Graczyk and Weissberg (2003) identify the need to incorporate social and emotional learning as essential for the success of educational improvement. Students who are experiencing social-emotional difficulties cannot learn effectively. When their needs are not being met, their presence in school drains energy, focus, and potential from the learning environment. Emotionally developed students have the individual and social skills that motivate them to engage with other learners. This in turn leads to greater cognitive development (Fullan, 2001).

When schools attend to students' social and emotional skills, academic achievement increases and problem behaviour decreases (Elias et al., 1997). Lipsitz (1984) describes the psychosocial tasks of adolescence as including forming a conscious sense of individual uniqueness and solidarity with group ideals. They seek to extend their personal autonomy from adults and simultaneously seek to identify with them. Increasingly competence in recognising and managing emotions and social relationships is seen as a key ability for success (Elias et al., 1997; Goleman, 1996; Ross, Powell, & Elias, 2002). Ross, Powell and Elias cite research which indicates that psychologically competent young people are more likely to avoid high-risk activities that can have potentially dangerous consequences. Pasi (1997) asserts that social and emotional intelligence can be systematically developed in individuals through learning and experience, and Goleman (1996) indicates that accumulated evidence suggests individuals who are socially and emotionally competent are at an advantage in all domains.

Ross, Powell and Elias (2002) note that successful development of social/emotional skills such as thoughtful decision making, understanding feelings of others as well as yourself, listening accurately, communicating effectively and respecting differences are the most important skills in preventing the development of high risk behaviours associated with poor educational and social outcomes. In addition to these social tasks, cognitive developments encourage propositional thinking, understanding of metaphor, hypothesis testing and reasoning. This makes possible the projecting of oneself into the future and thereby accepting the necessity of preventive behaviour (Lipsitz, 1984).

In this respect, student beliefs might be a controlling factor in their behaviour (Marzano, 1998). A student's belief system is said to have an effect on how an individual will respond to tasks and goals. Goals should be specific and proximal rather than general and distal (Marzano, 1998; Phalet, Andrissen, & Lens, 2004). Also there is a relationship between goal setting and self-monitoring: either process will lead to the other (Alderman, 1990). Kendall and Cummings (1988) indicate cognitive skills such as self instruction and self monitoring can be effective in providing a set of prerequisite skills that make it possible for a student to make effective use of other interventions. Marzano adds that if a student holds a view that a certain situation is important and if they believe they have the power to affect a situation they are more likely to make use of the metacognitive system. If they view a task as relevant and related, or unrelated to their overall beliefs about life's purpose, this affects the extent to which metacognitive functions are effectively utilised. Students will only expend effort in a task if they believe they can achieve something.

The problem is to motivate everyone, even though some are bound to achieve less than others (Black, 2004). In addition it is not enough to achieve success; the student must know how they personally contributed to this success (Alderman, 1990).

Helping students develop and coordinate skills in emotion, cognition and behaviour is a necessary activity at both the classroom and wider school level (Elias et al., 1997). Teaching a student cognitive strategies that can be applied across a variety of academic and social tasks moves that student closer to the important educational goal of learning how to learn (Kendall & Cummings, 1988). Schools and teachers have an important role to play in this change process. Ross, Powell and Elias (2002) provide evidence that emotional and social competence can be systematically developed in individuals through learning and experience. On-going education to enhance these skills is both possible and desirable in their view.

Strengthening communicative competence and self-management skills is an important aspect of proactive skill building that seeks to prevent the reoccurrence of problem behaviour (Carr et al., 2002). A student's sense of self can be enhanced or threatened by teachers' expectations, teaching strategies and classroom organisation (Stoll et al., 2003). Urdan and Schoenfelder (2006) note features of the learning environment can enhance or undermine student motivation. Urdan and Schoenfelder argue that messages about the purpose of academic tasks students receive, the social interactions between teachers and students, social interaction among students, opportunities students have for ownership of

the learning process, and how students are encouraged to think about school work all affect how students view, approach and persist with their school work.

Alternatives to Current Approaches to Managing Challenging Behaviour

Learning does not take place in a vacuum; learning is driven by what teachers and students do in the classroom. Management and instruction are interdependent (Black & Williams, 1998; Brophy, 1983; Stoll et al., 2003; Ysseldyke & Christenson, 1998). Teachers have to manage complicated and demanding situations, deal with the personal, emotional and social pressures of students in order to facilitate learning. Black and Williams (1998) make the claim that standards can only be raised if teachers can tackle this task more effectively. What is missing is direct help for teachers to carry out these tasks. The daily and complex challenge for teachers is that they need strategies to teach a diverse group of learners effectively and simultaneously (Alton-Lee, 2003). The literature in the field of effective behaviour support indicates that teachers need to be able to respond to classroom discipline in a planned, consistent, cohesive way that is preventive rather than reactive (Carr et al., 2002; Lewis, 2000; Gray & Stark, 1999; Rogers, 2000; Scott, 2001; Sugai & Horner, 2001; Walker & Sprague, 1999; Weigle, 1997).

According to Carr et al. (2002) assessment of personal as well as systemic needs will not only become more prevalent but also the preferred approach to intervention in the future. A systemic perspective rejects the notion that practitioner effectiveness depends solely on identifying a key critical intervention that alone will create meaningful change. Carr et al. contend that a comprehensive approach involving multicomponent intervention is necessary to change the many facets of an individual's living (or learning) context that are problematic. Behaviour challenges are likely to be dependent on multiple functional and structural variables. Thus intervention demands a multidimensional strategy built on assessment information (Carr et al., 2002).

It is argued that failure to provide individualised and appropriate educational opportunities for students with special teaching needs and students from diverse backgrounds, combined with a lack of familiarity with specialised behavioural practices such as functional behavioural assessment, behaviour intervention planning and the teaching of prosocial skills, has diluted attempts to develop effective behaviour support systems in schools (Lentz, Allen, & Ehrhardt, 1996; Sugai et al., 2000; Weigle, 1997). Fragmented, redundant and inefficient multidisciplinary efforts as well as the disenfranchisement of families and community contribute to the difficulty schools experience in providing a full continuum of

effective and positive learning environments for all students and teachers (Baer & Bushell, 1981; Ervin & Ehrhardt, 1999; Lentz & Shapiro, 1985; Lentz et al., 1996; Sugai & Horner, 2001).

Longitudinal research, including elements investigating functional behavioural assessment, gives schools some direction in defining the questions around problem behaviour and gives some indications for developing a systemic approach to behaviour management in the school setting. The longitudinal perspective is a developmental approach that puts forward a risk factors model for explaining negative social/academic outcomes (Hawkins, VonCleve, & Catalano 1991; Lynam, 1996; Walker & Sprague 1999). This approach puts forward a macro or molar variables explanation for problem behaviour - pervasive exposure of children/students to key risk factors is associated with negative, destructive long-term behavioural outcomes (Mayer, 1995; Mayer & Sulzer-Azaroff, 1991; Reid, 1993; Walker & Sprague, 1999). Children and youth who, over time, are systematically exposed to risk factors such as dysfunctional families, drug and alcohol abuse by primary care givers, neglect/abuse and unemployment, are said to display maladaptive behaviours.

These behaviours such as defiance of adults, restlessness and over-activity, aggression, lack of self-regulation, lack of school readiness, disruptive classroom behaviour, inability to focus and sustain attention, and hostile attitudes toward schooling militate against successful school achievement (Walker & Sprague; 1999). Walker and Sprague indicate the short-term outcomes that result from this developmental manifestation of behaviour can include truancy, peer and teacher rejection, low academic achievement leading to school discipline referrals and transitory school history. These short term outcomes are in turn strongly predictive of much more serious longer-term outcomes such as school failure, delinquency, drug and alcohol abuse, criminality and violence (Cicchetti & Nurcombe, 1993; Walker & Sprague, 1999).

The difficulty in regard to the school setting of these macro or molar variables is that it tends to direct or lead schools to defining a comprehensive approach to individual behaviour support only for those at the most intrusive end of the spectrum. When such approaches fail, exclusion from school is the likely consequence. Any concentration on those at the most intrusive end of the continuum would, necessarily, neglect a focus on students who have moderate to mild difficulties. In an approach that would depart from such a distal intervention for the majority of students with moderate to severe behaviour difficulties, a more appropriate approach may be to focus upon more proximal variables

over which a school has more control. The ways in which this kind of intervention could be approached will be taken up in detail in the rationale for this study.

Developing a School-Wide Approach Through Behaviour Support

There is a growing body of literature emerging around the question of effective behaviour support systems in schools which identifies elements contained in effective support systems (Carr et al., 2002; Elias et al., 2003; Ervin et al., 2001; Ervin, Ehrhardt, & Poling, 2001; Gray & Stark, 1999; Gresham, Watson, & Skinner, 2001; Lentz & Shapiro, 1985; Lewis, 2000; Lewis et al., 2002; Nelson & Colvin, 1995; Rogers, 1994, 2000, 2001; Scott, 2001; Sugai & Horner, 2001, 2002; Taylor-Greene & Kartub, 2000; Walker & Sprague, 1999; Weigle, 1997). There tends to be commonality among the various authors writing in this field.

Although there may be concern and interest in understanding a student's likely future and a desire to intervene to avoid unpleasant outcomes, the key goal of a school system first and foremost is to manage and understand problem behaviour within the school/classroom setting (Gresham et al., 2001). One of the fundamental suggested changes in approach is for schools to move from a reactive consequence based approach to a pro-active instructionally focused system (Lewis, 2000; Lewis et al., 2002; Rogers, 2004; Sugai & Horner, 2001; Taylor-Greene & Kartub, 2000). Carr et al. (2002) indicate prevention is inherent in their definition of positive behaviour support. This approach focuses on skill building and environmental design as the two vehicles for producing desirable change.

A variety of contextual factors and setting events in some schools appears to contribute in a major way toward antisocial behaviour and related attendance problems (Mayer, 1995). Paying attention to these setting events, rather than seeking quick fixes must be given priority if schools are to provide safe environments. High rates of challenging behaviour in school are associated with punitive disciplinary strategies, lack of rule clarity, expectation and consequence confusion (Mayer, 1995; Mayer & Sulzer-Arzaroff, 1991). Rules that are unclear or likely to result in lack of rule following can often result in the use of punitive consequences in class and school. This in turn can promote antisocial behaviour, de-motivate students and lead to student disengagement from school (Mayer, 1995). Lack of staff support and failure to consider and accommodate individual differences contribute to this situation (Lewis, 2000; Rogers, 2000, 2001). While Rogers identifies a similar set of elements: lack of consistency and school wide plans, a lack of common core values, classroom routines and backup for teachers, he also makes a clear distinction among

variables that influence student achievement. Rogers identifies two levels of variables that are not specifically school generated, the first level being alterable and located within the student (individual elements: skills, strategies, and motivation) and a second level of variables that are external elements (family income, employment, and mobility). Rogers considers the first level is within the domain of concern for schools and teachers. The second level refers to what have been identified as longitudinal risk factor elements (Walker & Sprague, 1999) and are variables that Rogers suggests are most likely beyond the scope of the school to influence or change. In an ecological model, these within school and within student variables are equally important and available for modification in a positive behaviour support approach.

Sugai and Horner (2001) suggest that the issue is not that schools don't care or that they don't have access to viable solutions but that schools lack the capacity to adopt and sustain the use of effective solutions. Schools must build cultures of social competence that support the development of prosocial behaviour and maximise academic achievement for all students. Sugai and Horner state that building positive cultures of social competence is not the result of inventing new solutions, or increasing external controls, or asking teachers to do more. The solution is to focus on enabling schools to "work smarter" by enhancing their organisational capacity to provide a full continuum of behavioural support for all students. While once a new system is in place it would be no harder to manage it, than a previous system, there is a case for saying teachers may initially have an extra work load as it is being established. Ervin, Schaughency, Matthews, Goodman, and McGlinchey (2007) in their study reporting the development of an evidenced based approach to the prevention of behavior difficulties, found that there was a demand on teachers time that teachers not involved in the study did not experience. The teachers participating in the study reported however that the extra effort of being involved in the study was worth the additional demand on their time.

Sugai and Horner (2001) suggest working smarter means adopting an agenda of primary prevention, being strategic about school improvement goals, results and processes, engaging in research validated practices, establishing behavioural competence and using data to guide decision making and action planning. The principle of prevention is an essential element in developing an effective systemic approach to behaviour management (Carr et al., 2002; Lewis, 2000; Scott, 2001; Sugai & Horner, 2001). This contention is supported by Brophy and Duttweiler (1983) who indicate that programmes in effective schools are designed to head off or prevent academic problems.

All of these indications seem to demand two concurrent developments. One is the development of a school-wide behaviour support approach. The other is some form of within-school reflective practice. A necessary step may be for a school to develop a credible level of teacher collegial support through a practitioner-researcher approach to change. Buysse, Sparkman and Wesley (2003) advocate a community of practice model for integrating research and practice. Though writing from a "university" perspective, these authors offer insight into "teacher" generated research where the research is a response to identified concerns. In turn, these concerns generate propositions for change which, since they include systemic changes, include practitioners as members of a school community in a collaborative, formative approach to exploring possible solutions to those concerns.

Buysse, et al. (2003) describe communities of practice as having three characteristics: (1) learning is grounded in daily activities where action is not separated from the complex environments in which knowledge is to be applied; (2) knowledge is built through experience and transfers only to similar situations; (3) this learning is a social process that requires negotiation and problem solving with others. The "others" in this collaboration will need to overcome the disconnection that stems from the fact that researchers and practitioners operate in vastly different worlds. One strategy Buysse et al. recommend to close this gap is to have teacher participation in educational research. Teacher enquiry produces a type of "local" knowledge that is fundamentally different from knowledge produced through formal research. It is likely to be more relevant and is more likely to change teaching practices.

One way advocated to achieve such enhancement is to apply a systemic school wide approach to Positive Behaviour Support (PBS). PBS uses educational and systems change methods to enhance quality of life and minimise problem behaviour (Carr et al., 2002). PBS is a broad range of systemic and individualised strategies for achieving social and learning outcomes while focusing on preventing problem behaviour (Sugai & Horner, 2001). They note the goal of PBS is to enhance the capacity of schools to educate all students, including those with challenging social behaviours by establishing an effective continuum of positive behaviour support systems and practices. PBS uses educational methods to expand an individual's behaviour repertoire and systems change methods to redesign an individual's learning environment.

In schools this means, most significantly, changing systems so that specialised school support becomes fully integrated and coordinated with the general education programme in the school (Carr et al., 2002). Individual approaches include skill-building in the areas of communication competence and self-management. Environmental re-design includes opportunities for choice making, modifying setting events to alter reinforcers for significant behaviours, and restructuring curricula. The systemic change of a positive behaviour approach includes staff development, resource allocation and the construction of action plans that take place not at the moment that problem behaviour is occurring but in a coordinated proactive fashion that is intended to minimise the occurrence of future problem behaviour in the first place (Carr et al., 2002).

Without prevention strategies schools can expect to experience behavioural difficulties in up to 20% of the school population (Scott 2001). As previously indicated, research suggests that punishing problem behaviours without a positive school-wide system of support is associated with increases in aggression, vandalism, truancy and school drop out (Lewis, 2000; Mayer & Sulzer-Azaroff, 1991). The idea behind behavioural support is that predictable problems are preventable problems. Proactive and preventive systems reduce the number of problems that occur due to inadequate rules, poor routines, and poorly designed physical arrangements (Scott, 2001).

The field is still growing in relation to assessment and intervention on deficient environments. In a study by Taylor-Green and Kartub (2000) one school found that 5 years after implementing and maintaining a school-wide behaviour support programme the school had sustained a 68% reduction in discipline referrals. A research synthesis on positive behavioural support analysing 109 studies was completed for the United States Department of Education, Office of Special Education Programmes by Carr et al. (1999). The principal findings concluded that PBS is widely applicable to people with developmental needs and people with behaviour needs including those with severe need.

The degree to which a school can have an effect on the most severe problems is directly related to its ability to prevent the total number of problems that occur (Scott, 2001). To assist the neediest students it is necessary to prevent problem behaviour for all students. Identifying the neediest group and those who are most at risk represents the first step in a comprehensive systemic approach. Even under a system of preventive strategies an average school can expect approximately 10% of its students will continue to exhibit problem behaviours (Langland, Lewis-Palmer, & Sugai, 1998; Scott, 2001; Taylor-Green

et al., 1997). Having identified the neediest group of students who are at risk of school failure, schools can then more effectively, and more efficiently provide more time consuming and costly individualised interventions to prevent failure (Foster-Johnson & Dunlap, 1993; Scott 2001).

Early intervention programmes are perhaps the best hope for reducing serious behaviour challenges especially as students enter adolescence (Lewis, 2000; Zigler, Taussig, & Black, 1992). This has implications for RTLB working in New Zealand secondary schools as they are particularly targeted to Years 9 and 10. Students in these classes typically are 13 to 15 years old. Early intervention research suggests the need to develop preventive strategies and to intervene in the early high school years. If children experience success at a critical time when their identities are being established, this could be sufficient to trigger a more positive cycle of achievement and expectation (Zigler, Taussig, & Black). *The Report on Stand-downs, Suspensions, Exclusions and Expulsions* (Ministry of Education, 2002), records that students in the 13 to 15 year age group made up 62 % of stand-downs in 2002 and 72 % of suspensions while only representing 22 % of the school roll. The high mean achievement results in reading for 15 year old New Zealand students, in the Programme for International Student Achievement (PISA), is matched by the second widest achievement disparities out of 30 countries (OECD, 2001). This variance is predominantly within-school, rather than between school variance, suggesting an important role for New Zealand principals is both to recognise excellence within their schools, but also to build up the quality of teaching across the school. Classroom teaching accounts for up to three times or more the variance in achievement scores than school level influences (Alton-Lee, 2003). This suggests that interventions that are likely to be most effective will need to engage the teacher and operate to influence the classroom learning/teaching process. By implication it also suggests that to activate the classroom effects in a positive way, a school system must enhance the capacity of teachers to do so.

Positive Behaviour Support is not the only such approach to school intervention to be found in the literature. In advocating an early intervention approach, Lewis (2000) describes Effective Behavioural Support (EBS) a process closely associated with the Positive Behaviour Support (PBS) concept in which schools seek to meet their own unique needs in managing student behaviour. As with PBS, Lewis advocates making change through schools engaging in a team approach that is informed by research and professional best practices. Schools develop an approach that operates at different levels: school-wide, classroom and individual student levels. Lewis identifies the following two general

features of effective behavioural support, team decision-making and consistent expectations. Firstly, decision-making is from a team comprised of representatives of the entire school, general and special education teachers, support staff and administrators. Outcomes are described in terms of broad school goals and expectations (see also Colvin & Nelson, 1995; Rogers 2001; Scott, 2001). Secondly, within such a system, teachers and students should be able to articulate the same set of school expectations and there should be consistency between teachers/students and students/students in their understanding of these expectations (see also Lewis, Kelk, & Newcomer, 2002). Outcomes at the individual level are defined as specific appropriate behaviours.

In this approach the emphasis is on teaching prosocial behaviour (as opposed to focusing on simply reducing problem behaviour) and prevention of problem behaviour, together with continual monitoring with changes directed by data based decision-making. Unsurprisingly there is a significant amount of overlap between these two approaches. The review of the literature indicates that instead of seeking to adopt one particular approach or another, those involved in school change and reform should seek to understand the wider research and then adopt an approach that meets their own unique needs.

To enable schools to define and respond to behaviour and learning issues the literature around effective behaviour support (Ervin et al., 2001; Lentz et al., 1996; Lewis, 2000; Nelson & Colvin, 1995; Rogers 2000/2001; Scott, 2001) indicates that schools need a commitment to a systematic way of problem solving, data gathering and monitoring - an approach that is collaborative and team based. At the school wide level Lewis advocates a pro-active, consistent set of rules and expectations.

In a later analysis, Lewis et al. (2002) confirm this approach. They describe three categories of school behaviour concern: student to student, student to teacher, and student to school system. In considering such an approach, behaviour management across a school system would need to be related conceptually and integrated systemically (Nelson & Colvin, 1995; Rogers, 1994). The orientation of individual teachers should match the conceptual orientation of the system. A supportive classroom approach should match a supportive systems orientation. Behaviour management should be integrated systemically; there should be a flow from least intrusive to most intrusive interventions within the conceptual framework adopted by the school (Sugai et al., 2000; Sugai & Horner, 2001).

Positive Behaviour Support and Individual School Need

One of the defining features of Positive Behavioural Support is its fit to individual contexts, allowing schools to identify individual problems and determine solutions (Scott, 2001). Schools need a response that is local and unique in character and incorporates unique individual goals that are clearly referenced to the specific needs identified (Lentz et al., 1996; Weigle, 1997). A response is needed that is able to balance the collective right of students to learn with the individual's right to access appropriate education while having their individual needs met. While a comprehensive programme of behavioural support is considered as an essential element for any school, such a programme must contain a gradient of actions which allow for intensive intervention with high need individuals (Sugai et al., 2000). Such an approach matches intervention to need in a way that preserves the principle of parsimony - to be as least intrusive in the lives of students as possible, while still being able to be effective in managing and supporting change (see also *The Minimal Sufficiency Principal,* Lepper 1983). Central to this approach is the desire to constantly increase independence and reduce support over time, a development which is consistent with the overall approach to school management advocated by the New Zealand Ministry of Education (1998).

The direction in which the literature leads then is toward an integrated approach across three tiers: (1) systems structures that support change and enhance intervention effectiveness; (2) support at the teacher and classroom level; and (3) support at the student level that is based on the principles of "strong interventions". These principles bring together the technical components of an intervention with an ecological understanding of the problem setting in order to resolve the problem (Lentz et al., 1996). In accordance with a least intrusive approach, systems level and classroom teacher procedures need to be consistent so that the classroom/school environment firstly act to prevent problem behaviour occurring. This allows one to identify those students who need a more focused individual approach to intervention that is based on the principles of ecological/educational assessment in the natural environment.

Schools need more than just a response that results in the formation of a package intervention that can sometimes be more about the package than meeting an individual need (Ervin et al., 2001). In these circumstances the school response is to implement the "package" intervention without analysis or reference to individual need (for an example of stacking packages one upon another, see Timperly & Robinson, 2000). Elias et al. (2003) cite the perpetuation of a narrow and decontextualised program-and-packages-perspective

as one of the factors contributing to the failure of attempts to transfer successful educational innovation to wider school reform. Schaughency and Ervin (2006) recognise that researchers and practitioners currently grapple with how interventions are affected by the unique characteristics of their host setting. These authors indicate that the varying needs of students, families and schools may not be met optimally by adopting a uniform or package intervention.

The task of becoming an effective school is to engage in a process to develop and resource interventions that truly match the needs of individuals and match the unique local school ecology (Lentz et al., 1996). Schaughency and Ervin suggest an effective approach is to develop adaptive preventive interventions that are modified or tailored to meet local needs. Pianta (2003) comments that having three key foci: (1) understanding and working with the structural features of the school; (2) moving away from a programme/package mentality; and (3) attending to the adults who are interacting with children in school settings, is "right on target" (p. 331). The emphasis on these three areas focuses attention squarely on the school context as it matters for the students.

In considering effective behaviour support systems that operate effectively at the individual student level Gresham, Watson and Skinner (2001) and Broussard and Northup (1995) propose elements in a functional assessment approach which happen to be consistent with SE2000. This approach is also consistent with an educational rather than a clinical model and is focused on the unique needs of the individual. It can be engineered to be situation specific. The elements at the individual level involve a review of behaviour based on its functional relevance to the individual. The use of an hypothesis relating to the function of behaviour leads to a behaviour recovery model for high need behaviour that will typically involve such elements as reteaching, supported practice, feedback and monitoring (Langland, Lewis-Palmer, & Sugai, 1998; Lewis, 2000; Rogers, 1994). Research has shown PBS is effective in one-half to two-thirds of the cases, however success rates nearly double when intervention is based on functional assessment (Carr et al., 1999) and outcomes may be improved when implemented by typical agents such as the RTLB in New Zealand.

Amendments to the Individuals with Disabilities Education Act in the USA (IDEA) mandated the use of functional behaviour assessments (FBA) and positive behavioural support plans to address challenging behaviours presented by students in school settings (Gable, 1999; Gresham et al., 2001). A functional assessment approach necessitates going

beyond the topography of behaviour to looking deeper in an attempt to find indicators as to what is maintaining and sustaining the problem behaviour in the environment in which it occurs (Ervin & Ehrhardt, 1999). Vittimberga, Scotti and Weigle (1999) label these repertoire-enhancing and functionally based interventions as the educative approach to intervention. This approach recognises that "all behaviours (even problematic topographies) are adaptive, in the sense that they are functional within (or have adapted to) the specific environment in which they occur" (p. 48). Educative interventions involve replacing excess behaviour responses (using least restrictive techniques) with a response that has a more acceptable topography and is functional in the environment in which it occurs (Vittimberga, Scotti, & Weigle, 1999).

Typically in the data collection phase of problem solving, teachers describe topography of behaviour. Topography can be described as the form or structure of behaviour (Gresham et al., 2001; Reschly & Tilly, 1999). The emphasis of this approach is on the "what" descriptions of behaviour (descriptive) rather than the "what for?" (function) of the behaviour. Gresham, Watson and Skinner (2001) illustrate this difference between a structural and functional approach by the following example. They consider a referral for reading difficulties of a third grade student. A school adopting a structural approach might decide to administer a test of cognitive ability, a reading test, a visual motor integration test, and perhaps a human figure drawing test. A structuralist explanation might conclude that the reading difficulty is caused by a visual-perceptual processing disorder. A functional assessment model would likely not use any of the above procedures but rather would assess the relationship between the environmental events (e.g., rate of instructional presentation, number of opportunities to respond, corrective feedback) and the student's reading performance (Gresham et al). The structural or descriptive account provides no information regarding important identifiable and controllable environmental events surrounding those behaviours. The mere description of behaviours does not yield the most important information for intervention planning, that is the function served by those behaviours.

As indicated previously, FBA is not a single test or observation (Witt, Daly, & Noell, 2000). It is a multimethod strategy that involves interviews, observations, and review of records, consideration of behaviour antecedents and consequences in the environment (Cone, 1997). FBA uses both direct and indirect methods in order to identify environmental conditions that are associated with the occurrence and non-occurrence of problem behaviours. Gresham, Watson and Skinner (2001) suggest behavioural function

typically falls into five categories: (1) social attention/communication (positive social reinforcement), (2) access to tangibles or preferred activities (material or activity reinforcement), (3) escape, delay, reduction, or avoidance of aversive tasks or activities (negative reinforcement), (4) escape or avoidance of other individuals, tasks or activities (negative social reinforcement) and (5) internal stimulation (automatic or sensory reinforcement) (p. 158).

Interventions matched to the function of behaviour for the individual follow one of two strategies. These are, weakening the maintaining response-reinforcer relationship for maladaptive behaviour (punishment, extinction) or establishing or strengthening a response-reinforcer relationship that replaces the current function of the maladaptive or inappropriate behaviour (Gresham et al., 2001; Mace, 1994). This second intervention approach is the basis for positive behavioural support programming (Sugai, Horner, & Sprague, 1999).

Rogers (2000; 2001) identifies a very similar approach that he refers to as behaviour recovery. Rogers identifies a series of individual intervention steps including 1:1 discussion of behaviour, its effect on others, rehearsal of new behaviour, mirroring, modelling and feedback to the student.

Broussard and Northup (1995) describe functional assessment as the use of a variety of assessment strategies to identify specific antecedent and consequent events that are directly related to problem behaviours. Broussard and Northup indicate recent functional assessment procedures have been extended to school settings. The functional assessments conducted in naturalistic environments generated hypotheses that were subsequently demonstrated to result in effective intervention. These recent extensions suggest that functional assessment methodology may be applicable to more prevalent disruptive behaviours occurring in regular education classrooms and may be useful for the selection and development of preferred interventions (Broussard & Northup, 1995; Gable, 1999; Hagopian, Rush, Richman, Kurtz, Contrucci, & Crosland, 2002; Reid & Nelson, 2002; Vittimberga, Scotti, & Weigle, 1999; Weigle, 1997).

Broussard & Northup (1995) identify three variables (as opposed to Gresham, Watson, & Skinner's five variables) from the current literature that are most often related to classroom disruptive behaviour: (1) teacher attention; (2) peer attention; and (3) escape from academic demands. Reid and Nelson (2002) determine that problem behaviour is related to

two primary functions: attention (either peer or teacher) or escape (due to level of task demand). These authors go on to suggest that identifying the functions served by the behaviours appears not to be overly complex, and FBA can be performed in typical school environments. Reid and Nelson note the utility, acceptability and practicality of functional behavioural assessment. They conclude that "Given expert support, FBA appears to be effective for children with high incidence problem behaviours and feasible within the school environment" (p. 22). Of particular interest in this review is the finding by these authors, based on the analysis of a range of studies, that "Many of the FBA studies showed that there were functional relationships between academics and behaviour" (p. 21). For example, Dunlap et al. (1993, 1994) demonstrated that curriculum variables frequently have a functional relationship with problem behaviour. This evidence has important practical consideration. The variables noted in these studies are directly under the teacher's control and can easily be modified, often with resultant improvements in behaviour.

Broussard and Northup's (1995) investigation also demonstrated that functional assessment can be conducted in regular classroom settings and contributes an approach to assessment that is more directly related to intervention. If specific variables that are known to be associated with target behaviours can be addressed directly, the probability of intervention effectiveness is enhanced, and what may become a series of ineffective interventions can be prevented (Broussard & Northup, 1995; Gable, 1999; Iwata, Kahng, Wallace, & Lindberg, 1998; Lentz et al., 1996).

Lentz et al. (1996) describe this approach as designing strong interventions. Strong interventions are ecological in nature, naturalistic in scope, contain elements from the research base that are predictive of success and incorporate the constructs of social validity. Strong interventions are correctly matched to the reason underlying the problem. The concept of strong interventions is intended to bring the technical components of interventions together with an ecological understanding of a problem setting in order to resolve the problem (Lentz et al., 1996).

A system of coordinated, collaborative strategies and programmes, rather than any single programme component is required, first to prevent, then to manage inappropriate, maladaptive, or multiple high risk behaviours. The school ecology should be the central focus of intervention (Lauber, 2005, Scott & Martinek, 2006; Sugai & Horner, 2006). This approach to intervention is consistent with an ecological model.

Annan (2005) describes ecological practice as being built around four themes: (1) The use of multi-systemic units of analysis, models of practice such as functional behaviour assessment, situational analysis, assessment frameworks that support the collection and analysis of relevant information relating to a range of settings that influence referral situations; (2) engaging in collaboration within multiple relationships, the ability to share professional knowledge and to work with those directly involved in referral situations to co-construct analyses of their own circumstances. This involves being an active participant in the construction of an emerging interpretation rather than being an objective observer; (3) supportive learning environments, having an emphasis on the detection, construction and consolidation of strong and respectful foundations for intervention. This means identifying strengths, having a belief that all children can learn, having constructive involvement developing least intrusive solutions. Consideration is given to contextual factors in the environment such as teachers and other people who support students and implement interventions. (4) Using evidenced based practice, basing analyses on assessment data collected in collaboration with others and the collaborative planning of interventions guided by sound analyses.

At the conceptual level the ecological paradigm is isomorphic with PBS in several respects. PBS draws on theoretical perspectives from the fields of systems analysis, ecological psychology, environmental psychology, and community psychology. It deals with units larger than the individual, that is, systems. It emphasises natural settings as being most appropriate for carrying out research and interventions. It requires ongoing collaboration between stakeholders (Carr et al., 2002). Furthermore PBS can be implemented within typical settings by direct support workers (Carr et al., 1999).

This has implications for RTLB in that they are uniquely placed in the New Zealand education system to be able to provide just this kind of support to teachers. In the devolved New Zealand education system there is no support available from district or regional superintendents such as noted by Pajak and Glickman (1989). Schools are largely on their own in this sense and as such the school consultants do need to play a supporting role in the process of school change.

Implications for New Zealand Secondary Education

A mixed message exists in current special education policy direction in regard to management of students with behaviour needs. A comprehensive approach to individual behaviour support for those at the most intrusive end of the spectrum is represented in New

Zealand schools by the Strengthening Families concept where a comprehensive intervention approach combines agencies from child welfare, police, mental health, education and family or whanau. This approach attempts to reduce risk factors and build in protective factors that function to support positive change. The perception seems to be that to change or alter a student's life course requires a longitudinal "risk factors" approach. This involves comprehensive intervention sustained across settings and through time, beginning as early as possible, continued through school years and addressing molar variables, with key social agents in the student's life being directly involved in the intervention. However, for students of high need, the longitudinal perspective suggests comprehensive, life changing intervention is most probably beyond the scope and resources of most schools (Richters & Cicchetti, 1993).

This is the dilemma in which schools find themselves. On one hand the legislative direction as described through education policy and in the National Education Guidelines (Ministry of Education, 1989) requires schools to address students' needs in a way that keeps them connected to learning and in school. Yet as we have seen, research findings indicate this task is complex and difficult. In New Zealand schools, Group Special Education (GSE), a division of the Ministry of Education, is the lead agency for one to three percent of students judged to have special needs. GSE are funded under the provisions of SE2000, to this threshold of student numbers. The focus of this study is the moderate band of students below this high needs group (approximately 5 per cent of student numbers) that the RTLB programme in schools is designed to work with.

Consideration of the literature reviewed here suggests that secondary schools may be able to develop an approach to managing this larger group of students that is characterised by a focus on the elements a school can influence. Such an approach would be based on the principles of positive behaviour support, would involve an ecological assessment approach and would require a whole school focus.

In terms of the RTLB working with classroom teachers the introduction of PBS holds promise in that the RTLB can work in the classroom environment to help the student, through a comprehensive approach involving intervention at the individual, class and system levels. Transfer of skill from 1:1 sessions (that would be needed in a Rogers (2000, 2001) or Lewis (2000) approach and is common in many schools) to the general classroom environment is no longer an issue. Moore et al. (1999) raise the concern that although many behavioural technologies have proved valuable in managing challenging behaviours

much of the work has occurred within the functional limitations paradigm. The functional limitations paradigm assumes that the principal difficulties of people with disabilities resides within the individual (Brown et al., 2000) often leading to a one to one "treatment" approach. Issues of generalisation and maintenance are of concern in such an approach. However, Moore et al. conclude that if interventions took place in inclusive environments such issues would be of less concern because the resulting change would be functional within the contexts in which it is required.

The RTLB is uniquely positioned to make this transformation possible. By working with the classroom teacher and student in the classroom as well as being closely involved in behaviour recovery through individual goal setting with a student, the RTLB can have the effect of ensuring any resulting change would be functional. An important element in this approach is that the RTLB procedures are maintained within the collaborative consultation model, ensuring interventions are jointly planned and intervention integrity is more likely to be sustained. The elements of this approach have a strong relationship with successful transfer of training to sustained workplace performance (Burke & Hutchins, 2007).

As noted earlier in this thesis, Rowan, Dwyer and Bossert (1982) attested that there is a need to develop a broader definition of school effectiveness, a definition that should be a multi-dimensional construct. A more expansive conception of school effectiveness has emerged from the literature reviewed previously in this chapter. The construct proposed below takes into consideration the need to be relevant to current New Zealand secondary education and be inclusive in nature.

The review of the literature indicates involvement of school management is a critical factor in the success or failure of school reform. In New Zealand schools leadership functions are carried out by senior staff within the school. There is no access to external consultants or district supervisors described in the literature review. In this sense school leadership resources directed toward school reform compete with all the usual demands of running a school. If a school is to become more effective in the management of behaviour and learning a way to address this congestion will need to be found. Figure 1 illustrates this writer's approach to a broader construction of school effectiveness.

Figure 1. Multi-dimensional Construct of School Effectiveness


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┌─────────────────────────────────────────────────────────────────────────┐
│                                                                           │
│  ┌──────────────────────────────┐   ┌──────────────────────────────┐    │
│  │ Leadership Characteristics    │   │ System Characteristics        │    │
│  │ Density of leadership         │   │ Positive behaviour support    │    │
│  │ Promotion of effective        │   │ Inclusive practices           │    │
│  │ learning                      │   │ Graduated response to needs   │    │
│  │ Knowledge of research base    │   │ Effective specialist support  │    │
│  │ Active involvement in change  │   │ Systemic structures are       │    │
│  │ Active and visible support    │   │ consistent from class to class│    │
│  │ of system characteristics     │   │ Interventions based on        │    │
│  │ Data based decision making    │   │ research and data             │    │
│  │ Resources and giving          │   │                               │    │
│  │ teachers time                 │   │                               │    │
│  └──────────────────────────────┘   └──────────────────────────────┘    │
│                      ↖            Effective schools          ↗            │
│                      ↙                                      ↘            │
│  ┌──────────────────────────────┐   ┌──────────────────────────────┐    │
│  │ Teaching Culture              │   │ Effective Teaching Practices  │    │
│  │ Community of reflective       │   │ Current pedagogy              │    │
│  │ practice                      │   │ Teaching to individual        │    │
│  │ Collaborative team focus      │   │ student need                  │    │
│  │ Developing a community of     │   │ Social/emotional development  │    │
│  │ learning                      │   │ of student as well as academic│    │
│  │ Consistent procedures and     │   │ In class intervention         │    │
│  │ structures between classes    │   │ Goal setting and critical     │    │
│  │ Teacher culture aligned with  │   │ review with students          │    │
│  │ system orientation            │   │ Classroom environment acts    │    │
│  │ Self determination of learning│   │ to prevent problems           │    │
│  │ Notion of personal            │   │                               │    │
│  │ responsibility                │   │                               │    │
│  └──────────────────────────────┘   └──────────────────────────────┘    │
└─────────────────────────────────────────────────────────────────────────┘
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The research noted above and the analysis shown in Figure 1 suggests both a hierarchy and a framework for establishing audit criteria to determine an individual school's readiness to engage in the change process. There is a logical progression from leadership, through systems of management to classrooms and teaching practices. A question which emerges here is: what individual and organizational features are required within a New Zealand secondary school structure for a school to effectively introduce a positive behaviour support approach?

CHAPTER THREE

RATIONALE FOR THE STUDY

As previously indicated learning and teaching occur best in settings that are positive, orderly, courteous and safe (McGee, Ward, Gibbons, & Harlow, 2004). The effective schools literature gives us a mental picture of what an effective, well functioning school would look like. The difference between these desired conditions and those that exist in most schools might vary, in many cases, quite appreciably.

In this chapter I will trace the reasoning behind the approach taken in this study and the need for change in secondary education. In doing this I will revisit some of the issues raised in the previous chapter, putting them into the context of the overall need for change and the immediate rationale for moving toward a positive behaviour support system in my own school.

A survey conducted in the secondary school that is the subject of this research identified constant disruption and talking over the teachers as the two most common challenging behaviours facing teachers. Unacceptable behaviours, unacceptable language, disturbing other students and non completion of homework all rated equal third most common challenging behaviours facing teachers (Review Committee Report, 2002). This situation is not unusual in New Zealand. The report on stand-downs, suspensions, exclusions and expulsions conducted by the New Zealand Ministry of Education (Ministry of Education, 2002) identified continual disobedience as the most frequent reason for stand-downs followed by physical assault on other students.

In relation to American schools, Lewis (2000) indicates schools must be able to define and respond to behaviour and learning issues in a way that allows the school to identify both issues and solutions for those students who, though problematic, do not attract additional resources into a school. The situation in schools in New Zealand is no less the case. The requirement to support students with high and moderate needs, through a special education grant (SEG), leads schools to a different question and goal. Rather than a longitudinal approach that extends beyond the scope and possibly the resources of the school the task is to understand and manage behaviour effectively in a specific setting. That specific setting

is firstly and foremost the classroom (Gresham et al., 2001). If a student can be supported in a way that enables them to be connected to learning, with some degree of success, even in a modified form, and if the student is able to maintain peer relations in the school setting, with behaviour change being promoted within a naturalistic environment, then the goals of inclusion are being fulfilled. Schools need to select an approach that does this (Lewis, 2000; Corno & Snow, 1986; Schumm & Vaughn, 1995).

Support elements throughout a system must have inclusion as a goal if they are to fit within the framework of SE2000 (Thomson et al., 2000). The common goal in an integrated system is to maintain the inclusion of students in the learning community that is a school (Weigle, 1997). This orientation needs to be evident in individual student support elements, classroom support elements and systems elements that make up an integrated approach (Thomson et al., 2000). Each element has a life span of its own.

Fundamental change in education can be achieved only slowly (Black & Wiliam, 1998). Systems change can be expressed in years (Loucks-Horsley & Roddy, 1990; Wang, 1998) while teacher change in school terms, months and weeks (Elliot, 1991). Loucks-Horsley and Roddy (1990) describe change as being a process rather than an event. Often a crisis of some sort precipitates the student contact with the school behaviour system (Rogers, 1995) meaning the individual student support often needs to be immediate. These varying life cycles of change suggest the need for an integrated approach that recognises these differences but can also develop a corporate life that can continue to develop even as individual students and teachers come and go.

Even though systemic change can take years (Sugai & Horner, 2001; Wang, 1998) it is necessary and essential for a school to engage in change oriented toward an effective behaviour support model if it is to successfully meet the needs of high and moderate behaviour needs students (Carr, et al., 2002; Sugai & Horner, 2001, Weigle, 1997). A positive behaviour support orientation creates a context in which individual behaviour support can be located. A supportive system recognises that teachers also have a role to play in effective behaviour support. Teachers convey the system orientation through their actions, expectations set, and the learning culture they create (Hargreaves, 1992). Teachers form the link between the system and the student. In an effective school there will be consistency within classes and a match between classes. What the teachers do and say will determine how individual students view the wider school system (Bickle, 1990; Dimmock, 1995). Students presenting with difficult behaviour or learning issues need support

immediately those needs are identified. Teachers working with students with identified needs require strategic help immediately. Medium term they will need time to change their teaching practice, time to develop management skills and curriculum strategies, and time to integrate these factors into their existing teaching practice (Elliot, 1991).

The literature suggests that what is needed for effective behaviour support is a way of examining issues in a systematic, constructive way that results in data that inform the decision making process and lead to informed intervention choices (Annan, 2005; Carr et al., 2002; Elliot, 1991; Lentz et al., 1996; Weigle, 1997). To improve educational outcomes and to preserve the balance between the collective and the individual right to education it is critical to understand the contributing factors at the point of contact between the student and the system. It is important that one is able to identify the elements that have the greatest significance in this interaction with the view of designing interventions that seek to make changes at this contact point (Barnett, Bauer, Ehrhardt, Lentz, & Stollar, 1996; Lentz et al., 1996). In seeking to understand the dynamics that occur at this point of contact, human factors revolving around that interaction stand out first and foremost. Ecological practice positions problems as occurring in the interaction between people with various needs and their particular world. Ecological practice looks beyond static characteristics (within individuals) to view behaviour and learning in relation to the dynamic social and historical contexts in which they occur (Annan, Priestly, & Phillipson, 2006). It is these interactions, teachers/student, student/student and the nature of the interface with the behaviour support structures in the school system that will influence educational success or failure (Lewis, 2000; Mayer, 1995). How a school responds to the needs of students will determine the success or otherwise of that student's school experience (Langland et al., 1998). Inclusion should remain the goal of the system in this balance.

In the context of SE2000 the goal of a behaviour support system is to make a positive difference for individual students who are identified as needing support. In terms of the work of the RTLB the question that emerges is can a proactive behaviour system be developed in a secondary school setting, and can continued focus on teacher behaviour and classroom ecology be shown to maintain and support positive changes in student behaviour? If the process is successful there should be fewer student referrals for misbehaviour and fewer students being disciplined via exclusionary practices (Scott, 2001).

Schools then are confronted with three major challenges. How does the school system respond to and support behaviour management (punitive or supportive)? How does the system response impact on teacher behaviour and classroom management? How does the systems response impact on the individual student (what positive difference occurs for the student)? When working in a systems model in schools the RTLB needs to be aware of these three levels that apply to interventions and the relationship between them, in order to successfully plan and effect meaningful change.

Schools are integrated in nature, that is, they don't lend themselves readily to isolated interventions in a highly controlled setting, that is, a setting where all contingencies can be accounted for and predicted (Gresham et al., 2001). Schools are an environment of swirling dynamic interactions between multiple individuals often occurring in close proximity in space and time. Classrooms by their nature are characterised by a wide range of fluid interactions between the participants (Doyle, 1985). Classroom environments are complex situations where students can engage in a variety of competing behaviours (Gresham et al., 2001). Some of these interactions are desirable and conducive to learning; some are clearly not (Rogers, 2000). So not only must teaching take place against this background of activity but so must any intended intervention.

Ecological practice is now well positioned to appreciate the complexity of human development and the dynamic, interactive nature of learning contexts (Annan, Priestly, & Phillipson, 2006). Carr et al. (2002) write that the central message of positive behaviour support is that we should focus our attention on fixing problem contexts, not just problem behaviour. Annan, Priestly and Phillipson theorise that through positioning a problem externally to the individual, participants can potentially move from a problem-saturated situation to one in which resources can be used to construct better alternatives. Carr et al. caution, however, that the best intervention will fail if it is applied in an uncooperative or disorganised context. Meaningful change is possible only if systems are restructured in a way that enables change to occur and be sustained. This is one of the defining features of PBS (Carr et al., 2002).

In an ad hoc system the role of the RTLB would be to address the immediate student issues, often behaviour that has resulted in multiple send outs from classes, an appearance before a board of trustees, probably suspension and possibly exclusion. Typically this topography results from being locked into a discipline oriented approach; the triggers for

intervention occur after a crisis or problems have escalated to a level that they stand out from the general student population.

The RTLB working within a systems model has the task to develop an approach that is preventive, supportive, and has some predictive elements to trigger the intervention process at a less intrusive level than suspension. Such an approach would be flexible and unique to the specific needs of the individual. There would be systematic approaches to data collection and problem definition, resources targeted and results monitored with changes being made as necessary. Such an approach would have to identify successfully the students who present as having most need and deliver support where it is required. Such a system would recognise schools have finite funding and resources and so would seek to target resources to where they are most effective.

Primary prevention refers to strategies designed to prevent a population or subgroup (e.g., students in a school) from developing a set of inappropriate behaviours. Prevention is implemented before individuals show signs of difficulty. The two basic approaches in school are (a) strategies to increase the competence of students and (b) modifying the environment to reduce stress. Strategies designed to improve student competence include interpersonal skills training, and developing social and coping skills. Examples of modifying the environment include the provision of health, social and educational support and the promotion of a positive school environment (Alderman, 2005).

In determining areas of need, clusters of behaviour contained in the student and the teacher domain become important. Student clusters of behaviour generally concentrate in domains such as self-management, academic behaviour and class behaviour (Rogers, 1994). Teacher clusters of behaviour are typically concentrated in the domains of classroom management, learning accountability, multilevel planning and feedback (Ysseldyke & Christenson, 1998). School system clusters of behaviour are located predominantly in the domains of system orientation, support teams and resources. An approach that was oriented to being preventive and supportive would develop comprehensive and targeted intervention for the most difficult need (Sugai et al., 2000), perhaps in association with other agencies. It would aim to reach students in natural settings in the context of functional tasks and functional relationships (Pianta, 2003).

In developing a problem solving approach to challenging behaviour Barnett, Bauer, Ehrhardt, Lentz and Stollar (1996) identify problem clarification and analysis as the basic

problem solving steps that address the fundamental question of *what* to change. Within the context of an ecological approach and systems analysis the authors suggest the term "keystone variable" rather than behaviour. This is suggested because of the broad range of potential targets for efforts at permanent change and acknowledges that these targets go beyond the presenting problems of the child. Keystone variables are those that, if changed, are most likely to positively impact on the problem situation and would most efficiently provide long term resolution of that situation (Barnett et al., 1996). The point of contact or the place within the school behaviour support system where the individual student is identified as causing concern is of particular interest when beginning the problem solving cycle (Barnett et al., 1996; Ervin & Ehrhardt, 1999).

The point of contact can be described as that moment where the teacher makes the decision that a particular student's behaviour stands out from the way peers behave and is considered predictive of negative school outcomes. At this juncture decisions revolving around the student's placement in the learning environment are made, often the stakes are high, and the potential outcomes for the individual are significant and serious. In a systemic approach to behaviour management a collaborative team would make these decisions. This team would work together to clarify the problem and identify possible solutions. Participants would act to identify clusters of problems of mutual concern; a decision that change and improvement is desirable would be made. The facts of the situation would need to be described, data collected, the context critically analysed and an attempt to explain possible reasons for the behaviour would be made (an interpretive hypothesis). As a result of these actions a general plan of intervention (based on a predictive hypothesis) would be formed (Carr et al., 2002, see also Annan, Priestly, & Phillipson, 2006).

As Dyson (1990) pointed out (see Chapter One), effective learning consultancy comes very close to the action research model of enquiry. In action research the general plan would be broken down in achievable steps:

1. In the first step, following reconnaissance, an agreed change strategy would be implemented. The strategy is aimed at improving the current situation or obtaining a greater understanding of variables in the current situation.
2. Monitoring of the effects of the agreed change would need to occur. Ongoing data would be collected and evaluated by the participants.
3. Critical reflection of the intervention based on the data collected by participants would occur.

4.   If necessary the original plan would be revised and a change in the intervention based on this revision would occur.

5.   If needed this second cycle of intervention would then be implemented, monitored and evaluated. Monitoring, evaluation and replanning can continue until a desired change is achieved.

The ecological perspective implies that changes occurring in one part of the social ecology will affect another (Annan, Priestly, & Phillipson, 2006). Making systems change at some point removed from the area of contact with the individual will not result in improved outcomes for the individual student. It could be argued that the further from the point of interface between the student and the school system that change is made, the less impact on the individual that change will have. Behaviour is contextualised; within a school setting that is the classroom environment (Annan, Priestly, & Phillipson, 2006). If a student is moving through a school discipline system and constantly being sent out of class, then that is the point of contact from which to begin a problem solving cycle. Questions related to what is occurring in the classroom environment before the teacher made the decision to send the student out can be generated. What is happening in the environment? What is the student doing? What is the teacher doing? What are other students doing? From this line of questioning a possible explanation or hypothesis for the observed behaviour may be formed. From this process possible solutions may then present themselves for scrutiny.

The research literature suggests a systematic approach to identifying contributing factors from the student or teacher domains (Ysseldyke & Christenson, 1998) will help to clarify intervention choice. Clarity in this process will increase the likelihood of success (Lentz et al., 1996). Contributing factors may not be obvious or apparent at a cursory glance. The consequence of teacher send out is a system response that is already too far from that point of contact or cluster of student behaviours that can be problem solved, and is unlikely to result in behaviour change. Research has shown most behaviour management techniques used by teachers are trial-and error and rarely effective (Weigle, 1997). If the system response was to problem solve around the issue that precipitates the send out, behaviour change options are more numerous (Gable, 1999; Witt et al., 2000). Making change at the individual level without a corresponding supportive system change is unlikely to be effective (Lentz et al., 1996; Sugai et al., 2000).

As previously discussed an effective behaviour support system is primarily concerned with managing behaviour in the context of the school and classroom. An effective behaviour

management approach would describe and define molecular variables rather than molar variables. It would focus on what is happening for the student in the school setting. The literature on functional assessment (Baer & Bushell, 1981; Ervin, Ehrhardt, & Poling, 2001; Ervin, et al., 2001; Gresham et al., 2001; Lentz & Shapiro, 1985) suggests this is an approach that seeks to understand the motivating factors and antecedent/consequence events that account for behaviour and would appear to be appropriate in the school setting. As previously noted functional assessment is the process of using multi-method strategies including observations, interviews, and review of records and consideration of behaviour in the environment with the view of identifying the environmental conditions associated with the occurrence or non-occurrence of problem behaviours (Gresham et al., 2001). Functional behavioural assessment generates questions that require looking for indicators in the data as to what is maintaining and sustaining problem behaviour (Iwata, Kahng, Wallace, & Lindberg, 1998; Witt et al., 2000). A functional assessment approach necessitates going beyond the topography of behaviour (Gresham et al., 2001) to looking deeper into what is the functional relevance of observed behaviour.

A functional assessment model has a focus on molecular variables that are highly situation specific. These variables lend themselves to micro social analyses in which relevant antecedent/consequent stimuli can be identified and manipulated within the particular (classroom) setting (Walker & Sprague, 1999). This model allows the probable identification of controlling motivations for problem behaviour and so can be useful in managing problematic behaviour in that setting. Within this ecological context it is also necessary to make judgements about which variables will most likely impact positively on the problem situation in a way that leads toward resolution of the problem (Barnett et al., 1996).

An example that illustrates this point: a student is consistently late, the school trying to increase motivation to attend class arranged an after school job. This intervention choice did not result in an increase in on-time attendance at school. In this case the student demonstrated he couldn't attend his job either. As well meaning as the intervention attempt may have been, it was not going to be successful because the intervention choice was too far from the initial point of contact between the student and the school. When an intervention choice was based specifically around problem solving the late attendance, the school was then able to work on the theme of learning preparedness and academic survival strategies for that student. By getting to school on time and being supported early in the day, progress could be made into other areas of concern. This example illustrates that one

cannot consider the individual or the system divorced from each other. It is the point of contact between them that defines or describes the boundaries within which one initially needs to work to effect change.

The positive behaviour support approach as applied to schools is defined in behavioural rather than ideological terms (Weigle, 1997). Loucks-Horsley and Roddy (1990) indicate that innovations must be well defined, based on research and applicable to classrooms. Effective behaviour management systems attempt to identify and manage crucial factors or elements within this mix. Ecological/educational assessment attempts to understand the individual student functioning within these environmental dynamics.

The goal of intervention in the school/classroom setting is to improve behaviour to improve learning. Gresham, Watson and Skinner (2001) stipulate the purpose of behaviour intervention goes beyond seeking extinction or behavioural decay but necessitates teaching of functional replacement behaviours. Brophy (1983) stresses teaching students how to think about their behaviour, emphasising the development of self-monitoring and self-control of behaviour. When students use goal setting procedures and they had been shown they were able to pursue specific objectives, they were able concentrate their efforts and monitor their own performance (Brophy, 1983; Alderman, 1990).

In Marzano's (1998) theory-based meta-analysis of research on instruction, goal setting processes were found to have an effect size of 0.97. Alderman (1990) and Grant (2005) both indicate that as a result of setting specific proximal goals, students were able to attribute success to their own efforts. This combined with the teaching of efficient learning strategies, enhanced students' self-efficacy. This approach may well be supported by Rogers (2000, 2001) who identified learning readiness, academic survival, behaviour self-management, and self-responsibility as reoccurring themes that support successful student integration in the school setting.

Primary prevention can be most effective when schools take the opportunity to implement prevention strategies in the normal school curriculum and instructional process (Alderman, 2005). It is at the point of contact between the individual student and the school system that change needs to be addressed if schools are going to be successful in initiating and sustaining behaviour change around these themes. The review of the literature identifies an ecological approach to analysis of the instructional environment and its influence on

behaviour as an effective means whereby schools can create meaningful change, essential in such an approach is collaborative problem solving.

Research Questions

As a consequence of this review, and consistent with the rationale for the study presented here, a number of questions present themselves for evaluation. These questions are phrased to enable a description of events and to investigate the procedural steps emerging from the intervention.

The major question is: what is required for a positive behaviour support approach to make significant change for individual students with moderate needs and can changes be maintained in the natural school setting at the conclusion of the programme?

As the analysis of school effectiveness in Chapter One indicated, to investigate this question it is first necessary to gain an understanding of what individual and organizational features are required within a New Zealand secondary school structure, for a school to effectively introduce a positive behaviour support approach.

The overarching question is: how can a positive behaviour support approach make significant changes for individuals with moderate needs and how can changes be maintained in the natural school setting?

From this question emerge two operational questions:

1. What needs to be in place for a systemic approach to be developed?
2. What elements of a systems approach are effective in promoting change in organisations, teachers and students?

CHAPTER FOUR

STUDY OVERVIEW

The purpose of this section is to give the reader a broad perspective of the entire study. The study has three distinct parts to it: an individual student component, a classroom component and a school system component. Different study designs were selected based on their appropriateness in addressing the research problems (Merriam, 2001). The intention was to select a method that best fitted the intended purpose. These are outlined below.

The study began as an enquiry into the work the RTLB was doing with students who had been referred to him through the school process for support. An application was made to the University Ethics Committee for approval to engage in this research. Upon being granted ethics approval, permission was then sought from the principal of the school in which the study would take place to collect and analyse school data. Permission was obtained from the students and parents who were working with the researcher for the inclusion of their data in the study. Permission was obtained from the school dean and classroom teachers for their work with the researcher to be included in the study (copies are attached as Appendices J).

In this part of the study the RTLB/researcher evaluated ten individual cases in an attempt to gain a better understanding of the intervention process from three different points of view: the student, a teacher who had additional responsibility as a school dean and who was involved in this phase, and that of the RTLB.

The second part of the study, the classroom intervention phase, came about as a request from the school to address teacher concerns regarding a particular class of students. The RTLB suggested using experience gained from the individual intervention process to design a broad in-class intervention process. The teacher and RTLB collaborated in a practitioner research approach to problem solving the issues encountered in developing in-class procedures for intervention. The RTLB acted in the role of participant researcher. The in-class intervention process was then extended to other class/teacher referrals. This is discussed in the classroom methods, results and discussion chapter.

The third part of the study emerged from this enquiry as the need for the development of a systems approach that supported behaviour and learning improvement in the school became apparent. Experience gained developing in-class procedures led to development of school wide procedures to support change. This development occurred concurrently with the classroom intervention phase of the study.

Figure 2. Overview of the Three Phases Developed in the Study

The development of the systemic approach through time

Phase Three: building system support. Community of practice model. Qualitative methods.

Phase One: Individual intervention case studies. Moving picture model of enquiry. Mixed methods research.

Phase Two: Classroom intervention case studies. Still picture model of enquiry. Mixed methods research.

Introduction

Time of the programme

Continuation

The evaluation of the individual student aspect of the study can be best described as a 'Moving Picture Model' (McCartney, Mackay, Cheseldine, & McCool, 1998). This model is based on the work of Bela Banathy, a Hungarian social scientist. It directs the enquiry at what a system does over a period of time, in this study the referral system is under investigation. This investigation is concerned with the process of student's engagement with the referral system across four main areas.

1. Input to the system, that is, a student's referral to the support services.
2. Change operations that individuals undergo through RTLB referral.
3. Output processes, that is, how students move on from the referral process.
4. Feedback and adjustment related to interpreting and developing the system.

McCartney et al. (1998) indicate this approach could simply be used to chart an individual's path of referral, provision, review and transfer from the referral process. Analysis of these aspects, however, may yield guidance on more effective operation of

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the system through development of staff or procedures. In this study the researcher focused on an intensive goal setting process and its effect on student behaviour through the examination of ten case studies.

Two questions were generated by this general enquiry: did the goal setting process result in behaviour change and can positive change in behaviour be effectively transferred to the classroom setting? Answering this subset of questions contributes to the more general enquiry on developing a systems approach to behaviour management raised in the previous chapters.

To answer these questions quantitative data collected by the school administrative procedures relating to student send-outs were analysed. Qualitative data reflecting teacher and student perspectives were analysed. These results are discussed in greater detail in the results and discussion chapter. The outcome of this analysis directed this researcher into a second cycle of research. From the examination of the data related to these questions a second area of enquiry developed.

The enquiry of this second phase asked: was it possible to engage in a process of change that was contained within the context of the classroom? Would intensive goal setting with both the teacher and the students in the classroom setting lead to positive behaviour change?

In this second part of the study the researcher obtained permission and commitment from a classroom teacher to engage in a research evaluation of a class intervention. In this phase the RTLB worked as a research practitioner (this is discussed in greater detail in the results and discussion chapter). Based on evaluation of the class context, the RTLB and teacher decided to set goals and provide specific feedback individually to all students. Gettinger and Stoiber (1995) indicate that research over the past 20 years has documented patterns of classroom teaching that are associated with positive learning outcomes. The RTLB provided feedback to the classroom teacher on such patterns of the teaching-learning process based on a TIES II (Ysseldyke & Christenson, 1998) analysis. In the context of this study a TIES II analysis of the instructional environment provided ecological assessment tools to yield the relevant facts of the situation in a systematic way. TIES II considers critical instructional and environmental variables that are present in the classroom context. It can be used as a research tool that enables a careful, systematic analysis of the instructional environment to be conducted. This instrument identifies environmental components and provides research

commentary describing the relative importance of each component in the process of teaching and learning. In other words, it is not the student that is the focus of attention but the student within the context of the instructional environment. Further discussion of TIES II follows later in this chapter.

The jointly set goals set were related to either behaviour or learning targets. The evaluation of this classroom teacher aspect of the study is best described as a 'Still Picture Model: functions/structure' (McCartney et al., 1998).

In this model functions are behaviours that can be observed in the system. They include input and output affecting students and teacher. Practical examples include class teaching, learning support, feedback and classroom control. This dimension has two areas of focus (1) the functions or means by which goals are achieved and (2) the structures or the internal organisation of the functions and the relationships among and between them. The purpose of the functions/structures approach is to take metaphorical snapshots that may act as reference against which to examine past and future practice (McCartney et al., 1998). The choice of this model relates to the fact that the research comprised a systems evaluation approach rather than a systems design approach. In this study evaluations of the classroom lead to change of an already existing system.

The following functions were observed: analysis of quantitative data including NCEA results, student send-out data, and qualitative data obtained from observations, TIES analysis, teacher interview and questionnaire.

Using the results from above, the RTLB/researcher then developed a preferred model of profession practice. This model was based on three major strands. Firstly, that behaviour is contextualised, hence the desire and need to intervene at the whole class level. Secondly, the teacher has a paramount role in the construction of an effective learning environment. Thirdly, school management structures must support effective classroom practice.

Formative, consistent ongoing analysis led to the third and final development reported in the study, the school systems development. Through the whole class intervention process the RTLB/researcher became involved in school wide change. In this part of the study the RTLB/researcher began a process of connecting with the school management. As this aspect to the study evolved the nature of the research moved from

a research model located in the classroom to a developing community of practice model. The nature of enquiry changed from one where the researcher maintained control over the nature and method of collaboration as with the classroom teacher research phase, to what Buysse et al. (2003) describe as a community of practice model where the researcher had less direct control over developments. This community of practice approach evolved as the need for a systemic school wide approach to student management become evident. In this model the researcher became one of many participants who shared the responsibility to understand and improve educational practice through shared enquiry and learning. This community of practice became an ongoing development that continued after the conclusion of this study. The nature of this change is described in the results and discussion chapter that follows.

Research Methods Engaged in this Study

While the overall study can be considered as a case study design, the individual student and classroom phases used a case model approach to investigation while in the third phase, school development, the study evolved into the beginnings of a community of practice model. The individual and classroom phases of this study used a mixed method research model (Roberts, 2004). The third phase used a qualitative approach.

A detailed explanation of intervention action, a description of data collected, why it was collected and how it was used is provided for each phase in each of the results chapters. The following is a discussion of the general methodological issues that apply to the overall study design.

Methodological Issues

Quantitative and Qualitative Data
Bell (1993) summarises the two different methods of collecting data. Quantitative researchers collect facts in order to study the relationship of one set of facts to another. They are interested in scientific measuring techniques that are likely to produce quantified information and if possible, conclusions that can be generalised. Qualitative researchers adopt a perspective where they are more concerned with the insights individuals provide through behaviour and interaction in contexts that are being studied. Although qualitative and quantitative approaches are grounded in different paradigms, Roberts (2004) indicates that it is possible to combine them in one study. As Cook (2006) points out, in situations where measurable data are obtainable and relevant, quantitative measures are used. It is appropriate to support the progression of the study with more than one approach to research.

Roberts indicates the blending of quantitative and qualitative approaches can allow greater depth of understanding and insight than what is possible with just one approach; blending also helps to overcome the biases contained in each method. This study uses the QUAN-QUAL model (Roberts, 2004) where qualitative and quantitative data are collected concurrently and are equally valued. Greene, Caracelli and Graham (1989) suggest quantitative and qualitative methods can be used to examine overlapping phenomena and different facets of a single phenomenon.

Greene et al. (1989) also note mixed-method strategies can be guided by more than one purpose; therefore designs will not appear as a pristine set of characteristics in practice, and departures from these recommended designs can be readily defended. Fresh perspectives may emerge rather than constitute a planned intent. In addition the authors indicate paradigm attributes are logically independent and therefore can be mixed and matched along with methods choices, to achieve the combination most appropriate for the inquiry. Greene, Caracelli and Graham state that the practical demands of the problem are primary, therefore inquirer flexibility and adaptiveness are needed to determine what will work best for a given problem. Miles and Hubermann (1984) put forward the idea that "epistemological purity does not get research done" (p. 257). Greene et al. suggest our understanding of a given inquiry problem can be significantly enhanced by exploring convergences in stories generated from alternative paradigms. In this study positivist (quantitative) and interpretivist (qualitative) paradigms generate perspectives and explanations from an array of sources that combine to create a more detailed story than any single approach could yield.

Ercikan and Roth (2006) further argue that a quantitative-qualitative dichotomy is not appropriate for distinguishing or categorising forms of educational research. These authors point out that all phenomena are quantitative and qualitative at the same time. Qualitative research is considered to be context based and the inclusion of the researcher's subjective perspective enriches the quality of the research while quantitative research is considered to be objective and its judgements are replicable by other researchers. Ercikan and Roth argue that this polarisation of research as quantitative versus qualitative serves no useful purpose as both types of research activities involve many stages of the data construction that requires subjective, defensible judgements by the researcher. Ercikan and Roth further argue that generalisability is not only limited to quantitative research. Generalisability in their view is not a feature of mathematics but a descriptor for the tendency of inferences to go beyond the context and participants involved in the research. These authors suggest that instead of dichotomising research into quantitative and qualitative, researchers should be developing

integrative approaches to data sources, data construction and analysis methods that best fit their research questions and consider using multiple approaches and modes of inquiry.

In the first phase, the individual phase of this study, mixed-method evaluation was used for the purpose of triangulation. Greene, Caracelli and Graham (1989) indicate the use of a study design employing multiple methods of data collection strengthens the validity of the inquiry. The purpose of triangulation in this phase of the study was to seek convergence or corroboration of the data obtained from different sources. For example, student self reporting of positive behaviour was supported by teacher reporting (recorded by daily report card) and teacher and student reporting was matched to the actual occurrence or non occurrence of behaviour (recorded by office send out records).

In the second phase of the study mixed-methods were used to what Greene, Caracelli and Graham (1989) refer to as expansion, selecting methods to increase the scope, breadth and range of the inquiry. In the classroom phase of the study quantitative methods (pre and post NCEA data and teacher checklists pre and post intervention) were used to assess programme outcomes and determine the degree of success or failure of the intervention. Qualitative methods (teacher and student questionnaires, observation records, TIES II analysis) were used to assess programme implementation in order to gain some insight as to how and why the programme influenced the learning environment. Greene, Caracelli and Graham indicate the major benefit of this approach would be strengthened inferences. This study also gathers data from different classrooms in different subject areas. Silverman (2005) indicates this approach gives a firmer basis to study generalisations. Silverman explains that the use of a comparative approach directly confronts the issue of generalisability by demonstrating the similarities and differences across a number of settings. Silverman indicates the relative flexibility of the qualitative aspect of research can also improve the generalisability of study findings by allowing researchers to include new cases after initial findings are established. In this study conducted in real time, the replication of results from new cases offered robustness to the model of intervention that could not have been ascertained from a single classroom intervention case.

The third phase of the study came about as the study progressed and reflection on Phase 1 and Phase 2 data, combined with understandings from the research literature, led the researcher in the direction of developing an enquiry into what change was needed at the school system level to support the ongoing work which was occurring in the school. This led the researcher to become involved at the school systems level. This was not initially a focus

of the study, however as the study unfolded it became clear that change across three levels of school involvement would be necessary if one was to successfully develop a positive behaviour support system.

When focusing on setting or systems-level change, Schaughency and Ervin (2006) stress the importance of clearly identifying the level of intervention targeted for change (in this study individual, classroom or systems levels) and monitor and promote treatment integrity at each intervention level. "Change is expected, and should be evaluated, first on proximal outcomes at the level(s) targeted for change, processing to more distal levels as intermediate settings and outcomes change" (p. 160). For measurements to be useful Schaughency and Ervin state they should not only occur at appropriate levels but should provide efficient and accurate information and be sensitive to change. These authors indicate that "logic models outlining the theory of change identify potential targets for measurements, and, when used formatively provide opportunity for nonsequential backward planning" (p. 161). Schaughency and Ervin describe backward planning as a process in which researchers may discover barriers to implementation or progress by considering initial attempts at implementation through formative evaluation enabling them to revisit the action plan for further problem solving. Brantlinger et al. (2005) describes flexible qualitative research as needing to have constantly evolving instruments of data collection because people and settings are dynamic, diverse and always changing. Data collection is most productively done in flexible ways, questions may be modified or added as evidence emerges, indeed the course or even purpose of study may change midstream if a researcher discovers interesting circumstances or theories that merit taking a different direction from the original plan. Annan, Priestly and Phillipson (2006) write that during the intervention process it is not unusual to make adjustments or to continue to develop an emerging new story (of constructing solutions) as particular circumstances warrant it. This notion fits well with the organic nature of this study, where a nonsequential study design evolved as the study progressed.

Participative Research and Collaborative Problem Solving
This study was carried out with the researcher being directly involved with the interventions as well as acting as a researcher gathering data about those interventions. Elden (1981) describes research as participatory when those directly affected by it, influence critical decisions about design and then help carry them out. The four critical decisions are (1) Problem definition, what is the problem? (2) Methods choice, how are the data going to be captured? (3) Data analysis, what do the data mean? (4) How can the findings be used? Who learns from the results of the research?

The collaborative approach taken in the classroom intervention phase of this research using an action research strategy involved the teachers making the four critical decisions.

Another characteristic of participative research is that the goal of the research is to develop change capacity so teachers and managers can solve their own problems and keep on solving them. As indicated in the literature review section, the goal of an effective behaviour support system is to increase a school's capacity to do this. The participative research approach in this study recognised that teachers possess special expertise concerning their own work situation and possible improvement in their practices. In the discussion, investigation and analysis, those researched (the teachers and students) were as much a part of the process as the researcher. Wandersman, Imm, Chinman and Kaftarian (2000) describe this approach as empowerment evaluation, where the goal is to "use evaluation concepts, techniques and findings to foster improvement and self determination" (p. 390). Wandersman et al. (2000) suggest that by moving away from collecting only input output data and moving practitioners toward answering bottom-line questions about programme effectiveness continuous quality improvement is created, thereby improving the probability of achieving successful results.

Hall (cited in Elden, 1981) makes the observation that reality is described by the process through which a community develops its own theories and solutions about itself. Elden makes the point that one particular problem for an external change agent is to be able to enter into a relationship where joint learning and co-production of learning becomes possible. Patton (1990) states clearly that a single fixed way of working with teachers would not work. Teachers manifesting different roles need to be approached and worked with in different ways. Pianta (2003) notes that the exceptional variability of classrooms suggests there is little agreement on how to best deliver the curriculum let alone how to evaluate the teaching process. These problems were ameliorated by the use of collaborative consultation model combined with an ecological evaluative tool (TIES II, Ysseldyke & Christenson, 1998) when conducting this research. This researcher had training and experience in collaborative consultation and the use of TIES II. Discussion on the use of TIES II follows later in this chapter.

Case Study Research

It is important that the research method fits the purpose of the research. "The merits of a particular design are inherently related to the rationale for selecting it as the most appropriate plan for addressing the research problem" (Merriam, 2001, p. 40). The distinctive need for

the use of case study research arises out of the desire to understand complex social phenomena (Yin, 1984). The case study design allows the researcher to retain the holistic and meaningful characteristics of real-life events uncovered in the course of investigation. In this study these characteristics pertain to the individual school life cycles of some participants over the period of up to a year and to the organisational and managerial processes within the school system.

Merriam (2001) cites Smith as first describing in the 1970s the notion of a bounded system. Merriam describes a case study as "Differentiated from other types of qualitative research in that they are intensive descriptions or an analysis of a single unit or a bounded system such as an individual, programme, event group, intervention or community" (p. 18). The bounded system in this study is one secondary school.

What is most important in selecting a design is the form of research question; the amount of control over behavioural events and the focus on contemporary events (see Cook, 2006). In this particular study the researcher cannot manipulate isolated variables but must contend with the fluid and complex interactions that exist in the real-time context of daily school life. The need to have a focus on how and why research questions, combined with having little control over behavioural events and a contemporary focus, led to this part of the study being conducted on a case study basis. The individual phase of the study is concerned with asking the "how" and "why" questions related to the effectiveness of individual interventions. Yin (1984) stipulates "how" and "why" questions are likely to favour the use of case study. How and why questions are more explanatory in nature, they deal with operational links that need to be traced over time as opposed to just dealing with frequencies or incidence. If you need to know how or why a programme worked (or not) a case study would be appropriate. Burns (1994) outlines some principles of case study data collection. It is important to use multiple sources; these strengthen the reliability and validity of a study. Multiple sources allow for triangulation through converging lines of enquiry and improve the reliability and validity of data and findings. Interviewing, observation, analysing records, and using questionnaires are all acceptable methods of data collection and all these kinds of methodology can be found in the case study approach to data collection. Kratochwill (1985) notes that the number and timing of assessment occasions in a case study has a bearing on the researcher's ability to draw valid inferences; Kratochwill indicates that a case study can be greatly improved by conducting assessment repeatedly throughout the course of investigation.

Gettinger and Stoiber (1995) describe an interpretive case study method as having embedded qualitative approaches that seek to understand classroom life. An approach such as this considers learning and teaching in different contexts and subject domains, and examines the role of planning, actions and decision making. The case study places emphasis on interpretation where questions can be changed as one proceeds through the study. Stake (1995) describes changing the questions as progressive focusing.

This study began with questions around why the individual component of intervention appears to have a positive effect on the management of challenging behaviour. This study developed into a more general concern with the question of what is required to introduce and sustain a class-wide and then system-wide PBS model. This represents Stake's (1995) notion of progressive refocusing. This study is also concerned with how different participants view the programme; how they understand the programme from their point of view. The study seeks to obtain multiple perspectives - student, teacher and RTLB. Multiple perspectives can also assist in the construction of credibility by offering the researcher the chance to compare different experiences of participants for converging or diverging findings.

A further consideration in selecting a method is the degree of control over behavioural events one has. The case study is preferred in examining contemporary events where direct observation and systematic interviewing can be added to historical evidence. Experiments are preferred when an investigator can manipulate behaviour directly, precisely and systematically in an environment that can isolate and control for variables in the scope of interest (Yin, 1984).

In summary Yin (1984) provides the following technical definition:
"A case study is an empirical enquiry that: investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used" (p. 23).

Research in the Classroom Phase
The goal of this second part of the study is to expand our knowledge of implementing a more systemic approach to managing challenging behaviour and in particular to identify elements that would be necessary in developing a wider systems approach to student management.

This second cycle of enquiry research demanded a way of thinking systematically about what happens in the school or classroom. The model of research in the second and third phase can

be defined as the study of a social situation with a view to improving the quality of action within it. The aim is to feed practical judgements into concrete situations where the validity of theories or hypotheses that are generated is dependent on their usefulness in helping people to act more intelligently and skilfully (Elliot, 1991). Schaughency and Ervin (2006) argue that a unidirectional model of research to practice is insufficient to bridge the research to practice gap. They suggest closing this gap requires acknowledging the interactive processes involved in introducing change in a local setting through considering practice-oriented issues and engaging in "use-inspired research" (p. 159).

In the context of this study this means the researcher and participants reflecting on current practice or behaviour through the critical examination of data. What data do the teacher/school use to identify which students are causing concern? What actions are generating office referrals and are those actions in the domain of the teacher, student or both? How does teacher or student behaviour fit with what we know about effective behaviour management?

These questions are part of the interactional elements of collaborative consultation between the RTLB and the teacher (and in some cases the student). Spedding (1996) describes the way we answer such questions as processes. The presence or enquiry into these processes is seen as part of being an effective change agent. Spedding puts forward eight elements that form a problem solving cycle associated with change. Spedding considers these elements, which are summarised below, as essential characteristics of collaborative consultation.

1. Diagnosing the problem: necessitates asking questions such as 'What's wrong'? 'Why'? 'With whom' and 'When'? The change agent's role is to confirm a problem does exist, determine the nature of the problem and possible solutions in collaboration with others.

2. Assessing motivation and capacity for change: do participants see a need for change? Do they have the skills to undertake change? Is there enough time to acquire the skills necessary for change?

3. Appraising motivation and resources: is there a genuine need for change? Do change agents have the necessary time, energy and commitment to the process?

4. Selecting change objectives needs to be done in action terms: who will carry out which tasks as various stages are reached? This needs to be a collaborative process.

5. Choosing an appropriate role: the change agent may need to present material, train others, provide follow up assistance and planning, be involved in specific problem solving, and maintain contact with school executive members through meetings. Change agents need to have an awareness of individual levels of concern and the process for moving them to a new stage.

6. Establishing and maintaining relationships: this necessitates good interpersonal skills, being able to resolve conflict, maintain communication and provide positive feedback to participants.

7. Choosing appropriate techniques: being able to assess particular situations and decide on a level of intrusion, from a wider school or community role to working with a specific teacher in a team-teaching role.

8. Guiding evaluation: establish some criteria and identify points at which to evaluate results

Practitioner Observer Reflection

Finding ways of meeting the demands of Spedding's eight functions was an important step in bridging the gap between Phase 1 and Phase 2, and between Phase 2 and Phase 3 in this study.

This school had housed the RTLB office on the school site for a number of years without referring any students to the RTLB. Phase 1 is the first instance of the RTLB being invited to work in this school. Phase 1 can be pictured as the researcher working with individual students who had been referred by the school support group. This group was made up of senior school managers, deans and guidance counsellor. Through success in working with these students the RTLB developed credibility with school staff. The RTLB established and developed working relationships with teachers of the referred students and with one dean in particular.

Phase 2 can be pictured as the development of the classroom phase of the study. This was a result of a request from a teacher to work with a number of students from her class who were causing this teacher concern. The RTLB initially developed a practitioner research process for working with this teacher in her classroom. This process was subsequently used by the RTLB to respond to further requests of assistance from other teachers. During this part of the study the RTLB was invited to join the school support group meetings that were being held each week.

Phase 3 can be pictured as occurring concurrently with the expansion of the RTLB role into working in additional classrooms as more teachers choose to refer to the RTLB for support in phase 2. Reflection on research the RTLB had read and the analysis of the initial classroom intervention process led the RTLB to consider the need to evolve the process of intervention further to include change at the school system level. The RTLB in addition to participating in weekly support group meetings began to provide school managers and support group members with research related to school effectiveness, school change and PBS. The RTLB participated in a school review of issues teachers felt were affecting learning in classrooms. The RTLB and one senior teacher, who was also involved in the school review, led staff development over a period of two school terms. The outcome

of this staff development was the production and adoption of the purposeful lesson format (Appendix A). The RTLB was involved in numerous 'working life' meetings with the school principal at this time. These were occasions outside of the weekly staff meetings and support group meetings where the principal would request informal meetings with the RTLB. These meetings were typically to check items such as professional development direction, research clarification and feedback on interventions occurring in the school at this time. Overtime this process of sharing research and reflecting on what teachers were doing in the school context took on a life of its own as other teachers requested research or passed it on to the RTLB. The beginnings of a community of practice evolved.

Further considerations

The research methods used in this study share some characteristics that are to be found in action research. Tripp (1990) describes a retrospective moment, a re-occurring period of reflection, analysis and evaluation. It is this element that distinguishes the action research cycle from the causal plan: sense-act-and re-plan by which we operate in our waking lives (Bommer, cited in Tripp, 1990). Tripp expands on this important difference. He explains how action research is conscious and deliberate, a characteristic that leads to 'strategic action'. That is, action based on understanding that results from the rational analysis of research-quality information or data, as opposed to action that is the result of habit, instinct or action based on a subjective view or incomplete information.

In summary the research approach used in this study can be described in the context of teaching as a move away from intuitive, opinion, subjective and instinctive based decision making. Rather it is teaching action based on rational analysis that is, (quality) data based, and leads to actions directed by the formation of testable hypotheses.

Kemmis and McTaggart (1981) offer some further observations from their experience that is useful to bear in mind when participating in research. Research is a political process because it involves making changes that affect others and sometimes this creates resistance to change. Resistance is founded in the conflict between competing sets of practices, views of educational organisation and decision making. By involving others collaboratively in the research process and inviting them to explore their own practices, by working in the wider school context towards more rational educational understandings, and by working toward more just processes of decision making, resistance can be overcome. Elden (1981) further advocates that if the people in a particular organisational setting are to learn from and use the research, then it is important that it should be in their language and deal with concrete issues that they themselves see as important. This is more likely to happen if they participate in planning and carrying out the research work.

In writing about action research, Kemmis and McTaggart (1981) indicate valid research practice allows us to give a good, reasoned justification for our educational work because the evidence we gather and the critical reflection engaged in help us to create a developed, tested and critically-examined rationale for what we are doing. Having developed such a rationale Kemmis and McTaggart (1981) suggest we are then in a position to legitimately ask others to justify their practices in terms of their theories and the evidence of their critical self reflection.

Techniques and methods of gathering evidence

Positive Behaviour Support research methodology is flexible in encouraging correlational analyses, naturalistic observations and case studies. The PBS definition of acceptable data includes qualitative measures, ratings, interviews, questionnaires, logs, self report and direct observation (Carr et al., 2002). Elliot (1991) also provides a fairly extensive array of methods and techniques of gathering evidence. I have restricted my discussion to methods that are relevant to this particular study.

1.   Research diaries containing: Observations, feelings, reactions, reflections, explanations, hypotheses and interpretations. The contents should be properly dated with details like year level, time, and subject. Entries should be fullest at the points where the most intensive monitoring and reconnaissance is planned. In this study extensive case note files were complied to record this information. The teacher, the researcher and the students contributed information that was recorded in these files.

2.   Profiles: A record of in-class observations recording items such as teacher and student activity provided a view of a situation over time was developed. TIES II (Ysseldyke and Christenson, 1998) is an existing research tool that provided a profile of the instructional environment in a systematic way.

3.   Documents: Analysis can provide information relevant to the issues or problems being investigated. Documents such as work samples, class test results, work plans, text books, and minutes of meetings, discipline records, work cards and assignment papers were used as sources of information.

4.   Interviewing: A good way of viewing the situation from other points of view. Elliot (1991) indicates interviews can be structured with questions pre-set by the interviewer or unstructured where the initiative for raising relevant topics and issues

is left to the interviewee or a combination of both. Both structured and unstructured interviews were used according to which was the best likely fit for the research use or objective.

In relation to the last of these, Mertens (1998) cites the work of Babbie and Fowler in recommending a neutral role and a role as a standardised interviewer. Mertens notes that Babbie and Fowler place value on trying to 'neutralise' the effect of the interviewer so that differences in answers can be attributed to differences in the respondents themselves. They suggest that the researcher/interviewer should be consistent in the way:

1.   They present themselves each time

2.   Questions are asked

3.   Answers are probed and recorded

4.   Interpersonal aspects of the interview are managed.

This consistency was achieved through interviews all being conducted in the RTLB office, questions were asked in the same order, without differing emphasis and with a neutral voice and physical manner.

Mertens (1998) suggest that if interviewers standardise these procedures and ask the questions in the same way for each respondent, biasing effects of the interviewer will be avoided or at least ameliorated. Hitchcock and Hughes (1989) also indicate the processes outlined above act to ensure the interview will be fair and objective. The formality involved reduces the risk of researcher/interviewer bias or interference. Hitchcock and Hughes consider the results of interviews structured as such "could therefore be regarded as objective manifestations of real social situations" (p. 83).

In this study qualitative data were obtained using interviews of management personnel, and teachers and students who participated in working with the RTLB. The school principal data consisted of three interviews separated in time by a period of 2 years. Descriptions of the change occurring over this period from the principal were obtained using the same interview template. As noted previously although there were only three formal interviews the working reality was there was frequent contact over a long period of time. The researcher's intention of the formal research interviews was to attempt to gather three distinct data points frozen at the moment of sampling, a snap shot of a situation separated in time. Two of the interviews

contained the same questions, were both carried out in the principal's office and were conducted in a formal manner. These interviews were compared by the researcher towards the conclusion of this study.

Anderson (1998) describes interviews (when skilfully conducted) as "an incomparably rich source of data" (p. 190). He goes on to describe two types of interview (a) normative (with large numbers of interviewees and straightforward questions) and (b) key informant (where the interviewer wants "to probe the views of a small number of elite individuals" p. 191). It is this form of interview which was the approach taken in this study. There were a small number of individual student interviews and a small number of teacher interviews all conducted by a single researcher.

Merriam (2001) offers an analysis of types of interviews. In this study, Merriam's "semistructured" approach, in which the author has devised a continuum from informal to highly structured and standardised interviews, was used. Merriam's highly structured and standardised category is similar to Andersons's "normative" category. The form of questions was a mix of Merriam's "ideal positions" and "interpretive" questions (p. 77, taken from a JTPA training program case study).

Anderson does make the point that "seldom are inexperienced researchers sufficiently familiar with the requirements of a good interview or sufficiently practised in the requisite interviewing skills" (p. 190). In this case, postgraduate training for RTLB casework has equipped me with the appropriate skills for this task. It must be acknowledged however, that as a participant observer, the researcher is subject to bias. In this case, some reliance must be placed upon the data obtained from other sources to support any positive responses. The responses have a credibility of their own if other sources of data show consistent agreement with the responses of the interviewee.

5.   Triangulation
Multiple sources are used in order to gain a deeper understanding of problem situations and to strengthen reliability of data. In this study as indicated previously a range of qualitative and quantitative measures were used to obtain data in the different phases of research.

6.   Timeframes

Elliot (1991) introduces the idea of 'containable time'. It is useful to match each part of the process to a realistic estimate of available time. Each phase of this study was contained in particular timeframes. The individual case study data were evaluated for a period of up to one year. The classroom intervention phases were evaluated over the period of one school term (ten weeks). This study evolved into an examination of school-wide reform which was evaluated over a period of three years. The systems intervention part of the study resulted in the establishment of a community of practice which is ongoing, but the examination and reflection upon the research conducted over this period of time has concluded with the data presented in this study.

7.   Reporting Research

Elliot (1991) advocates the case study as a method of publicly reporting research. The case study and case records generated can provide the basis for schools and teachers to self-evaluate for accountability and professional development purposes.

In terms of this study the public reporting will conform to the university standards required for a doctorate thesis. These protocols cover the points raised in this section.

Validity and Reliability

According to Cohen, Manion and Morrison (2000) issues of validity are applicable both to quantitative and qualitative research. In the mixed method approach used in this study, a brief description of the elements of validity and reliability is called for. Examination of the concepts of validity and reliability within the two major research paradigms demonstrates that there is no ready application to each paradigm. There are some strategies which allow a degree of equivalence by the use of synonymous terms (internal validity – credibility) and (reliability – dependability/accuracy). However, the constructs within the different paradigms cannot be forced together, and care must be taken in finding ways to accurately represent the approaches taken in this study.

Validity has different meanings in qualitative and quantitative research paradigms. Various types of validity are described in the literature; those that are important in this study are discussed below. In quantitative research, validity is regarded in terms of internal, external and construct elements. Internal validity is "the extent to which scientific observations and measurements are authentic representations of some reality" (Le Compte & Preissle, 1993, p. 323). Thus it can mean that any inferences drawn from the research should match the

data. On the other hand, in qualitative research, the researcher must be able to demonstrate the credibility of inferences through believability and authenticity, together with rigorous techniques, the credibility of the researcher and recognition that the researcher understands the procedures involved.

In quantitative research, external validity has to do with generalizability – universal application of the methods to obtain similar results. In qualitative research, a somewhat different position is taken. Here the terms "transferability" or "relatability" are more appropriate. In this approach, a clear description of the theoretical stance and research techniques are as fully described as possible in order that the methods used may be applied where there is a suitable fit in the new setting.

Construct validity is best described as how measures we use best represent a construct which may not be readily identified by direct means. In this study, the concept of effective teaching, for example, is examined via the TIES II analysis. The critical issues here are whether the measure has any credibility and whether its application is skilful and appropriate.

Eisenhart and Howe (1982) identify five general standards for validity that encompass all education research, there should be a fit between research questions asked and data gathered and procedures used. There will be recognised principles used in interviewing and data collection, and researchers will locate their work in context. Research will build on previous work and be judged against the background of existing knowledge and theory. Ethical issues such as privacy, confidentiality and accuracy of accounts will be considered. The research will have relevance to educational practice and be comprehensive. The final point Eisenhart and Howe make is that these components are linked; they are interdependent and cannot be applied separately.

Maxwell (1992) makes the point that "Validity has long been a key issue in debates over the legitimacy of qualitative research; if qualitative studies cannot consistently produce valid results, then policies, programs, or predictions based on these studies cannot be relied on" (p. 279). Maxwell goes on to argue that what is most important in considering validity is a fundamental concept of "understanding" (see p. 281). In a sense this follows the notion that a reader must have confidence in the results of a study because it can be seen to represent a detailed and lengthy investigation which contains rich and persuasive data.

The issue of external validity applies particularly if a study is likely to influence policy development or practice. The case study in this thesis might lead other teachers and other schools to consider the use of PBS in their own settings. Bassey (1981) stipulates:

> An important criterion for judging the merit of a case study is the extent to which the details are sufficient and appropriate for a teacher working in a similar situation to relate his decision making to that described in the case study. The relatability of a case study is more important than its generalizability. (p. 85)

Bassey (1993) describes the relatability of a study as the extent to which the reported details are sufficient and appropriate for a teacher working in a similar situation to be able to relate their decision making to that described in the case study. Merriam (2001) adds that a case study design is employed to gain an in-depth understanding of the situation and the meaning for those involved. Interest is in the process rather than the outcome, in the context rather than a specific variable and discovery rather than confirmation. Insights gained from this process can directly influence policy, practice and future research. Kratochwill (1985) indicates that "increasingly, case study methods have provided an option for practitioners to be involved in research at different levels" (p. 204). In elaborating on this conclusion, Kratochwill lists "Therapeutic/Intervention case studies [where the] researcher is primarily interested in a clinical disorder and develops interventions to treat a client's problem" (p. 205). If one were to substitute the term "educational" for "clinical" and "school" for "client" some of the elements of this study conform to that description of type. For these reasons this researcher considers this particular study has value in being able to extend our knowledge about current practice in relation to responding to challenging behaviour in schools.

This will be discussed in greater detail in the discussion chapter. However it is this researcher's hope that in a modest way knowledge about the practical reality of implementing a positive behaviour support system in this school can contribute to the body of knowledge available to others considering a similar journey. A second hope is that this study can contribute to the body of knowledge related to the resource teacher learning and behaviour role in secondary schools. The RTLB role can potentially provide a valuable and effective addition to the already vital contribution school teachers and managers make to secondary school life.

Reliability

"Reliability is essentially a synonym for consistency and replicability over time, instruments and groups of respondents. It is concerned with precision and accuracy" (Cohen, et al., 2000, p. 117). The concept was developed in the quantitative research paradigm and is not easily equated in qualitative terms. At best it is represented by dependability and consistency of interpretations of data gathered in the study.

Cohen, Manion and Morrison (2000) identify the elements of reliability for quantitative research as (a) stability over time (i.e. consistency) (b) equivalence (e.g. pre-post measures) and (c) internal consistency (split half method). For qualitative research these authors suggest that reliability can be seen as a "fit between what researchers record as data and what actually occurs in the natural setting that is being researched, i.e. a degree of accuracy and comprehensiveness of coverage" (p. 119). They go on to cite a number of authors, distilling the concept down to dependability. Cohen, Manion and Morrison suggest ways in which this notion of dependability can be confirmed. One method used in this study is that of conferring with respondents (in this case school staff) that their recorded reactions are reliably noted (member check), a range of data was collected independent of the researcher, pre-post measures were used as applicable and this study trend was stable overtime. Eisenhart and Howe (1982) refer to a notion of comprehensiveness, being alert to and having regard for the overall theoretical and technical quality of a study.

Burns (1994) raises the following relevant criticisms of reliability: (a) observers who are insufficiently trained hence unreliable, and observers having intrusive biases; (b) researchers not using baseline data and researchers having insufficient data to make reliable conclusions.

In this study reliability of method was strengthened through the observer/researcher being sufficiently trained to undertake behavioural observations and to use the ecological assessment tool TIES II. Observer biases were managed through the use of specific observation tools, TIES II and observation templates. The observer had considerable experience in conducting in-class observation.

Interpretive biases were controlled through gathering data from multiple perspectives (triangulation of sources and data). Data were gathered from students, teachers and managers

through the use of questionnaires and interview techniques in accordance with the guidelines from Mertens (1998).

Baseline data were used where available and were compared with post intervention measures where possible.

Sufficient data from more than one individual (n >1) were obtained in the individual intervention part of the study. In the classroom intervention part of the study data from three additional classroom interventions were used to support and check earlier data and interpretation of those data for reliability.

To ensure the reliability of the quantitative data in this study, care has been taken to triangulate the data as much as possible. In the qualitative sections, the use of peer debriefing and member checking has been used wherever possible. The interventions used in this study have been derived from empirical research. This research has been shared with teaching colleagues and incorporated into the systemic approach adopted by the school.

Construct Validity

Burns (1994) suggests many researchers fail to develop a sufficiently operational set of measures; subjective judgement is used to collect data. Burns suggests there are two ways to improve construct validity. Firstly the use of multiple sources of evidence and secondly establishing a chain of evidence that links the parts together act to enhance construct validity.

Maxwell (1992) indicates that validity is relative to purposes and circumstances. Data in themselves cannot be valid or invalid; the issue is the inferences drawn from them. Validity is relative to and dependent on the community of inquirers on whose perspective an account is based.

Another threat to validity is what Burns (1994) calls the reactive problem, the researcher or observer by their presence or actions may affect the behaviour of those being observed but not allow for this in the report or interpreting of recorded observations. In this study teacher reports on individual students and on classrooms included in the study were obtained before the researcher had contact with participants. In addition observations were checked with teachers as being "typical" of the usual situation so the researcher could have a degree of confidence of getting a true picture. In many instances the researcher was unknown by

participants and as such teachers reported no change in behaviour and learning during the observation phase.

The quantitative baseline data such as a record of the number of times a student had been sent out from class, rates of work/homework completion and test result measures were obtained before observations were begun. These data were sourced from the records of participants other than the researcher.

Eisenhart and Howe (1992) indicate specific data collection and analysis techniques must be competently applied to ensure validity. In this thesis the formal measures taken for the case studies are recognised within the New Zealand education system. NCEA results were obtained by the classroom teacher using accepted criteria; these results were then subject to moderation by the head of department. The school had its own system of assessing and recording student results. In Maths students completed numeracy unit standards and in English students completed literacy unit standards. These results were then recorded on student profiles when students were enrolled in NCEA the following year. TIES II is a validated ecological evaluation tool (this is discussed in more detail in the following section). NCEA measures were applied in the standard manner accepted within the New Zealand education system. TIES II, while less standardised in its application, is widely used by RTLB following general procedures developed in their training.

The mixed method approach is used in this study where both quantitative and qualitative data are used strengthens construct validity. Multiple sources of data together with thick descriptive reporting from participants establish a chain of evidence that links the parts of this study together. The data presented recording different participants' perspectives were recorded as accurately as possible, and in the actual words of the participants (member check). The participants checked the factual accuracy of the recorded accounts to ensure the RTLB was not making up or distorting the things he saw or heard. This agreement strengthened the descriptive validity of these accounts and as such this researcher regards those data as valid. The common community of teachers shared a framework that contained common sense professional understandings and perceptions of language and concepts related to education. Eisenhart and Rowe (1982) describe this process as building external value constraints. External value constraints concern whether the research has value in that it informs or improves educational practice, "valid studies must be worthwhile" (p. 660).

Maxwell (1992) takes a position which contests the positivistic approach which seeks to eliminate threats to validity through prior design features. Instead, Maxwell suggests that such threats are dealt with in research by finding evidence that would allow the threats to be ruled out. In this study both approaches have been applied, each with an intention to "fit" the approach to the element of the study which demanded the one or the other. Eisenhart and Howe (1982) refer to this as having a good fit between research questions, data collection procedures and analysis techniques. The data collection techniques should "be suitable for answering the research question entertained" (p. 657).

Credibility

Any discussion of credibility must necessarily take account of the interchangeability of the concept with that of traditional views of validity. In qualitative research, the term relates to believability.

How believable a study is may depend as much on the level of interpretation of data as upon the data itself. Interpretation typically follows, is infused with, or can occur simultaneously with the description of findings and the analyses of results (Brantlinger et al., 2005). The capacity to interpret data will depend upon the competence and experience of the researcher, and how the researcher can demonstrate that an effort has been made to confirm those interpretations. Qualitative research needs to "tell the story" of the research enterprise, to do this well (be a valid instrument) the researcher must have experience related to the research focus, be well read, knowledgeable, reflective, analytical, and introspective (Brantlinger et al.). A test of the reliability or believability of the interpretation might include such quality indicators as peer debriefing, triangulation, thick description and member checking. All of these credibility measures have been used in this study.

Merriam (2001) suggests the need to employ a range of techniques such as triangulation and thick description so that the reader (and anyone following the results of the study) can follow a clear pathway through the course of the study – a kind of navigation – to see how the conclusions can be reliably drawn from the process of the research. Care has been taken in this study to provide that pathway and to offer sufficient detail of what was done that the reader can have confidence in the conclusions reached.

Lather (2001) expands the definition of triangulation to include multiple sources of data, methods and theoretical schemes rather than just multiple measures of data. Lather views such an approach as being critical in establishing data trustworthiness. In this study

participants reviewed data gathered, reviewed and reflected on their own thoughts and feelings overtime and were given opportunities to check and review the researchers' recording of data and interpretation of data streams such as observations and interviews. Lather introduces the notion of catalytic validity, the idea that documentation of the research shows that the process has led to insight on the part of the respondents. This notion is clearly illustrated in the classroom teacher data in the results section where this teacher describes the effect being involved in this research has had on her teaching life. I believe that my explanation, the use of thick descriptions within a rich data base meets the requirements of a qualitative design well.

Charlotte Brown (2007) in her recent doctoral thesis identified the same issue in the following statement, Patton (1990), building on the work of Cronbach, is of the view that, when the conditions of a particular context are taken into consideration, any generalization is a working hypothesis. According to Lincoln and Guba (1985) if hypotheses developed in one context are to be applied to another there must be a degree of "fittingness" between those contexts.

Brown (2007) describes transferability as involving analyzing a situation and considering the degree to which it matches other situations, and it must be done on a case by case basis. She explains that the logical consequence of these approaches "is an emphasis on supplying a substantial amount of information about the entity studied and the setting in which that entity was found" (Schofield, 1990, p. 207). This information is essential to enable an informed judgment about the utility and applicability of the information from one research study to another. The provision of this rich database, or thick description, is the only responsibility of the researcher. Brown asserts it is the responsibility of potential users of the research to determine the "fit" between the different contexts. As in law or medicine the user must decide whether they can apply a particular case to their own situation (Donmeyer, 1990; Lincoln & Guba, 1985; Patton, 1990).

Brown goes on to identify that there are several areas of agreement among many qualitative researchers regarding generalizability. These are that; a) generalizability in the positivistic meaning of the term is not a useful goal for qualitative research; b) it is best thought of as a matter of "fit" between the situation studied and that to which one wishes to apply the results and c) detailed descriptions of the contexts and features of the original situation must be provided so that users of the research may make informed decisions (Schofield, 1990).

The methodology of the study, mixed as it is, is also overlapping. The individual students in the first phase of the study were assisted, along with their teachers, in a developing ethos of change and improvement aimed at moving to a supportive rather than a retributive model of student management. The context of the study is important in that the opportunity to engage with other teachers and their students to test the utility of the interventions in a wider and more generalised setting could only occur within this context of careful, step-by-step development of school culture. It was necessary to ensure that the interventions were consistent with the capacity of the classroom practitioners to find "meaningful implementation in the classroom" (Malouf & Schiller, 1995). It was also important that the changes made would be seen, by staff and students alike, as in their interests. This too was a developing notion of inclusion within the school – that the students were party to their own planning – and teachers were engaged in a process of change which would make their teaching more effective and improve the levels of their professional satisfaction.

TIES II

Patton (1990) stresses the need to be careful when working with descriptive analysis, the danger is to begin to manipulate the data to force them into the categories created by the instrument. In this study the researcher used a specific research tool, The Instructional Environment System II (TIES II) designed by Ysseldyke and Christenson (1998) to provide an ecological analysis of the instructional environment. Gettinger and Stoiber (1995) in a review of instructional and environmental variables highlight a set of elements that are similar to and confirming of the TIES II components in their discussion on key practices of teachers who are successful at developing proficiency in learning and teaching. TIES II is a procedure with which teachers can systematically organise their own perceptions of the quality of the classroom learning environment. Furlong and Rosenblatt (1998) conducted a review of TIES II. In summary, they concluded that TIES II presents an organised literature base about factors that contribute to high student academic performance.

TIES II, now re-published as FAAB, Functional Assessment of Academic Behaviour, (Ysseldyke & Christenson, 2002) was designed to assess the functioning of a student within a classroom environment. It is described by the authors as "as system to assess learning, not the learner" (p. 3). The focus of the assessment is to assist teachers (and parents) to design learning environments (schools and homes) which will include the capacity of students and teachers (parents too) in the interactive process of learning. The authors describe their reasons for assessing the instructional environment as

(1) there are many factors that influence academic outcomes of students, (2) learning does not occur in a vacuum, (3) there are limits to the kind of information we can gain from assessing only the learner, and (4) it is important to put content in instructional consultation. (p. 5)

TIES II comprises 12 instructional components. These are part of a total of 17 components, five of which relate to the home environment. The 12 components are drawn from a wide ranging data base supporting effect teaching and learning. The focus is upon those characteristics of the teaching-learning process which are likely to enhance student learning. The organisation of the instrument includes data gathering tools and intervention formats. There is provision for classroom observation of the teaching-learning environment and teacher and student interviews where appropriate. The typical approach to the use of TIES II follows the collaborative problem solving steps followed by RTLB in their general practice and includes opportunities to involve parents in problem definition and intervention planning.

TIES II comprised 12 components closely related to effective teaching and learning. These are:

1. Instructional Match
2. Teacher Expectations
3. Classroom Environment
4. Instructional Presentation
5. Cognitive Emphasis
6. Motivational Strategies
7. Relevant practice
8. Informed Feedback
9. Academic Engaged Time
10. Adaptive Instruction
11. Progress Evaluation
12. Student Understanding.

Tindal's (1998) review of TIES II found that it presented a well written summary of research over the last 20 years on effective teaching and included many of the major authors in the field. A recent review of TIES II related references (Bernstein, 1996) generated 70 references

which support the point made by Tindal. Tindal described TIES II as having a holistic perspective with an emphasis on making global, integrative judgements. The intervention planning process is oriented toward collaborative problem solving and consultation based programming. Tindal considered TIES II to be a very comprehensive instrument for understanding the classroom ecology; however Tindal thought it could be potentially difficult for novice practitioners to use. This researcher has undertaken postgraduate study through the RTLB training programme and has used TIES II in his training. TIES II is regularly used by the RTLB in the course of learning and behaviour work in schools.

Furlong and Rosenblatt (1998) see TIES II as a unique resource that provides educators with empirical research that identifies conditions in the classroom that enhance student performance. They consider it demonstrates content validity because the components are carefully derived from research findings. Furlong and Rosenblatt indicate, however, that if users were expecting to be offered suggestions about specific instructional activities they would be disappointed. A further criticism is that users need to have a strong knowledge base about academic instruction and remediation before they can make optimal use of TIES II; in addition there is no reported evidence that as a result of using TIES II any teacher actually changed their behaviour to create favourable conditions in the classroom to enhance learning.

In the context of this study the lack of suggestions for remediation is not an issue. In the literature review section literature was presented indicating that it was desirable to avoid package interventions. The strength of an ecological intervention is its unique fit to the context in which it must take place. As such there are too many variables and interactions to be accounted for in a menu of options such as a package intervention. The only way a strong intervention can be designed is by involving a change agent who has expertise in ecological assessment and collaborative intervention planning. The use of TIES II in this research formed the basis for action that resulted in change in teacher behaviour and subsequent improvement in academic behaviour (classroom intervention data presented in the results chapter). TIES II was used to evaluate the classroom environment to provide background information. Its use as a means of functional assessment is still being assessed in New Zealand. The newest version of this instrument, FAAB (Functional Assessment of Academic Behaviour) may well prove to have a more useful application in functional assessment but this must await the evaluation currently being undertaken.

Developing a Community of Practice

Understanding developed in the classroom intervention phase led this researcher to realise that changes in the school structure also had to occur if the school was to be successful in developing an effective system for managing student behaviour. To be able to secure long lasting change the school needed to develop systems that support teachers in the classroom as well as being able to respond to the challenge of providing support to individual students.

Kemmis and McTaggart (1981) suggest planning for the long haul on the bigger issues of changing classroom practices and school structures. Educational change is usually a slow process that requires people to struggle to be different. "Change is a process, not an event" (Fullan, 1992). As Pindar, the ancient Greek poet said "Custom is king of all". As noted earlier in this chapter, Lewin's stage proposal, reported by Bargal (2006) places this change process in the third stage of "freezing" the new customs in place. Lewin, cited in Bargal, described this stage as "permanency implies that a new force field is made secure against change" (p. 380).

The implications for this study relate to expectations generated through study and subsequent change. A systemic approach requires time (Sugai & Horner, 2001; Wang, 1998) and as such it is necessary for participants involved in the process to understand this and set expectations accordingly. Engagement in this process inevitably means being prepared to engage in systemic change as action research cycles lead us to different understanding about the effectiveness of our current practice. Buysse et al. (2003) expand on this notion; they indicate there is potential for practitioners and researchers to co-construct knowledge in a "communities of practice" model through ongoing transformation about what participants know and learn about effective practices. Buysse et al. detail two central tenets associated with a community of practice framework (1) knowledge is situated in experience and (2) experience is understood through critical reflection with co-collaborators. Both of these tenets are represented in the work that occurs in this particular school during this study. As noted previously analysis of data from phase 1 and phase 2 combined with deep practitioner reflection lead to the study evolving in direction that entailed consideration of systems issues. This aspect of the study required not only the researcher to engage in a reflective discourse about effective practice and the examination of beliefs about education and teaching but started a new and complex period of research activity that involved virtually all members of the school teaching staff.

School-based Research

Elias et al. (2003) cite research that found fewer than 5% of 1,200 studies related to school-based prevention provided any data on programme implementation. They suggest that school-based researchers providing information about how they go about their work is an important professional role (though rarely recognised). Such description emphasises capturing and explicating how programmes operate under real-world conditions. Elias et al. indicate this can provide significant guidance to those that follow in trying to "navigate their way through the swirling currents and undertows of innovation waters" (p. 313). The chapter that follows provides detail relating to the implementation of support systems in this study.

CHAPTER FIVE

STUDY CONTEXT AND SETTING

Questions Arising

A number of questions arise from the review of the literature in the previous chapters. The fundamental question is what is required for a positive behaviour support approach to make significant change for individual students with moderate needs and can changes be maintained in the natural school setting at the conclusion of the programme?

As indicated previously from these more general questions emerge two research questions:

1.   What needs to be in place for a systemic approach to be developed?
2.   What elements of a systems approach combine in promoting changes for individual students, teachers and the management of the system itself?

Procedural Issues

As mentioned earlier, an application was made to the university ethics committee for approval to engage in this research. Upon being granted ethics approval, permission was then sought from all participants in each phase of the study, including parents, teachers and school managers. (Copies are attached as Appendices J).

The researcher worked according to the professional guidelines outlined in the Resource Teacher Learning and Behaviour: Effective Governance, Management and Practice document (Ministry of Education, 2001). In the introduction I have noted the issue of bias and the role of researcher participant in this study.

The research conducted in this school was a direct result of school referrals to the RTLB. The work contained in this research thesis was directly related to the professional work undertaken to answer those referrals. The researcher worked alongside participants in the role of participant researcher (see Elden, 1981 for discussion). Figure 4 (p .90) and subsequent explanations detail this involvement as participant researcher.

Setting

The subject of this research was a secondary school situated in a small rural town, population, 5000. Farming, fruit growing and viticulture are the primary industries. Tourism is a developing part of the local economy. The physical environment of the school included large grassed playing fields; an adjacent sports complex used by the school incorporates a gymnasium and athletic track. The classrooms and buildings were well maintained. The general appearance of the school was clean, tidy and inviting. There was an absence of litter, graffiti and vandalism. Five hundred and fifty students attended this school; they ranged in age from 13 to 18 years of age. Classes ranged from Year 9 through to Year 13. Teaching staff numbered 35 full time teacher equivalent units at the time of the study. The school was organised into seven faculties consisting of 12 subject departments. Students were divided into vertical house groups; there were four houses of approximately 140 students each. The school is rated decile 9 (on a scale of $1 - 10$ based on socio-economic factors and demography, with 1 being the lowest).

Research Participants

While the focus of this research is upon a broad system change involving the management of behavioural issues within the school, at classroom and individual level, the progress of this study is illustrated through the change effected with a group of individual students and through a whole class intervention. Ten Year 9 and Year 10 students from different classes referred to the RTLB through the support services committee were the participants of the individual student part of this study. There were eight boys included in this group and two girls. One girl identified as Maori, the other nine students identified as New Zealand European. Three students had a diagnosis ADHD.

The classroom intervention that was the foundation of the second part of this study initially consisted of one Year 10 class, their teacher and associated dean. As a direct result of this work the RTLB was approached for classroom support by three additional teachers. Two Year 10 classes and one Year 9 class and their teachers were participants in the subsequent enquiry to determine if these procedures could transfer to other students and other teachers. This gave the RTLB the opportunity to investigate the procedures developed, operating in a total of four different classroom settings.

The principal of the school contributed to the systems approach part of this study. The initial process was developed to establish how the RTLB would work in an ecological way in the school. A second aspect was the evolution of processes as a result of experience gained from the RTLB working in classrooms with teachers. A third aspect was the

development of a common teaching format. In the final year of the study the mentor teacher programme, a Ministry of Education initiative, was introduced in this secondary school. The purpose of this teacher position was to provide support for classroom teachers. The mentor teacher was undergoing training for this role in the final year of the study reported here. The mentor teacher co-worked a classroom referral with the RTLB. The research intention was to investigate the possibility of other change agents being able to successfully implement classroom intervention procedures.

Researcher Participation

The researcher was involved in this study in collaboration with the school management and the individual teachers involved. The collaborative consultation followed procedures which are established in the literature (Elliot, 1991; Fullan, 1993; Fullan & Stiegelbauer, 1991; Spedding, 1996). The characteristics of this consultation had the following elements:

1. Voluntary involvement: participation was by choice for both teachers and students.

2. Equality and parity among participants: contributions of each member involved in the process were of equal value. Students had equal say setting their own goals.

3. Shared expertise: no one person was expected to be the expert, contributions in different situations may not be equivalent although they are equally valuable.

4. Agreed-upon goals: through discussion mutual goals which participants worked towards were established.

5. Shared responsibility: all participants had an equal say in decision making, problem identification and intervention options. Student involvement was an important part of this process.

6. Interactive process: the interaction between participants was not a 'one-off' event. Consultation was an interactive ongoing process following action research characteristics. Participants evaluated and reviewed intervention strategies and identified next steps.

7. Accountability for out-come: participants shared responsibility for outcomes, they shared responsibility for completing agreed tasks and share the risks associated with change. It is expected that there will be an increase in participants' capacity to manage future problems.

I have noted the issue of potential researcher bias earlier in this thesis. It is appropriate to make a further comment at this point. A number of authors (Brantlinger, et al., 2005;

Mertens, 1998; Patton, 1990) have commented on the notion that the researcher is also an instrument in research, where the author is also a participant. The biases of the author cannot be overlooked in such a case and the credibility of the author is therefore a matter of proper concern. I have been at pains to point out that this issue of researcher credibility hinges upon my skill in managing bias, interpreting data and offering a viewpoint which is believable. My inside knowledge of the school, my determination to let the teachers manage their own contributions and my willingness to support them in doing this are all part of the ways in which my contribution as an "instrument" of research add to the credibility of this study. One example of this approach is the way in which the teachers have been allowed the autonomy to gather their own data, yet the Head of Department has been asked to assist as a peer check. This approach is consistent with the culture of teaching in the school and also consistent with the careful management of research information.

Throughout this study, I have maintained an awareness of the subjectivity of my own views on inclusion and on the ways in which students and teachers need support in order that inclusion can be made possible within this school. Where inclusion is possible, connection with school and academic engagement can be managed. That is my belief and, therefore, it could be said to be my bias. My awareness of this is important; so too is that of the reader.

The Context

This research took place against a background of systems change in a semi rural high school in which the author played a role as a change agent. In tandem with this evolving change was the introduction of the Resource Teacher Learning and Behaviour service (Special Education 2000, Ministry of Education, 1997) into this school. The role of the RTLB is to support teachers and work with individual students, groups of students or with whole school systems. What follows is a description of how this refocusing was established at the three levels of management, classroom and individual students.

Before the RTLB became involved in this school the process for working with challenging students was a linear construct, the process was reactive, no ecological assessment tools were used and outcomes tended to be punitive. The discipline/support structures had the following elements:

Figure 3. Referral Process Existing Before RTLB Involvement
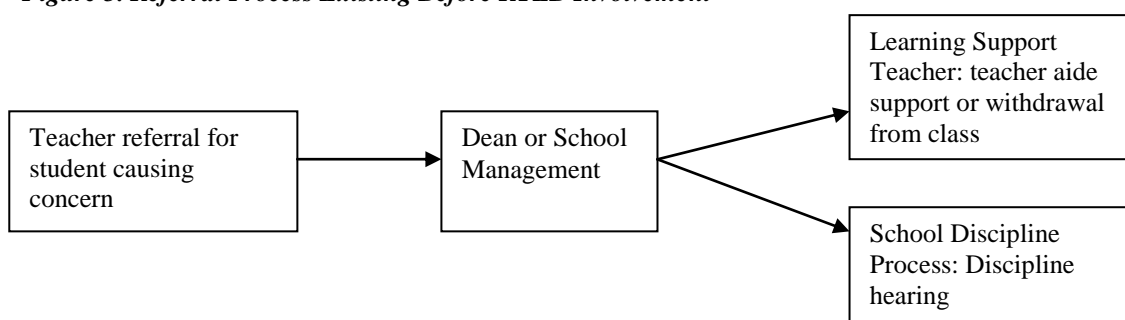
Teachers and school managers did the best they could at the their own individual level but the over all picture was a fragmented one where there were variable levels of effectiveness, there were differing philosophies in relation to behaviour and learning and there was not an established culture of prevention. Different teachers behaved in different ways; there was no common process for intervening with students causing a moderate to high level of concern. The principal explains the situation in greater detail in his interview in the results section.

The change that occurred over the course of this study was from a traditional discipline approach (reactive, detention/send-out orientation) to a positive behaviour support model (proactive, preventive, team problem solving approach). This change was begun with a change in school management (a new principal was appointed) and subsequent focus on student under-achievement. In classrooms there was a move to a common lesson format. This format was devised in collaboration with staff to ensure common use of effective teaching strategies. During the second year of the study, at the time the RTLB was developing the classroom intervention (phase 2) the RTLB and one other teacher reviewed the common lesson format. This review was conducted through the RTLB and the teacher colleague running a series of staff meetings (over a period of two school terms). At these meetings staff deconstructed the original lesson format and developed new more explicit teacher and student behavioural and academic expectations for each part of a lesson. In addition a follow up and accountability criteria for those common expectations was developed (Appendix A). In the final year of the study the principal and assistant principal made this document part of the teacher appraisal process.

The Organic Development of the Study

This study does not follow a strict sequential approach. This study developed organically over time, the development of the three distinct phases of the systemic approach to intervention occurred concurrently with each other. As discussed previously individual

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intervention required an immediate response from the RTLB, from this experience and subsequent questions that arose, the classroom response to intervention was developed. Underpinning both these developments was the establishment of a school system approach, where the RTLB worked with key school managers to develop structures within the school that would ultimately support the development of a systemic approach to intervention.

To facilitate the reader in keeping track of each progression of the study each description of methods will be followed by the results and discussion for that part of the study. The results and discussion in the following chapters are organised as follows.

- Chapter 6 reports data relating to Phase 1, intervention with individual students.
- Chapter 7 reports data relating to Phase 2, whole class interventions.
- Chapter 8 reports data relating to Phase 3, the development of a systemic approach.

An Explanation of Intervention Methods

The intervention method explains a process not an event. The intention is to explain how an intervention process that occurred in the context of this study operates in a way to which teachers can relate, and translate to their own particular setting. The first need that the school had was to obtain support for ten Year 9 and 10 students identified as disruptive in the classroom (Figure 4, process for student referral follows on p. 90). The study and analysis of this work constitutes the first part of this study. The individual work undertaken with these students led to the RTLB questioning the possibility of an intervention being developed and carried out in the class context. The study and analysis of this work constitutes the second part of the study. The classroom work impacted on the structures existing in the school. Study and analysis of this process constitutes the third aspect of this study.

The following chapters describe the function and role of participants in the three different phases of this behaviour management approach. The order reflects the development of the model as it was developed in real time. Individual referrals were the first point of contact for the RTLB with the school. Out of this work evolved the progression described in this study.

CHAPTER SIX

INDIVIDUAL INTERVENTION METHODS,
RESULTS AND DISCUSSION

Individual Student Intervention Data Gathering (Phase 1 in a systemic approach)

This chapter reports the intervention process for ten Year 9 and Year 10 students from a range of classes. The work that occurred with these students and analysis of results was the trigger for the development of the in-class intervention methods and subsequent development of the systems approach that evolved into the three phases reported in this study. Experience gained from these interventions resulted in the formation of the enquiry into investigating if it was possible to develop an effective intervention process in the classroom setting.

Data recorded for the purposes of this part of the study

In this part of the study quantitative data of ten individual referrals made up of school office referrals were collected for baseline and intervention measures. Data were collected for a period of 30 weeks: 10 weeks pre-intervention and for 20 weeks after the start of intervention. Pre-intervention data were historical (teacher notes, office referral notes, and support group minutes) that had been recorded by the school system ten weeks before RTLB intervention started.

Intervention data were the same measures recorded day to day as the intervention unfolded. Data were collected through a daily report card described below (following Chafouleas, 2002; 2006), office referral analysis, and support group meetings and subsequent minutes.

In addition to the quantitative data described earlier, two types of qualitative data were collected. Multiple perspectives of the effectiveness of the individual intervention process were sought. Data from a school dean were collected by unstructured questionnaire and data from students were collected using semi-structured interviews. All students participated in exit interviews at the time of discontinuing the daily reporting card. The student interviews can be found in Table 6 in the results section of chapter six.

To collect data for student feedback and for monitoring the effectiveness of the intervention a daily report card was introduced. This was a small pocket size card that

recorded each school period each day. An example of a daily report card can be found in Appendix B. The daily report card was used to collect data from all students. The data collected were student and teacher ratings of success at achieving goals. Specific goals were set as part of the individual planning process. Students were required to rate their performance on reaching specific goals from 1-5: 1 and 2 meaning not achieving goals, 3 meaning achieving set goals, 4 and 5 meaning exceeding goals. The classroom teacher was asked to rate the student's performance against their specific goals and sign the entry for that period. The analysis of the report card score is reported in the results section of this chapter.

In the problem solving and goal setting part of the intervention phase a target of 90% success in goal achievement was set (this equates to twenty-three periods out of twenty-five scoring 3 or more on the teacher rating). After one week, performance related to set goals was reviewed and new targets were negotiated between RTLB and student. After one week the criterion was shifted and the target became a 96% success in goal achievement (this equates to only two periods out of fifty, or two periods in two weeks scoring less than 3 on teacher rating). The reason for this change in target was that teachers working with identified students expressed the desire to keep performance expectations high. Teachers didn't want to appear "soft" on these students compared to their treatment of others in the class. The RTLB communicated to teachers that the in-class expectations should be the same for all students whether they were receiving support or not. A student score less than 3 meant a student was not achieving their goals. Failure to achieve goals puts students at risk of being perceived by the teacher to be disrupting the learning of other students which in turn heightens the possibility of that student being sent out from class.

The data analysed for this measure consisted of a random sample of four days over four different weeks of teacher and student ratings of success at meeting goals. Random selection of days was simply achieved by a dice roll. The days of the week were assigned to the numbers $1 - 5$ in order of occurrence. Instances of rolling a six were discarded. If the day selected was a day where a complete measure of teacher ratings was not available the next day of complete data was selected. Reasons for missing data were teachers not filling in a period, dental appointments, office duty, the occurrence of a sports day and absences for illness.

After the daily reporting card was discontinued (typically after four weeks) the student and RTLB met formally every two weeks to review progress. The purpose of these meetings

was to assist the student in maintaining behaviour change at a time when the intervention was being phased out. The RTLB also "shoulder tapped" students throughout the three days of the week the RTLB was in this particular school. Shoulder tap refers to the method of having quick focused check-in meetings with students. This typically involved checking the daily reporting card, sitting in for short times during classes and giving feedback to students. Shoulder tapping also involved catching up at lunch or interval breaks for quick focused check-in sessions. These meetings were also an opportunity for students to raise concerns or highlight difficulties they might have been experiencing. Thus, it was a two way process. Data on intervention effectiveness was fed-back to the RTLB for problem solving with the student through multiple sources: teacher notes, support group discussion, daily reporting analysis and office referral/send out data.

Each intervention typically had an intensive four week period of goal setting, feedback, monitoring and in-class observation. Students were involved with the RTLB through weekly review meetings, family goal setting and planning meetings. After four weeks a fading process was begun where RTLB and student goal setting became less intensive and a change to a self responsibility model became the focus. While the daily reporting card was usually discontinued after four weeks, follow up data were the same data as pre-intervention (office referrals, daily reporting card (four weeks), teacher notes to RTLB, support group meetings and minutes) recorded for the twenty weeks after the start of intervention. The purpose of collecting these data for the period of 20 weeks was to gain a measure on the capacity of the intervention to generalise past the immediate intensive phase of intervention.

Triangulation of data was achieved by equating data from three sources:
1.   Discipline records (computer records of pastoral care transactions, *i.e. office referral data, detention record, teacher report)*
2.   Support group meetings, discussion minutes and frequency of names appearing in *students causing concern register.*
3.   Daily Report Card measures. Quantitative scale 1 to 5 measure taken for each student across all subjects each day. This measure can be compared for all subjects and teachers in contact with referred students.

Before attending a support group meeting the RTLB took in the student card for analysis and obtained a computer print out of the office referral data. The student card recorded reports from the teachers of all classes attended by each student. The data were presented

at the support group meeting and checked in discussion against the "students causing concern" register.

The defining characteristic of this intervention method was the use of ecological assessment approaches to data gathering including TIES II analysis. TIES II was discussed in greater detail previously in the study overview chapter. TIES II (Ysseldyke & Christenson, 1998) is a standard instrument widely acknowledged as a useful measure of classroom climate and instructional effectiveness. It identifies the twelve most commonly reported components of effective teaching. Similar instructional components have been suggested by Gettinger and Stoiber (1999). Ecological assessment is a flexible range of measures used to gather data.

In this part of the study school office records were analysed, direct observation of students and teachers were undertaken, interviews were conducted, goals set, and hypotheses as to the function of observed behaviour were formed and checked. These ecological assessments and instructional environment analysis, combined with a team decision making approach were important in the context of SE2000. This approach while being characteristic of a positive behaviour support model is also consistent with the educational/ecological paradigm change demanded of the RTLB under SE2000 as discussed in the literature review. Figure 4 illustrates this referral process.

Figure 4. RTLB Individual Referral Process

```
┌─────────────────────────┐                    ┌─────────────────────────┐
│   Referral Received     │───────────────────▶│  Discussed with teacher │
└─────────────────────────┘                    └─────────────────────────┘
                                                              │
                                                              ▼
┌─────────────────────────────────┐           ┌─────────────────────────────┐
│ Referral continued with         │           │ Ecological Assessment       │
│ intensified assistance and      │           │                             │
│ possible request for support    │           │ Interview with teacher      │
│ outside the school              │           │ Interview with student      │
└─────────────────────────────────┘           │ TIES II analysis            │
                  ▲                            │ General observation         │
                  │                            │ School records review       │
                                               └─────────────────────────────┘
                                                              │
                                                              ▼
┌─────────────────────────┐                   ┌─────────────────────────────┐
│  Referral discontinued  │                   │ Collaborative decision      │
└─────────────────────────┘                   │ making                      │
                  ▲                            │ Analysis of data            │
                  │                            │ Hypothesis setting          │
                                               │ Intervention devised        │
                                               └─────────────────────────────┘
                                                              │
                                                              ▼
┌─────────────────────────────────┐           ┌─────────────────────────────┐
│ Monitoring and Evaluation       │           │ Intervention implemented    │
│ Report card analysis            │◀──────────│ Instructional adaptations   │
│ Behaviour analysis              │           │ Individual goals setting    │
│ Teacher interview               │           │ Report cards                │
│ Student interview               │           └─────────────────────────────┘
│ School record review            │
│ TIES II further analysis        │
└─────────────────────────────────┘
```

An outcome from direct observation in the class context was the formation of a hypothesis as to the function of behaviour observed. A hypothesis of the function of the observed behaviour for the individual student oriented the observer to an approach that necessitated asking specific behavioural questions. These specific behavioural questions required looking for indicators as to what was maintaining problem behaviour; what was the pay off for the individual?

The key purposes for off task behaviour generally fit into two hypotheses, task avoidance or seeking attention from peers. The formation of hypotheses based around the underlying reasons for behaviour enabled the teacher and RTLB to refine individual interventions. In

one example where off task behaviour and call outs were an issue the hypothesis that task avoidance was motivating the behaviour pointed the teacher and RTLB in the direction of making modifications to printed material given to the student. This together with sitting the student with a friend who was given guidance in the role as "learning coach" resulted in an increase of on task behaviour and marked decline in call out behaviour. The results section detailing student perspectives indicated students were very aware of the purpose of their behaviour.

Results Phase One: Individual Student Intervention Data

The research question in this section relates to the effectiveness of the individual intervention occurring in phase 1 of the study. This represents intervention at the most intrusive level in students' school life. The questions being asked in this section are:

- Can individual intervention be effective in changing behaviour?
- What elements are involved in change?
- How do participants view the individual intervention?
- Is there information that can contribute to understanding how individual intervention functions?

Table 1. Relationship between Research Questions and Data Sources

Research question	Office Referral Data	Report Card Ratings	Student Interviews	Teacher Dean Questionnaire	Researcher Analysis and Reflection
Can individual intervention be effective in changing behaviour?	√	√	√	√	√
What elements are involved in change?		√	√	√	√
How do participants view intervention?			√	√	√
Information contributing to an understanding of how intervention works	√	√	√	√	√

Individual student results data are divided into four sections.

- Section one presents data related to school office referrals.
- Section two presents data related to achievement of individual goals.
- Section three presents data related to students who were re-referred for further intervention.
- Section four presents the qualitative results data for individual students and teacher perspectives of the intervention.

Following section four is the discussion of individual student results.

Section One

Individual student office referral data

Students were tracked over baseline and at 10 and 20 weeks following the intervention. The intervention period lasted 10 weeks. The purpose of tracking students for 20 weeks was to determine the degree to which referral behaviour change was maintained over time. Figure 5 shows the pattern of behaviour before, during and following intervention. Details of the data which follow can be found in Appendix E.

Figure 5. Comparison of Student Office Referrals Pre and Post Intervention
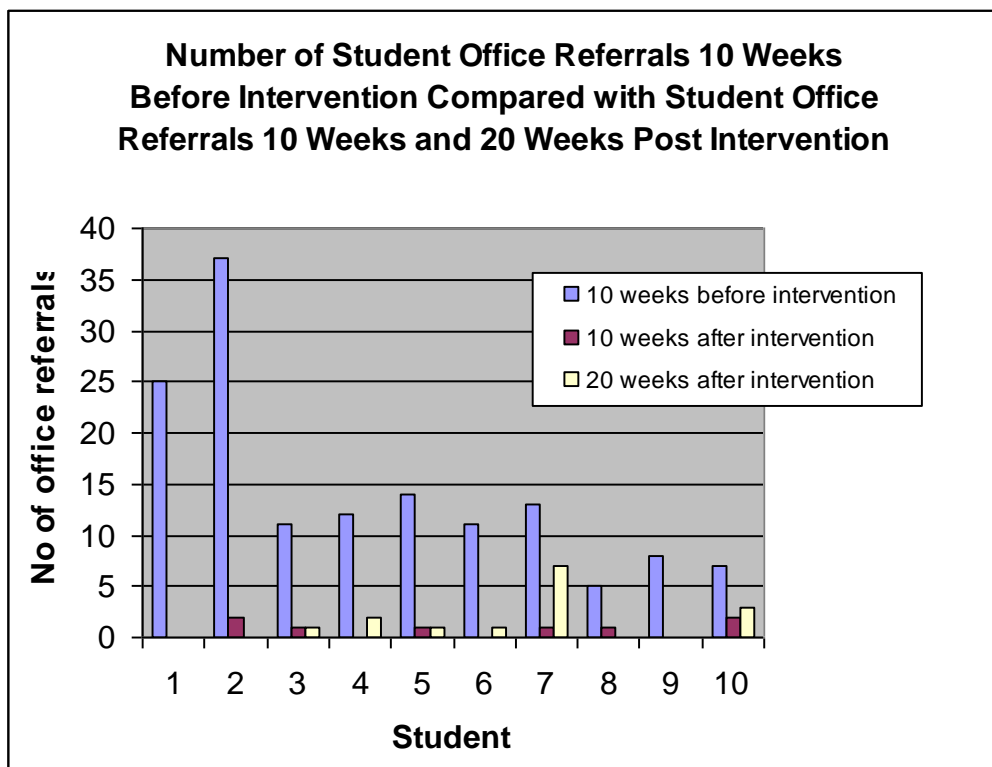
The number of referrals 10 weeks before intervention start ranged from 37 to 5. The average number of referrals in that period was 14.3 per student.

The number of referrals for the 10 weeks after intervention start ranged from 2 to 0. The average number of referrals in these 10 weeks was 0.8 per student.

The number of referrals for the 20 weeks after intervention ranged from 7 to 0. The average number of office referrals was 1.4 per student.

There was a significant reduction in referrals to the school office for all students in the 10 weeks after intervention start. The more formal statistical analysis of this effect is shown below. The intervention resulted in a change in office referrals for all students in this study and was maintained over the following school term. For most (9) of these students 20 weeks took them through to the end of the school year. This suggests that when intervention is carried out early in a school year the effects of that intervention are likely to be maintained over time.

Statistical Analysis of referrals

The data were analyzed using the Wilcoxon Matched Pairs Test (two tailed) (Burns, 1998). The details are shown in Table 2 below. The value for W is 0 because there are no pairs in the negative direction. This corresponds to a probability value of $p \leq 0.005$ for a result arising by chance.

Table 2. Student Office Referrals Before Intervention and 10 Weeks Following Intervention

Student	Referrals before intervention	10 weeks following intervention	Difference	Rank of difference	Signed rank
1	25	0	+25	9	+9
2	37	2	+35	10	+10
3	12	1	+11	5	+5
4	12	0	+12	6.5	+6.5
5	15	1	+14	8	+8
6	9	0	+9	4	+4
7	13	1	+12	6.5	+6.5
8	5	1	+4	1	+1
9	8	0	+8	3	+3
10	7	2	+5	2	+2
	Mean 14.3	Mean 0.8	W 0		+55/0

Wilcoxon matched pairs test indicates the change observed in the number of office referrals before intervention and after intervention has a strong probability of being due to the intervention.

Table 3 below indicates the changes in referrals 20 weeks following intervention

Table 3. Student Office Referrals 10 and 20 Weeks Following Intervention

Student	10 weeks post intervention	20 weeks post intervention	Difference
1	0	0	=
2	2	0	+
3	1	1	=
4	0	2	-
5	1	2	-
6	0	1	-
7	1	7	-
8	1	0	+
9	0	0	=
10	2	1	+
	Mean 0.8	Mean 1.4	

It can be seen from the differences in referrals at 10 weeks and 20 weeks that the differences are a form of fluctuation. A floor has emerged with insufficient data to calculate an effect. It appears that no significant change has occurred. However, Student S 7 is somewhat of an outlier. For this student the school year ended after 10 weeks of intervention. The office referrals recorded as 20 weeks after intervention were accrued in the first 10 weeks of the next school year. If student S 7 is removed from the 20 week analysis the average falls from 1.4 referrals to 0.8 referrals.

Section Two

Individual Goals: Daily Report Card Ratings

This section presents the report card data of participants S 1 to S 6 and S 8 to S 10. The data show the percentage of time goals were seen to be achieved on a random 4-day sample. Data for student S 7 was viewed by the researcher but the actual report card was destroyed so is not represented in this section.

Table 4. Record of Student Daily Report Card for Achievement of Individual Goals

Student	1	2	3	4	5	6	7	8	9	10	S = 9	
	96	92	100	100	92	92		96	92	96	T = 856	Ave =95

Note: Student S 7 is omitted from this table as explained above.

Table 4 indicates that students were able to meet their goals on average 95% of the time. The level of success ranged from 92% to 100%. These results combined with office referral data suggest that students were not only more successful at remaining in class but were also managing problem behaviour more successfully while in those classes.

Section Three

Second Cycle Referrals

This section offers further analysis of three students who were re-referred for a second cycle of problem solving. Two students were re-referred through the school process (S 7 & S 8) and one student self referred (S 10).

Data: Student S 8 second cycle referral

The daily reporting card had been discontinued for all subjects at the end of week 4. However student S 8 was re-referred 4 weeks after intervention start due to concerns in science. A second problem solving cycle was engaged in and it was decided by the teacher and student to re-introduce the daily reporting card for that subject. New goals were set between the student, the teacher and the RTLB.

The daily reporting card was used for a further 6 weeks, after this time the daily reporting card was discontinued by agreement between the student and teacher.
No office referrals were generated from this student nor were further office referrals generated in other subjects.

Goal one was to use appropriate comments in class, the level of success was 93%. Goal two was to complete class work to a standard acceptable to the teacher; level of success was 93%.

No further problem solving or goal setting was requested.

Data: Student S 10 second cycle referral

This student self referred, requesting problem solving in relation to keeping focused on school work, and suggested returning to daily reporting card to help maintain this discipline. The RTLB engaged in a problem solving cycle with the student and referred the request to the support services team.

Analysis of office referrals showed no further referrals since the two referrals in term two. There were no further office referrals recorded in term three. Data for 4 weeks from the daily reporting card indicated the student was meeting goals more than 95% of the time.

Data: Student S 7 second cycle referral

In term 2 of the new school year a new functional assessment was conducted. This assessment followed deterioration in behaviour resulting in a number of office referrals which caused concern and triggered the re-engagement of the behaviour support system. As a result of a new IEP (individual education plan) a meeting between the school and family was arranged. In accordance with the ecological nature of intervention it was decided at this meeting to increase the intensity of the intervention. The outcome was that curriculum changes were made, this is best described as a focus on the match between the

following three elements of the instructional environment: teacher instruction, student characteristics; and task characteristics. The teacher focused on being specific with feedback related to how the student was performing on given tasks and helped the student to identify the next steps needed to complete the task successfully. Homework support was timetabled in to the school day and a daily report card to monitor learning and behaviour goals was started. RTLB goal setting and review meetings with the student were put in place.

Table 5. Second Cycle Office Referrals

Office referrals following second intervention	
Total referrals to office 10 weeks before start of second intervention	17
Total referrals to office 10 weeks after start of second intervention	2

Second cycle referrals

The second cycles of intervention were able to be implemented quickly; students and teachers were familiar with the procedures. The duration of intervention and monitoring was much reduced as compared to the first cycle.

Section Four

Qualitative Results Section Individual Interventions

This section contains two parts. Part One is a collation of the exit interviews of 10 students, and Part Two is an unstructured questionnaire with a school management representative who was a classroom teacher and also had additional responsibility as a house dean.

Individual Intervention Data

The questionnaires were intended to provide the researcher with multiple perspectives of the intervention work carried out in the school.

The specific research questions as outlined in the research methods section that the researcher focused on were:

1.   Does the intervention process work?

2.   Why do participants think changes in behaviour occur, what elements are important?

3. How do the different participants view the effectiveness of this systemic approach?

4. Is there information from the different perspectives that can contribute to our understanding and hence effectiveness of this systemic approach?

Table 6. Individual Student Perspectives

The researcher wrote answers verbatim. Some grammatical errors occur due to the first hand recording method adopted for this section. Responses are collated under the question headings in the same order as interviewed.

Interview Question	Student Responses (S 1 to S 10)
Before the programme I used to…	-I used to act stupid, I was annoying to the teachers, I was disruptive. -I used to be smart, speak when I shouldn't. I was disruptive, rude to teachers, sometimes other students. I just didn't want to be at school or learn, not that I still want to be here but it's different now. I'm sort of just doing my work, shutting up and doing my own thing. -I used to make smart comments, do bad behaviour, stupid things, stirring trouble because I was bored. I couldn't be bothered. Finally I got sent out three times in one week and ended up referred. -I would call out and do stupid things, not think before I acted. I got sent out too much. -I was getting heaps of send outs. Disrupting class and talking. I would talk back and stuff when teachers spoke to me. -I used to get sent out all the time. I was being smart to teachers. I was smoking at school. I got detentions, I got suspended and had heaps of stand downs. I used to wear mufti to school and non-regulation shoes. I was hardly ever in class. -I used to be smart, just not do anything actually, no work. I wouldn't turn up to class that much and if I did I'd get kicked out for doing no work, talking or being smart -My behaviour was different, I guess I probably didn't have anything to remind me. The (daily reporting) card sort of made you think at the end of the day. -I never really got on with my work, was distracted easy and was making wrong decisions. I would not agree with the teacher. -I was getting in trouble because of teachers, I never got on with them, some of them. The way they discipline made me feel picked on. I'm not one of the smart kids and I felt I had a disadvantage.

Now I look back I think/feel…	-I think I have definitely come a long way. I'm getting less send outs. I feel good. I'm better off now. -I'm not as rude and disruptive as I was. I am enjoying work more. I am happier now. I think more before I speak now. -I was stupid, I stuffed up my relationship with teachers early on. I am getting on with them better now. -I feel embarrassed, doing stupid things. I was doing it for the attention from other kids. -I feel not very good. It's better not to be in trouble, makes it easier at school. -Now I look back I think I was being smart to look cool. -I think my behaviour was a waste of time and that's all I think about that. -I feel different, my behaviour has changed. I'm not getting into trouble anymore and I'm managing my own behaviour. -I feel I have changed lots, I am in all classes, I used be out of a lot. I am not really getting sent out, not since May and it's now November. I get on with everything more and usually make the right decisions. -Now I think back I feel my behaviour has changed in a good way. I'm getting on task quicker, doing my work now. I'm getting on with my teachers better.
Since working on the programme I now…	-I behave better in class. Being on the card has helped me behave because I want good marks. The way I look at things changed through talking and goal setting. -Things are a lot better than what they were, my attitude towards everything, teachers, talking about my behaviour. I know my limits, I know when to pull back. Still the occasional time when I don't. -I think before I say stuff or do stuff. -Have more discipline, I half pie feel like I want to be here. I sort of enjoy it. -I get not as many send outs, when teachers talk to me I usually accept it. -I now go to class with out getting sent out. I am starting to work more. I feel good about that. -I am now well behaved. I don't do any of that stuff up there. -Since being on the card I have learnt to take responsibility for my own actions. I don't feel differently about school I feel differently about myself. I feel more aware why I am here – it's for me. -I am now staying in all classes, not getting into trouble. I get on with the teachers better, I used to be annoyed. The teachers listen to you more when you are good. -I have changed my ways in the classroom, with teachers and work. It's a good change. It's about the way I think about things before I say it and I get on with my work. I understand that school is about

	me, what I want, the future.
In the future I want/hope to …	-Now I'm off the programme I'm going to get on with it. I will keep managing myself, I set my own goals. I have a good view of the future and what I want from school. -I honestly don't know. I want to work that's all I know at the moment, if I get a good opportunity to work I would leave school. -I think I have it sorted, maybe the occasional slip up, maybe not. -I am going to keep going like I am, not slip back. -I want to go to careers advice next year. -I'm not coming back to school next year. I'm not staying in this town. I'm going to get an apprenticeship -I think I'll leave school at the end of the 5th form. I want to go to polytech to be a chef. -I want to be a builder or carpenter. This has helped me towards that. -I want to stay at school, do something in the outdoors. -I want to be a counsellor, but I would need to get the grades and stuff.
What elements in the programme were helpful for you?	-It was a combination of things, the card, the goal setting talking (*talking was goal setting based on Marzano (1998) and the identification of social/ emotional goals)* and the rewards (*for achieving goals).* -The best was the opportunity to talk one to one (*with the RTLB goal setting*) then in the small groups (*where students reviewed their own performance related to set goals*). The hardest was trying to sort yourself out. Putting your foot down to know when to stop (*being able to self monitor your own learning and behaviour against the goals set)*. Getting the card signed. -I didn't know what was going to happen but it wasn't threatening. I was able to change my approach through talking. Getting teacher opinion on the card and Mum and Dad seeing it and talking about it made me work. -Talking helped me through the bad times. The programme works, talking was really important, before when I was getting detentions I didn't know what half were for. It was get a detention and get out. The card helped and having a reward, the young adult deal (*being treated as a young adult and having responsibilities and goals identified in conjunction with the RTLB*). The reward-challenge cycle works (*after two weeks of successfully achieving goals students were able to negotiate a reward of one period doing an activity with the RTLB and other students who had also achieved their goals).* -When we were good we got a reward, it gave us something to work for. The hardest was missing class and having to catch up, but only sometimes. -I enjoyed the programme, everything was good, meetings, talking, going out, not really anything hard.

	-I enjoyed the programme, hanging out doing things. The hardest thing was having to change from my other behaviour, chilling out here helped (*spending a period in discussion with the RTLB, the purpose being to set goals, review goals or problem solve issues identified by the student or teacher*). -The bit that helped me was learning to knuckle down and get on with it. -The hardest thing was having to change, like changing old habits, turn around immediately when someone talks. Settling down and stuff in class was hard. The best was the rewards. -I enjoyed the programme, it was wicked. The behaviour card and rewards made us feel we had achieved. The behaviour card was the hardest because we had to get to work quickly and the teachers were watching us all the time.

Analysis of Individual Student Perspectives
Common Features

Before the intervention process all of the students in this study accrued significant numbers of send outs from class. The teacher strategy of sending students out had no positive effect and appeared to result in no change in student behaviour. Students kept engaging in challenging behaviour, teachers kept sending students out. If behaviour change is the goal a different strategy is needed.

All students expressed an accurate view of their own behaviour as indicated by the teacher reports. Students were aware of what they were doing in class but were not motivated to change. Students expressed a confrontational orientation towards teachers and a negative view of school.

After the intervention process students expressed the changes in their school experience as positive. Students reported feeling better able to manage their own behaviour than before intervention. They reported this change in being able to manage their own behaviour also made them feel better about themselves. Students spoke about having better self-discipline, they spoke of being more aware of why they are at school and expressed a general increase in self awareness.

Looking back students seemed able to reflect realistically and honestly about their past behaviour. Students indicated they were happier post intervention, they had changed, relationships with teachers were better. It felt better not to be in trouble.

In the future over half of the students expressed the desire to leave school as soon as they were able. Even though their feelings about themselves had changed, and their relationships with teachers were better than before, six out of the ten students in this study still wanted to leave school.

What elements were helpful?

Students expressed the view that talking and goal setting were important aspects of the programme. The concept of having a reward to work toward was also seen as a major factor in motivating change.

Students also referred to the daily reporting card as being important in terms of feedback and sustaining self-discipline. The daily report card was not particularly liked but was recognised as being an important element in the programme.

Teacher/Dean Perspective of Individual Student Interventions

This section reports the view of the dean/teacher involved in the individual intervention aspect of the study. Teacher perspectives were gained by way of an unstructured questionnaire. This teacher was involved not only as a classroom teacher teaching some individual students who were involved in individual intervention programmes but was also closely involved as a school manager in support group meetings and school management roles. The purpose of this questionnaire was to gain a teacher/school dean perspective on the individual intervention process. The focus question was: Why do you think the intervention approach taken promotes change?

The responses gained from this interview have been assembled under a number of themes which the teacher called "elements". The elements are in bold. The teacher's comments are shown in italics and are direct quotes from the unstructured questionnaire.

Teacher/School Dean Perspective of the Individual Intervention Programme

This teacher identified nine elements that she thought contributed to effective individual intervention.

The first element she identified was **being direct** with students. This she explained as *the approach was straight up, you convey that you mean what you say.* The student goals were recorded, progress was checked against observed behaviour, specific feedback was given and students were involved in reflection and review of their own progress.

She identified that the RTLB acted as a **role model** to students. She expressed this as being *the father figure or male role model. Boys need men (they respect) to tell them how to become men too.*

She identified that the RTLB used **analogies** in the discussion and setting goals with students. She made the observation that *students understand the analogies you used at an intuitive level. Sport (analogies) can be more straight forward than life (type analogies) and interpretations of the rules can be more consistently explained.*

It should be noted that the RTLB based the goal setting structure on specific classroom behaviours (social and emotional skills identified by Marzano, 1998; Elias et al., 1997; Carr et al., 2002). The analogy of a teacher being like a referee was used to explain the process that would occur. For example "If I play within the accepted bounds of the game I can participate freely, however if I go out of those bounds I can be given a yellow card (or teacher warning) telling me I need to change my behaviour". Annan, Priestly and Phillipson (2006) describe this as a re-scripting process where alternative meanings can be assigned to situations with new solutions embedded in existing metaphors.

In terms of the interface with the school management and teachers she identified **professionalism** as being an important element. *At times when you disagree with a school decision you don't let the students know that. We can talk about the differences and see each others point of view.* The process of working in classrooms and working with school managers is socially complex. The change agent needs a high level of interpersonal skills to tread lightly while still securing support of staff for the intervention.

In working with students she identified **expectations** as being a visible element. *While you can offer safety valves at times, you still expect students to be moving forward toward coping.* This refers to recognizing that goal of intervention is always to be moving toward full school inclusion in mainstream conditions.

This teacher also felt the expectation to **achieve your potential** was visible in the way the intervention process unfolded. She described this as *expecting students to perform academically give them a shot at achieving their potential.* This is essentially helping teachers to maintain realistic expectations for students by making this explicit in dialog and feedback to both teachers and students. This concept links to the idea that including

these students in mainstream education means having mainstream academic and behaviour goals.

The seventh element she identified was **independence**. The teacher explained this as *the approach used doesn't encourage dependency. You (the RTLB) expect forward growth toward being independent.* As students managed better and teachers gradually changed how they influenced the learning environment, a fading out process involving having less contact with the RTLB and intervention elements was instigated.

Rewards were seen by the teacher as being important in motivating students to participate in the intervention. She writes *you offer tangible, short time frame rewards. Research I have seen writes about the importance of these challenge – goal – reward, cycles.* It was important to recognise progress and acknowledge it. Typically teachers were often slow to recognise positive change so the RTLB provided this feedback based on the data collected through observation, daily report card and student check in.

The final element she identifies is having a **holistic view**, by this she explains *you have supported the families and their decisions too.* Depending on the level of intrusion needed for effective change, the RTLB involved the parents in the intervention process. They could be involved in the planning of individual programmes, helping decide curriculum modifications, through to checking daily report cards and receiving telephone reports from the RTLB.

The language of reporting used by this teacher in the unstructured interview suggests that she was able to identify a clear structure to the intervention process and was able to understand the intent of the intervention. As a teacher she was able to relate to and understand this intervention. These elements can be found in the TIES II components motivational strategies, instructional match, teacher expectation and informed feedback.

Discussion of Results Phase One: Individual Intervention

The bottom line question as Wandersman et al. (2000) put it, in Phase 1, related to whether the individual intervention process in which the RTLB engaged resulted in behavioural change. Historical data clearly indicated that the teacher strategy of sending students out from class and referring them to the school office had no effect on changing student behaviour. In all cases student referrals to the school office continued to escalate from the

time of the first send out until the intervention programme was commenced. However once the intervention programme was implemented office referrals for all students declined.

A second question related to what elements combined to promote positive behaviour change in the individual phase of this study arose from this first enquiry. A force field analysis (Lewin, 1951) indicating facilitating forces and restraining forces follows in Figure 6.

Figure 6. Force Field Analysis of Individual Intervention Components

Elements that combine in promoting change for individual students		
Facilitating Forces		Restraining Forces
Ecological approach to problem clarification and solving	→ ←	Univariate focus
Collaborative team decisions	→ ←	Working in isolation
Evidence based intervention	→ ←	Locating the problem within the student
Scoping, intervention and monitoring data gathered	→ ←	Inconsistent use of intervention
Involve participants in decisions	→ ←	Lack of commitment to intervention
Clear goal setting and feedback component	→ ←	Persisting with ineffective interventions
Creation of alternative positive stories	→ ←	Relying on exclusionary practices
Make links back to classroom context	→ ←	Inconsistent application of rules and routines
Involve teachers	→	Lack of feedback and unclear goals
Involve parents	→	
Social and emotional content considered	→	
Increase probability of success		Decrease probability of success

The individual intervention process led to the identification of students in most need of support and targeted assistance appropriately. The use of the daily reporting card provided data that allowed the RTLB to tune the level of intrusiveness of the intervention to the level of need. The daily reporting card also provided data on teacher-student interactions. By being specific about identified goals the daily reporting card helped to maintain a clear focus based on specific behaviour objectives. In line with Schaughency and Ervin (2006) the behaviours targeted were both academic and social emotional competency.

Some students responded quickly to the goal setting process while others needed a more comprehensive approach to their individual plan. Attention to social-emotional competence, for example, resulted in greater engagement in school. Attention to social-emotional factors is associated with risk reduction, asset building, and greater attachment and engagement in school (Elias et al., 2003). School based interventions are most beneficial when they simultaneously enhance students' personal and social success, as well as improve the quality of the environment in which students are educated (Sugai & Horner (2006). Schaughency and Ervin (2006) indicate that academic and behavioural difficulties often co-occur, so interventions that target both academics and behaviour show the most promise.

The importance of engagement with school activities was a feature of the interventions in this phase of the study. Bost and Riccomini (2006) identify four intervention components necessary for school engagement.

1. academic engagement, including on-task behaviour and active participation.
2. psychological engagement, identifying with the school and fitting in with the school environment.
3. cognitive engagement, self-determination and problem solving and
4. behavioural engagement related to school attendance and appropriate social interactions.

These components are alterable variables and as such are important to consider when designing and implementing interventions. Bost and Riccomini conclude that prevention efforts based on understanding these factors are more likely to be successful than interventions where these components are absent. These authors indicate that attending to student perspectives provides additional information to strengthen intervention design and implementation.

Moore et al. (1999) raise the issue of generalisation. What happens to student behaviour when intensive support is withdrawn; are changes maintained over time? In effect, this study treated the ten students both as single cases and as a group. This approach to intervention allowed the effects of the programme to be examined in two ways – as a kind of baseline-intervention-return to baseline approach to individuals and for the group of ten students. However, in a social programme like this there is no opportunity to mount an n=1 reversal design (ABA) nor a controlled group design (random or even preformed control groups) since the situation did not allow such a measure. Furthermore, there was more than

one intervention variable in play. The goal setting programme was concurrent with the teachers' efforts to manage the instructional environment and constituted the two elements of this part of the study. As Davidson, Clark and Hamerlynck (1974) point out it is usually not possible to return the students to a pre-intervention baseline state. Indeed, this was not the intention in this study as it was important for the teachers to maintain the environmental changes and the students to maintain their motivation to succeed. Consequently, judging the impact of this combined intervention relies heavily upon the level of impact the intervention effected.

The data recording office referrals for the periods 10 and 20 weeks after intervention began demonstrated that changes were maintained over time. The possible reason for this could be the nature of the intervention in that it is not centred around the student alone. The RTLB worked with teachers in class to promote consistency with the school discipline plan, parents were involved in goal setting, there was regular review and evaluation with students and learning support teams. The focus of the RTLB intervention process was to develop behaviour change that was functional in the context of the classroom. Learning behaviours were the key-stone variables that underpinned the individual student approach. The intervention was bounded clearly within the functional needs of school participation.

It is possible to surmise that the reduction in office referrals was a function of teachers responding to the programme itself and not the behaviour of the students. In much the same way as the issue of post intervention maintenance of student behaviour could be attributed to uncontrolled variables, so with the issue of teacher behaviour. In each case one must rely upon the convergence of evidence to support the suggestion that changes resulted from the intervention and not the programme itself. In an innovative field programme it is impossible to control all the variables; no clear cut cause-effect relationships can be identified. However, throughout this study, serious efforts have been made to find converging evidence through triangulation of data to uphold the hypothesis that the interventions did positively affect student behaviour. Indeed, the effects upon student behaviour were, in part, a function of changes in teacher behaviour identified in the results section of this study.

Experience gained over the period of this study suggests there will be a need for some element of individual intervention for students who present with high social-emotional or behaviour needs in any systemic approach to behaviour management. Sugai and Horner (2006) refer to this as having a tertiary level of intervention. This level requires specialist

knowledge and competence in developing team-based comprehensive behaviour plans. Schaughency and Ervin (2006) suggest an adaptive preventive intervention might allow for both academic and behavioural support, but provide those supports only when indicated.

As this study progressed to developing an approach based on working with the teacher in the classroom, it was apparent that even with effective management of the learning environment there were still some students who required a comprehensive individual approach to intervention in addition to being involved in a wider class intervention. The use of a positive behaviour support approach did successfully identify those students needing a more comprehensive approach to behaviour management. The need to engage in second-sweep cycles may indicate the behaviour management process is acting successfully to identify those students with greatest need, which then in turn, enables resources to be applied to where they are most needed and are most effective. Sugai and Horner (2006) suggest effective behaviour support designs should plan for students who are unresponsive to primary and secondary interventions.

Individual goal setting with students acted to change the metaphors of school life for those students. The metaphors associated with failure and isolation became metaphors that were participatory and interactional. There was power sharing in decisions over curriculum and the direction learning would take. There was co-construction of a possible new story. The process respected the uniqueness of each individual student, acknowledged his or her specialness and respected their right to be there at school. The individual goal setting process that students engaged in was based fundamentally on creating meaningful change through engaging students in a way they could trust, respect and were prepared to work with. It was a process that helped students develop the tools they could use to determine their own story (following Annan, Priestly, & Phillipson, 2006). Involving students in decision-making means they can influence some of the things that affect them, and offer a different perspective from adults (Ministry of Social Development, 2003). In this study the individual intervention offered students an opportunity to be supported in the creation of a new story for themselves – a new perspective in a metacognitive sense, as suggested by Marzano (1998).

In a more general sense, Gewirtz (cited in Allan, 2003) discusses the inequalities that exist in education and the need for social justice. Allan examines this concept in terms of the challenges to inclusive education which can be seen in any school. In her argument, engaging the voices of the children enhances the opportunity for their inclusion in the

general education system. As Allan points out, "Children have valuable insights into how they might participate and learn successfully" (p. 177). In this study, inequalities that are bound to exist in the interface of students with teachers are reduced. By involving the students in decision making, the chances of alienation to school are reduced and their participation increased.

Schaughency and Ervin (2006) indicate targeting intervention at the individual student level is not mutually exclusive of targeting intervention at other levels such as the classroom or school. When the focus of intervention is on the classroom setting or system, the variables of potential interest move beyond emphasis on individual outcomes, to include changes in setting, or systems level variables that may have a broader impact (teacher skill, knowledge, systems capacity to respond to student needs, or differentiate instruction) in creating change.

Participant Observer Reflection

Out of the individual case study phase new questions related to the school's support for difficult students arose. From the understanding gained from individual intervention, I asked if it is possible to expand this knowledge to extend intervention to a class group. At this point in the study the school was happy in that the RTLB was working with individual referrals and successful outcomes were being achieved. This intervention cycle could have continued on and remained as it was with participants being satisfied.

However my own reflection was that although I was using TIES II and an ecological approach to data gathering and the intervention process was taking into account the classroom context, the intervention was still not located as firmly and visibly in the classroom as I would like, the intervention process was not yet confronting the question around changing teacher behaviour in order to influence the learning environment to prevent the occurrence of problem behaviour in the first instance. Research discussed in the review of the literature suggest better student outcomes could be achieved if a way of moving the RTLB work to the classroom could be found.

CHAPTER SEVEN

CLASSROOM INTERVENTION METHODS,
RESULTS AND DISCUSSION

Phase Two: Classroom Support: Developing the Classroom Intervention Approach (Phase 2 in a systemic approach)

Explanation of classroom intervention method

As previously noted in the course of the development of an individual student intervention programme a second part of the study emerged. This involved using the principles developed for individual student intervention for a whole class intervention. The emergent research question being asked was: What is required for the principles of the individual student intervention process to be applied successfully to a whole class intervention?

While not one of the original research questions this issue became an important, even unavoidable consequence for the staff. In responding to this issue the researcher was maintaining both the role of a responsive change agent, as a participant observer, and keeping faith with the dedication of the staff to meeting the needs of their students in a proactive way. From the analysis of the results from the individual intervention process a further line of enquiry developed. The nature of this enquiry was to question if goal setting with students in the class context as well as working with the teacher to influence the broader classroom environment could reduce the number of behaviour referrals and improve academic outcomes.

The credibility of the RTLB role was enhanced, in the view of the teachers, in achieving successful outcomes with students who were challenged by the curriculum. The individual intervention process was seen as a series of small steps toward providing a foundation for a more difficult and socially complex intervention in the classroom. It was felt that because behaviour is contextualised, it was important to fit or match the research in regard to working to create change in the problem context. In order to explore this enquiry collaboration with a classroom teacher in a practitioner research project was undertaken. This is reported in the following section.

The research participants for the second part of the study were initially one Year 10 class and their teachers. As a consequence of this work three additional teachers referred their

class for RTLB support. The class teachers referred these classes via the school support structures that developed as a result of phase one (refer Figure 7 on p. 118).

The teachers were concerned about non-achievement in learning and the high level of behaviour management needed when conducting lessons with these classes. The extension classes did not have the same research rigor in relation to NCEA (National Certificate of Educational Achievement a national curriculum based achievement measure) data as the initial classroom intervention. This was not possible simply due to the nature of the class learning activities that were occurring at the time of intervention. However, the data gathered from these classes provides supporting evidence that a trend in the positive direction was achieved.

Table 7. Relationship Between Research Question and Data Sources

Research question	TIES II Data	Observation Data	Student Interview	NCEA Data	Teacher Questionnaire	Researcher Analysis and Reflection
Is intervention at the classroom level effective in promoting behaviour change?	√	√	√	√	√	√
What elements are involved in change?	√	√	√	√	√	√
How do participants view intervention?			√		√	√
Information contributing to an understanding of how intervention works	√	√	√	√	√	√

In the initial Year 10 class, referral data collected pre-intervention included NCEA results and a structured teacher questionnaire. In the final term of year 10 this school taught and assessed level one NCEA unit standards. Post intervention data collected were NCEA results (details of these data can be found in Appendix C) and an unstructured teacher questionnaire. NCEA data were used because this was the current unit being taught by the teacher. These results were marked by the teacher and moderated by the HOD (head of department). Details of both the pre and post intervention teacher questionnaire can be found in the results section that follows. The intervention duration was one school term, and concluded at the end of the school year. Experience gained from this work by the

RTLB led to the development of a classroom intervention approach that is described below.

The following table (table 8) is a representative sample of the classroom teacher collaborative consultation process. The class situation described is fairly typical of the situation when teachers refer to the RTLB for assistance. An example of a TIES analysis is included in Appendix I to illustrate this part of the process.

From the use of TIES, observations and teacher records of class achievement levels problem validation occurs, what type of problem is it, class-wide or individual, can't do or won't do. If validation reveals a more serious or severe issue a functional assessment is required. A functional assessment is not a single test or method but a collection of methods employed to clarify why behaviour has value to a student or group of students in the learning environment. The goal of this type of assessment is to identify strategies and interventions to help an individual or group engage in successful appropriate behaviours in the classroom (see Witt, Daly, & Noell, 2000 for a detailed explanation of this process). Reid and Nelson (2002) indicated that identifying functions served by behaviour need not be overly complex and can be performed in a typical school environment.

Table 8. Classroom Teacher Collaborative Consultation Process: A Representative Sample

Process	Description	Example (Taken from file notes with teacher consent)
Referral contact	A verbal statement by the teacher expressing concern about the current situation. Usually makes reference to certain individual or groups of students that are causing concern	"I've got a group of boys I would like you to look at" "Can you come and have a look at that 10 C class for me, they are a real struggle to get anything out of"
Contract negotiation	Discussion outlining broad principles of RTLB process	"I'll get your timetable and come and do a general observation having a look at the purposeful lesson,[1] after that we'll meet and decide what we want to look at more closely
Ecological Assessment	This is a general scoping observation, recording class information such as number of boys and girls, nature of teaching tasks, types of interactions between teacher and students, students and students. This records student responses to tasks, instructions, rates of work completion. This observation also records teacher behaviour. In this general observation a TIES II[2] analysis is conducted. Questions regarding the observation are noted and clarified with the teacher.	26 Aug Science Y 10. 23 (11G/12B) Task: acceleration graph, oral presentation. General: culture of calling out, lot of low level disruptive, off task behaviour. Students social chat, flicking paper, whispers, giggles (TIES element Teacher Presentation: looking for cooperative atmosphere, high student participation) Work books variable standards, I can't

		see where some students have completed the work (TIES element Academic Engaged Time: looking for students to participate and complete work, students are on task and behaviour relevant to purpose). Question accountability for work completion, when and how often is it is checked, how are students held accountable?
Targeted observation	This a more focused observation based on findings from the general observation.	Follow up observation 28 Aug Focus: student interactions with each other and teacher. Focus Teacher behaviour, how does T (Teacher) respond to student behaviour? D (Student) calling out, wandering. Calling out frequent. D sent out, exit comment: "yeah well I don't do anything anyhow". T accepting call outs by responding and answering and also by allowing heckling. Question: What is the class process for asking or answering a question? Question: What support is T getting for D. What goals and expectations for participation are there? On/off task observation Student 1: 30/70 Student 2: 20/80 Student 3: 20/80 Student 4: 35/65 Off task behaviours: wandering, swinging on chair talking, out of seat, toilet visit
Problem analysis	This requires joint teacher-RTLB problem analysis of observation data including TIES elements and the formation of a hypothesis for an explanation of the behaviour observed.	In both observations TIES elements, academic engaged time and teacher presentation, stood out as possible areas of focus for intervention. The general hypothesis for behaviour observed fell into two parts. There was a group of students throughout the class that completed very little, and spend time moving around, getting things, going to toilet, chair swinging. The motivation for behaviour appeared to be task avoidance. As there was no sequence for collecting work and checking it the behaviour was functional for those students. The function of this behaviour set was to avoid the task. A second group of students stood out as predominantly calling out, and engaging in social chatter, some would call out hey "T" (teacher name) and get away with it. These students would make eye contact with others and laugh. Other students would call out

		and giggle with those around them. The motivation for behaviour appeared to be peer attention. The function of this behaviour set was to gain attention.

There were a small number of students who were self managing.

Therefore, two sets of behaviours were identified with different controlling variables:

Behaviour One hypothesis: If the tasks are made more interesting and manageable, students will avoid less and be on task more and academic engagement will increase.

Behaviour Two hypothesis: If peer attention is reduced by developing a more focused instructional environment and reduced tolerance is allowed for inappropriate attention seeking behaviours, students will be on task more and academic engagement will increase. |
| Clarifying intervention directions | This is a reflection based on the observed behaviour in the previous visits. The goal here is to move from a relatively unthreatening general inquiry to a more specific question which will lead to problem solving and goal setting | New focus
There are a number of students who are frequently off task. There are a number of students who call out and disrupt others. How does the teacher increase student engagement with tasks and how does the teacher establish an orderly working environment? |
| Contract agreement | This is where the implications of the hypothesis can be confirmed and agreed with the teacher. Agreement to proceed is gained. The participants decide how the current situation will be resolved. | Focus on changing the learning environment. As outlined in the purposeful lesson, there is a need to ensure there is an appropriate instructional match and to hold students accountable for their work. When this occurs and students get behavioural feedback, it is hypothesised that the functional relevance of the observed behaviours will change. The old behaviour will no longer have "pay off" in the new environment. Non completion of work and social attention will attract corrective prompting from RTLB
When students are getting feedback from work being taken in, individual goals can be negotiated and reviewed. |
| The Plan | The RTLB and teacher set out and negotiate aspects he will be responsible for. In this part clear goals for the teacher and students are set. | From notes:
Chatting girls: need to goal set, – teacher/student contract, more intensive as needed, depending on student response.

Calling out: Teacher to reset expectations, give a rule reminder "you are calling out", prompt "put your hand |

| | | up if you know what …is". RTLB to goal set with more resistant students. Written goals were negotiated with 2 students. These students were offered parental involvement as a next step, both declined this offer of support and were able to modify their own behaviour.

Task completion: Teacher to take books in for marking, give feedback.
Home work: record, call back for non completion, more intensive input as needed e.g. contract and parental contact. |
|---|---|---|
| Monitor/check | Once a plan has been agreed on the participants monitor and check changes are occurring, and the problem is being resolved | Observation notes record teacher is using hand up rule, two students still persisting with call outs.
As lesson progressed teacher started to answer calling out comments and questions.

Chatting girls: Outcome 3 out of 4 managed to modify behaviour through goal setting with RTLB. Parental contact was made for one student, parents RTLB and student participated in goal setting.

Teacher not roving and checking all books –doing a small circuit around front desks. Agreement that RTLB will also actively rove and check on task behaviour and work completion.
Homework mostly completed but 3-4 students late or not in |
| Review | This is the process of checking that the changes in the learning environment are having the anticipated effect. It is the point where students who need more intensive support can be identified and individual education plans implemented | Change seating plan for students still chatting.
RTLB to help roving and checking RTLB to take over home work check and contracts or call back.
On/off task check
Student 1: 90/10
Student 2: 70/30
Student 3: 40/60
Student 4: 80/20
Notes record student 3 taking students around him. Other three students working independently. Notes record high levels on task behaviour and low noise level.
Student "D" not responding to changed expectations in the more focused learning environment, persisting in calling out, wandering, going to the toilet. Not doing homework. Teacher to make an individual referral for D to RTLB and work with support group [3]. |
| Closure | Have we achieved what we set out to do? | Teacher is taking work in regularly. Send outs have declined. Book work and task completion rates have |

| | | improved. One individual, student D, has received individual support, RTLB met with parents and school management to set goals.

Functional assessment notes for student D identified environmental factors contributing to the observed behaviour. The teacher provided no prompts or feedback at the start of tasks to D and only responded when D escalated behaviour by being disruptive, walking around and talking, at this point the teacher would send D out. D usually chose alternative behaviours to doing tasks, usually social talk. The controlling motivation appeared to be peer attention. When RTLB and teacher prompted D to start work early, provided help and gave positive feedback new appropriate behaviours emerged. D received supportive attention from teacher and RTLB as a result D reduced social talk and replaced inappropriate social behaviour with appropriate participation in class tasks.

Notes recorded: Student D is participating more readily in class (task completion and homework goals are now being achieved, work sheet comparison: Before intervention, 50% completed, Post intervention, 90% completion, home work: 4 weeks before intervention zero completion, 4 weeks after goal setting ¾ completed). No send outs from this class this term (compared to 7 the previous term). |
|---|---|---|
| Fading out | The RTLB decreases visits and guides the teacher to takeover the roles previously done by the RTLB | Student D will continue with individual support from RTLB. |

NOTE: [1] The purposeful lesson is described on page 164.
[2] A description and discussion of TIES II can be found on page 74.
[3] The support group is described on page on page 165.

An operational description of this ecological approach to data gathering for the purpose of intervention follows. Data sources included teacher interviews and their class records. These were reviewed together with send out records and noted from observations conducted in the classrooms. TIES II analyses and two further targeted observations were conducted in each class. The teachers and RTLB reviewed these data and decided on a joint plan of intervention. As previously indicated, the RTLB took on the role of a participant observer in this part of the study. The RTLB, teacher and students participated in developing goals for every student in the class. The RTLB interviewed every student and communicated expectations based on the goals set. The RTLB actively worked

alongside the teachers in the classroom twice each week for one term. At the conclusion of each lesson the RTLB provided specific feedback to the teacher about student management. The teacher and RTLB also engaged in a continuous cycle of evaluation and review that matched the elements of collaborative consultation identified earlier in the introduction to Chapter One.

From evaluation of this classroom intervention as it unfolded, a system of providing support to a teacher and students was developed (see Figure 7 on p. 118). When a class group was first identified as causing concern the issues surrounding those students would initially be discussed by the support services committee and a first step cycle of problem solving would be entered into which will be called level one. For example, if homework was an issue with a particular class the teacher and dean might ask key questions to review the recording and marking of work and they might review class procedures for non-completion of work and what follow-up happens. If this process did not have desired outcomes and concern was still expressed the class would be referred for a more intensive problem solving process. From here the support services committee could decide to refer the class referral back to the teacher and dean with recommendations in regard to strategies or resources (support to do the review of procedures and support to make changes identified).

Alternatively, the committee could refer on to the RTLB. In the cases used in this research this is what happened. The RTLB provided support to the teachers to achieve set goals, for example, support in recording homework completion, support by the RTLB to set goals with students. The RTLB helped to supervise call-back time (a negotiated time where the students and the teacher problem solved issues together) and set new goals for homework support. The RTLB supported the classroom teachers with contacting parents of certain students who didn't respond to the changes in the classroom environment. At these meetings identified problems were discussed and the parents had an opportunity to be involved in the problem solving in more depth.

Figure 7. Referral Process Developed in Phase 2

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┌──────────────────┐
│ Teacher Concern  │
└──────────────────┘
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House Meeting:
First level of concern
Class teachers
Dean

Support Group Meeting:
School managers
Deans
Counsellor
RTLB
Learning support teacher

School Discipline Process:
Discipline hearing
Outside agency support

RTLB Ecological Process:
Ecological assessment
Team building
In class support
Intensive individual support
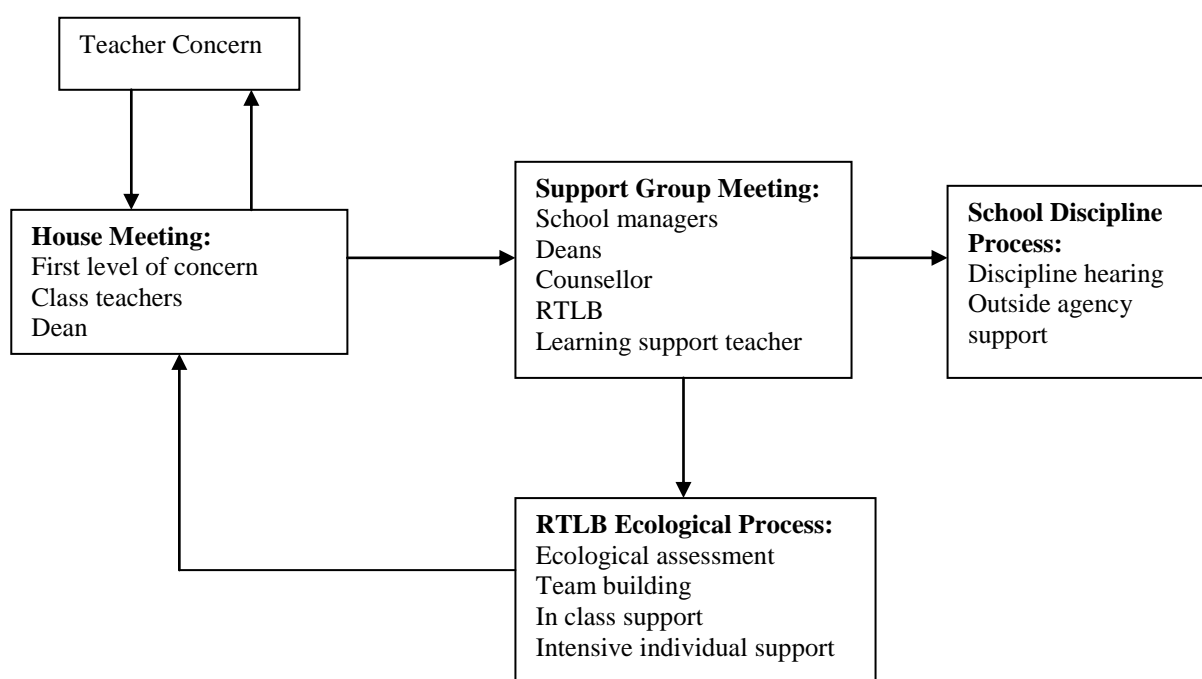
Referral Data Gathering Process

When a class group causing concern was referred to the RTLB, as noted above two processes began. The first process was the ecological assessment and data gathering the RTLB undertook which forms the general view of the problem. The second process was the team building (who is involved) and intervention (what are we going to do) negotiation phase that is part of the collaborative process.

During the first process data gathering involved the collation and analysis of school data including office referral transactions from students in that class, subject teacher reports consisting of written notes regarding class behaviour and achievement. The minutes from support group meetings and house meetings that made reference to the class group were also viewed in this initial phase. This process helped clarify the problem and generated possible focus questions for the second part of the data gathering, where in-class observations using the TIES II ecological analysis and a general behaviour observation across different settings were used to further inform hypothesis formation. The general observation was focused upon the characteristics of class climate, instructional presentation, motivational factors, feedback and evaluation practices together with elements of cognitive content in the teaching material. Targeted observations were conducted to clarify any questions raised in the TIES II analysis.

Intervention implementation process

After discussion and checking for accuracy of information and the interpretation of current data with the classroom teachers, the classroom intervention phase was ready to be implemented. A decision making team was formed, this team consisted of a support services sub-group made up of the classroom teacher, RTLB, learning support teacher, and assistant principal or principal. This team engaged in problem solving around the issues raised. The team discussed solutions and intervention options (including how intrusive the intervention needed to be), monitoring and evaluation of the day to day effectiveness of intervention. A decision was made as to who was going to manage and implement the core intervention process, in these cases it was each teacher and the RTLB, with resource support available from Learning Support if needed. The underlying philosophy was to support the teacher to improve professional practice in order to improve the learning outcomes of the class group and to promote behaviour change that enabled students to remain in the classroom so that they were not alienated from their peers or from learning. From the knowledge base (this is described in detail on page 166) that was being developed concurrently through professional development being led by the resource teacher and a colleague, as well as the professional readings and dialogue that were being exchanged with the resource teacher and school staff, it was understood by the management team that this process of intervention was also beneficial in a wider sense. The RTLB had communicated and demonstrated through the intervention in-class that improvements in a teacher's capacity to manage challenging students improved the learning of others, not only in the referred class but also in other classes in which a teacher taught.

This process was based upon a systemic approach being developed in this school. Consequently it resulted in the RTLB and teacher working collaboratively to make changes which focused on the classroom setting. The plan set out changes the teacher had agreed to make and changes the students needed to be supported with. It clarified the purpose of school as a place of learning, the expectations that go with the school environment, and identified how we would know we had achieved our goals. Once a joint plan (student/teacher/RTLB/support services team) was agreed upon, monitoring and problem solving cycles of action could continue through out the intervention. The RTLB attended classes with the teacher, worked with the teacher, reviewed effectiveness of agreed changes and provided feedback related to set goals of the teacher and students each period. The RTLB worked with students in the context of the class, setting learning or behaviour

goals, reviewing progress and providing immediate feedback in the class context. This approach meant students were required to learn behaviour that was functional in the context that it was needed as opposed to learning a set of behaviours in an isolated or remote context and then being expected to transfer those behaviours back to the classroom setting upon their return.

With students who failed to achieve initial goals the RTLB made contact with parents both by phone and letter. This contact communicated to parents what the issues in the learning environment were, steps taken by the teacher and RTLB to make change and communicated to parents the goals that had been set by the student and RTLB. This is described below. In most cases this was sufficient to engage students successfully in the change process.

Classroom Support: Developing Individual Student Support through RTLB intervention

Consistent with an ecological approach where a specific student required a more targeted approach, a return to third tier level of intervention was activated. This development of more intensive individual support represented two aspects of intervention. The first was the focus upon an individual student only when a broader spectrum approach to the classroom environment components was not eliciting a successful response from the student. A second element however was the continuing focus upon the interactive nature of the student and the instructional environment. Since these interactions are complex, it is always possible that the student's reaction is still influenced by less appropriate environmental conditions such as mixed responses to different students or more generalised problems in the curriculum presentation.

In cases therefore, where an individual student was considered by the committee as having needs to the extent that serious concerns were raised, the student was referred to the RTLB as an individual referral. In this third tier of problem solving (Appendix D) the RTLB would meet with each referred student and engage in dialogue around the issues that had precipitated the referral. Student input was sought and problem identification and analysis of the situation was offered. Judgements were made as to which domain the problem belonged (student/student, student/teacher, outside of school domain). The student interview involved describing the current situation, identifying difficulties and forming a plan with a goal to make change. This typically involved changing how a student framed their view of school, clarifying their own role in the school process and identifying their own goals. Goals were based on analysis of the current situation.

Typically goals were what Elias et al. (2003) describe as social and emotional competencies; managing emotions, identifying alternative behaviours, problem solving, working effectively with others. This involved the RTLB specifically identifying the changes occurring in the learning environment to the student and engaging the student in discussion on how to be successful in the changing learning environment. Dialogue involved the creating of a new story or an alternative picture of the current situation (Glasser, 1985; Annan, Priestly, & Phillipson, 2006). This frequently involved recognising what were fair and reasonable requests for a teacher to make and identifying what appropriate student responses to these usual school requests would be.

For example, one student recognised the reason why he was sent out of class was that he consistently failed to respond when the teacher asked the class to stop talking. This student undertook to sit away from his friend and set a goal to consciously respond quickly to teacher requests for the class to stop chatting. The RTLB communicated the goal to the teacher and a daily recording card was used to monitor success at meeting the goal.

In another example the teacher expressed concern about the persistent high level of student call outs in the classroom. Observation of the teacher in class indicated the teacher was accepting call outs from some students and not others. In discussion with the RTLB the teacher undertook to require "hands up" from all students when they wanted to answer a question. The teacher focused on being aware of her own behaviour and used a rule reminder strategy ("hands up when you want to answer a question, thanks") to reduced call out behaviour. The RTLB observed and recorded teacher behaviour and gave feedback immediately at the end of each lesson.

This more intensive type of intervention also involved the RTLB and teacher engaging in problem solving and goal setting with students and parents as a typical part of the process. Parents and students were typically involved in formal interviews with school management and the RTLB as part of an individual problem solving process that occurred in tandem with the continuing classroom intervention. These meeting were an opportunity for parents to become involved in supporting change. At the interview student goals were clearly identified, classroom and teaching changes were identified and discussed. Commitment to focus on successful learning behaviours was obtained from the student.

To monitor intervention effectiveness and to communicate to participants the RTLB met formally with members of the support group twice a week, with an end of the week meeting option available if requested. The classroom teacher and RTLB briefly reviewed immediately after class each period the RTLB attended. Progress was informally reviewed frequently during the usual coming and going of school life during the rest of the week.

Participant Observer Reflection

I was invited by the management of the school to attend a weekly formal meeting which consisted of the management, deans, counsellor and learning support teacher. Inclusion in this meeting enabled me to become involved in the school system aspect of the study. Relationships developed through this involvement enabled me to provide research to key school leaders and enabled them to observe classroom interventions being implemented and those results being discussed at this forum. An outcome from this was the decision to undertake a school review of classroom functioning with the resulting critical re-development of the purposeful lesson structure.

Results: Classroom Intervention Results Data

The following is the data gathered from interventions that used a classroom wide approach to managing challenging behaviour. This represents the second phase in the development of this approach to behaviour management.

- Section one and two presents data from the initial Year 10 class intervention. Section one presents qualitative data from an unstructured questionnaire recording the classroom teacher's experience.

- Section two presents quantitative data, pre and post intervention based on NCEA results from that class (In the final term in Year 10, this school teaches and assesses NCEA unit standards in this subject and carries those grades over to record when students are enrolled in the following year).

- Section three reports the experience of a further three teachers who requested in-class support from the RTLB following the initial classroom intervention. Qualitative data were collect using a structured questionnaire. These teachers were teaching three different classes of students in three different subject areas.

- Section four reports the experience of a mentor teacher who collaborated with the RTLB to use the in-class intervention procedures to support two teachers.

Discussion of the classroom intervention results follows section four.

Section One: Classroom Teacher Perspective

This section records the perspective of the classroom teacher involved in the classroom intervention part of the study. This represents the second level of systemic intervention where the focus of change is a class group and the time frame occurs over the period of one school term. In this part of the study the researcher worked alongside the classroom teacher in the classroom three times a week. The students were in Year 10, there were 23 students in the class, 12 male and 11 female.

Qualitative data were collected through an un-structured written questionnaire format. The teacher completed the questionnaire without the researcher being present.
The focus questions were*:*

- What change did the classroom intervention approach initiate?
- What elements of the classroom intervention did the teacher think contributed to successful change?

Quantitative data relating to task completion, compliance with due dates and quality of work were collected. NCEA grades for each student in the class before and after intervention were recorded and compared.

Teacher Observation of Situation before Intervention

The teacher referred this class to the RTLB in term 3 of the school year. The following observations from this teacher are based on her own teacher records of work handed in and levels of achievement obtained by students. Her comments relating to the classroom environment are results of first hand involvement with this class for two terms and anecdotal evidence collected over that time.

This researcher was aware of the class before it was referred to the RTLB, through support group meetings where the class and individuals from it regularly came up for discussion. In the data gathering phase of intervention this researcher's classroom observation notes confirmed the accuracy of the teacher's own assessment of the situation.

Teacher Perceptions of the Class Prior to Intervention

This teacher commented on three elements that contributed to the negative classroom environment that existed before intervention commenced. The elements she identified are in bold type, her comments exactly as she recorded them are in italics.

The first element she identified was **core routines**. She reported that *student entry to class, teacher routines, expectations of the learning environment were a struggle to maintain.* **Non-compliance** from students was an issue. *A pattern emerged of non-compliance by students, there were low standards of work and a failure from students to see the consequences of their behaviour.* These factors led to the following **outcomes**. The teacher reported that the situation that existed in the classroom *resulted in non-completion of work – both in class and out of class. A negative learning environment developed that had a feeling that no learning was taking place. Many activities had to be structured so that students worked independently. Co-operative learning <u>did not</u> happen.*

The RTLB ecological assessment notes recorded that The TIES II analysis indicated issues in the areas of teacher expectation and teaching presentation components. The RTLB hypothesized issues in these two areas contributed to difficulty with the following TIES components: instructional match, motivational strategies and academic engaged time.

Students arrived to class in dribs and drabs and many were regularly late. In class there was an acceptance of off-task behaviour. Many students were drawing or engaged in social chat when the teacher was presenting instructions or giving directions. Students called out, did not listen to other students and ignored the teacher's request for hands up when responding. Students ignored teacher requests for attention and continued to engage in other behaviours such as talking, drawing and wandering around the room throughout the lesson. There did not appear to be a seating plan and students sat in four different social groups which engaged in frequent individual conversations as well as calling out to students in the other groups. Standards of presentation of book work and levels of task completion were highly variable across individual students with most students attempting very little. The RTLB hypothesized that the functional relevance of these behaviours was peer attention for some individuals and task avoidance for others.

Classroom Intervention Phase

This classroom intervention started with the researcher and classroom teacher gathering data (using ecological assessment tools), defining the problem and creating a plan of action. The teacher and RTLB defined behaviour as learning or social. They focused on the concept of promoting learning behaviour and reducing social behaviour by changing how the teacher and RTLB respond to student behaviours, as well as setting goals with individual students. The RTLB consulted with the teacher and recorded an academic or behaviour goal for each student. The researcher interviewed each student to communicate and negotiate these goals. The researcher introduced the notion of self responsibility, and discussed the idea of skills and habits that are likely to lead to failure or success during these interviews. Examples of the goals set were as follows: work to raise your standard of work, complete class work, reduce your in class talking, complete set homework. Each student initially had one goal except for four students who had a class work goal and a homework goal.

Monitoring was carried out by the teacher each period, and twice weekly reviews of progress occurred between the teacher and RTLB. Students were assessed against specific individual goals. The classroom teacher suggested initial goals, using this as a starting point, the student and the RTLB negotiated individualised goals with each student. Student input was considered to be of equal value in this process and as a result some students selected more than one goal or in a few instances selected a different goal than initially proposed by the teacher.

The RTLB also set behaviour goals with the teacher. The teacher and RTLB agreed on a routine for establishing student attention. The teacher would make the request "eyes this way, listening" and then wait. The RTLB would move around the room prompting students who were slower to comply. The RTLB worked with the teacher to introduce a seating plan, reinforce the hands up rule and encouraged the teacher to reinforce instances of positive student behaviour.

The teacher and RTLB introduced a more frequent cycle of feedback, books were taken in for review, comments were made to students, and homework was checked and recorded whenever it was set. The RTLB introduced a call back time on a Tuesday to provide learning support and goal setting opportunities for students who were having difficulty adjusting to the new environment.

The RTLB developed a problem solving cycle that had graduated levels of intervention. The concept was explained to students as "Change – goals for success". The first level of problem solving was between the teacher and student, if a student was successful in achieving their goals no further intervention was required. If a student was not experiencing success a second level of problem solving was entered into. The student, teacher and RTLB would set a written contract based on identified goals. If students were successful no further intervention was required and after two weeks the written contract could end and goals could revert to verbal agreement with the teacher. Nine students (out of 23) required a second level problem solving approach. If students were unsuccessful in achieving their goals at the second level a third level of intervention was initiated. This involved reviewing the ecological assessment data, including functional assessment data, to refocus the problem solving process. This third level involved the parents in a more formal goal setting process with the teacher and the RTLB. Two students required this approach.

The RTLB worked in the class on three different days of the week for 10 weeks (or 1 school term).

Teacher perception of how the intervention translated into the classroom
Using an unstructured questionnaire the RTLB asked the teacher to comment on how the intervention influenced the classroom from her perspective. Elements she identified are in bold, her comments as she recorded them are in italics.

After setting **behavioural goals** the teacher reported that *there was less talk, more attention in class and there was compliance with arriving to class on time.* With regard to **learning goals** she determined that *the intervention did raise the standard of work, more students completed homework, work was neater with better presentation and attention to detail.* In reflecting on **teacher behaviours** she identified the development of a more consistent approach than was the case prior to intervention. *A common language between teacher and RTLB was used to reinforce expectations for example, "That's social talk, remember this is a learning environment". Student behaviour was addressed, acknowledged and dealt with. Supportive "talk" was specific to the student and clearly related to previous discussions with students "remember, that's one of your goals – work completion", prompts were specific to them* (the individual students).

What elements did the teacher view as being important in initiating change?

The teacher categorised her responses into four elements, these are written in bold type, her comments are in italics.

The teacher identified **directness** as being an important part of the change process. She describes this *being direct, particularly with the boys in the class was important. Challenging behaviour was addressed straight away, for example "why were you late today"? "What needs to happen to change this"? The RTLB was a role model for the students and conveyed a purposefulness in the learning environment.*

Setting and communicating **expectations** was important. *Students were shown boundaries straight away. Having the RTLB in class meant he was able to 'sweep' the class – check work was being done and address any issues. The RTLB was able to identify through observations a pattern emerging with particular students – this is also connected to being* <u>*direct*</u>*. The expectation of doing work became a given – it must happen. Further reinforcement than just me happened. Students can't 'slip past' or 'sit under the radar'.*

The third element that the teacher identified she called **the potential to achieve**. She comments that *intervention did raise the standards. I think this was also linked to expectations. Students were given the 'cold – hard – facts' about what learning was about one to one in privacy. The message being that their standards need to be raised for achievement next year (Year 11, level one NCEA) and for the real life work place. This worked well given the unit of work we were doing was World of Work: Succeeding in the work place.*

The fourth element the teacher described as being important was **independence**. *There was a culture within the class of under achievement and very strong 'negative' voices held centre stage. By giving each student their own goals and ways to achieve them the culture is beginning to change: the negative voices are being Shhh!ed!! Those that sat back are beginning to get involved and ask questions. Standards are being raised, you just have to look at the assignment grades to see this for everyone.*

Teacher perspective of intervention

At the conclusion of the intervention the classroom teacher completed a structured questionnaire that reflected the teacher's experience of the intervention. The focus was on what the teacher experienced and how that experience influenced her behaviour as a

teacher. The questions were open ended. The questions are in bold type, the teacher's response is in italics.

How did the experience change your teaching practice?

The teacher describes in detail the situation that existed before engaging in classroom intervention with the RTLB. She expressed a sense of not knowing what to do now, and was deeply dissatisfied with teaching at this time.

The Year 10 class I had that year was particularly difficult - and getting worse. Everything I tried seemed to fall short of making any difference at all. I was unable to get through the curriculum, the emphasis each period was on behaviour management. My mood walking into that class was deteriorating rapidly, my stress levels were increasing and I knew this was being reflected in the students. The thought of sitting down and trying to come up with new and innovative ways to approach this class, by myself, seemed impossible.

I was trying everything with this class and no change was happening with student behaviour. I was as involved in their learning as I thought I could get. What I had failed to recognise was how involved were <u>they</u> in <u>their</u> learning, how accountable were they for their work?

Through the process of working with the RTLB I was able to re- evaluate my teaching practice. I was able to focus on the expectations for not only myself but more importantly, the students.

What do you think were the important things that led to positive change?

The purpose of this question was to gain an insight into how the classroom teacher perceived the intervention process. She records five components, they are presented exactly as the teacher wrote them in the questionnaire and are in italics. The five components are as follows:

  a) *A willingness by the teacher to accept constructive criticism about teaching practice. Self–reflection when confronted by a different challenge. The way we do things can sometimes be redundant. Being able to accept another's point of view openly is important.*

  b) *How the process is 'pitched' to the students. Linking it to class work. Work with the RTLB started with goal setting. This linked well to class work. I was able to explore the importance of setting goals in the context of the unit.*

        c)   *To re-establish core routines – effectively communicated and enforced (entry to class, teacher routines, exit routines etc.) Students had clear expectations.*

        d)   *Teacher behaviour/reflection process. Do I hold a student accountable for their actions? How? How do I know a difference is being made? Keeping the focus on the <u>process</u>. Re-evaluating.*

        e)   *Keeping the lines of communication open between RTLB and the teacher. Anything from a note in the pigeonhole, to a ½ hour de–brief, to a 2 – minute conversation at morning tea etc.*

What was it about working with the RTLB that created the conditions for change?

The purpose of this question was to try and gain an insight into the teacher's perspective of the collaborative relationship with the RTLB. The teacher reported the following components:

        a)   *A feeling of 'not doing it alone'. Being able to talk about obstacles in the class and have an objective point of view to create change.*

        b)   *Working with the RTLB in-class provided a role model – particularly for the boys.*

        c)   *Having support in the classroom to work alongside students, enabled them to talk through their problems. Be able to talk about differences and see each others point of view.*

        d)   *Having the support in-class to create independent thinkers/workers. By starting this process of goal setting, each student had their own goals to attain. The RTLB was able to scope the class and if a student was off –task, a quick reminder of a set goal was enough of a trigger for that student to get back to work, thus completing set tasks and working independently.*

        e)   *Further to this, setting goals are important for achievement and success, but will fail to be attained unless they are regularly considered. The RTLB was able to work in the class in a non–intrusive way to remind students of their goals.*

        f)   *Having a holistic approach – able to consult families if needs be.*

In terms of creating a model for the purpose of communicating a process other teachers can follow, what would you say were the important factors?

The purpose of this question was to investigate if the teacher as a participating professional was able to understand the intervention in a way I could communicate to other teachers.

It is difficult to provide a thorough generic model, I feel, because the model must be individualised for every teaching style.

Aspects to consider:

 a) *Timing – links to the curriculum, <u>and</u> class-work. It is important students see the relevance of the process*

 b) *Introduce the process to students in a 'low-key' way. Be as non-intrusive as possible. How you 'pitch it' to students is all important.*

 c) *Have a common <u>language</u> used by RTLB and teacher. Key words used as signals for behaviour*

 d) *Be direct with students, consistent – have clear expectations.*

 e) *Keep lines of communication open between RTLB and teacher. Be honest – acknowledge difficulties, express expectations.*

 f) *Be willing to accept change. It's not about pointing out the bad bits, or judging – it's about creating better teaching practice.*

If another teacher asked you what to expect to happen, how would you describe what happens?

Expect to re–think how you teach.

Expect to change.

Expect to feel out of your comfort zone.

Expect to think on your feet.

Expect to have a two minute conversation that could possibly change your whole teaching style.

Expect to be confronted by your own inadequacies and feel good about them because you know you can change!

Be honest, open and have a good sense of humour.

Ultimately, expect to feel better about teaching, and enjoy teaching the class, who at the beginning of the year gave you a headache!

The responses from the classroom teacher indicate that she has been able to identify an extensive array of components that contributed to the intervention process. The nature of change was seen by the teacher as positive. The significance of this is that it could indicate teachers are able to use their existing body of professional knowledge to understand and relate to this classroom intervention process. If teachers are able to engage in a process that

does not require a large shift in understanding or acquiring many new tools then teachers are more likely to not only take up the intervention but be more successful in carrying out that intervention.

Section Two: Quantitative Results

Note: Grades were assessed and recorded by the classroom teacher according to NCEA standards and were moderated by the head of department social sciences. NCEA grades were used because the class was engaged in NCEA units just prior to intervention and again during the period intervention was carried out. This situation made for an opportunity to obtain high quality independent data for pre and post intervention measures. Students were also recorded as either handing in the assignment on time or late or not handing in at all. Details of the data that follow can be found in the tables 9 and 10 below. The question being asked is did the classroom intervention result in a change in student academic behaviour? Did change in academic behaviour correspond with a change in academic performance?

Focusing on intervention in the classroom setting achieved two main outcomes. Firstly the classroom intervention focus acted to prevent the occurrence of multiple individual referrals to the RTLB and secondly, academic performance was enhanced for the majority of students rather than a selected few, as would be the case in individual referrals for intervention. The teacher enhanced her capacity to manage challenging learning and behaviour and as such grew in the professional sense.

In-class intervention resulted in more students completing work on time. From inspection it can be seen that there was a shift in behaviour associated with handing in assignments. The trend was a change toward handing assignments in on time.

Table 9. Assignments Handed In

Time assignments handed in (N=23)		
On time	**late**	**not handed in**
Before 11	10	2
After 18	4	1

While there appeared to be more compliance, an examination of the grades achieved would determine if this behaviour change corresponded with an improvement in academic achievement.

Table 10 shows the distribution of grades relating to students' academic performance, before and after the intervention. As is apparent from an inspection of the frequencies for each grade level, the academic achievement of students increased markedly. For example, only 11 of the 23 students gained a grade equivalent to "achieved" or better before the intervention; this increased to 18 students following the intervention.

Table 10. Grades Achieved Before and After Classroom Intervention

| | Teacher grades received for NCEA | | | | |
	Excellence	Merit	Achieved	Not achieved	Weighted average
Before	0	3	8	12	0.61
After	3	5	10	5	1.26

If grades are weighted (excellence = 3; merit = 2; achieved = 1; and not achieved = 0), the mean score increases from 0.61 (before intervention) to 1.26 (after intervention). Analysis of the weighted data provided the following outcomes: 12 students improved their performance, of these students, 8 students increased by one grade, two students by two grades and a further two students by three grades. Of the remaining students, eight students remained the same, and 3 students decreased their grade by one grade.

Clearly caution is needed in treating "ordinal" data as "interval" data in this way but it is worth noting that if the Sign Test (see, for example, Cohen & Holiday, 1982) is used to compare the pre- and post-intervention grades of students, the change in performance is statistically significant ($p \leq .05$, 2-tailed).

A further cautionary remark is necessary. Taken on its own, the above result is not sufficient to exclude other factors unrelated to the intervention as explanations for the change. The importance of this result lies in its triangulation with other findings (qualitative) identified from the intervention (see teacher interview information).This suggests that the change in student behaviour corresponded with an increase in academic performance.

Common Elements

Through reflecting on the process of intervention with the RTLB the classroom teacher was able to identify a clear cluster of elements that she felt were being promoted in the instructional environment. She identified directness, expectations, potential to achieve and independence as elements that were important in the classroom intervention. The elements the teachers identified can be compared to those described in TIES II and will be commented on more fully in the discussion chapter.

Section Three: Three Classroom Interventions With Other Teachers

The issue investigated in this section relates to the transfer of intervention procedures to different teachers in different classroom settings.

The experience gained from developing the initial classroom intervention procedures had lead to the establishment of a preferred method of intervention. As a direct result of the work the RTLB was doing in the school, three additional teachers requested in class support. These teachers were asked if they would consent to being part of the RTLB study into effective intervention methods. Permission was granted. These teacher requests gave the RTLB the opportunity to test if the new procedures of intervention that were being developed could be effective in different classrooms with different teachers. One teacher was teaching English, one teaching Science and one was teaching Mathematics. All teachers were experienced: 23 years, 6 years and 28 years respectively. One teacher was female, two were male. Two classes were Year 10 and one was Year 9.

The RTLB followed the same procedures as previously described; ecological assessment, goal setting and co-teaching. All interventions occurred over the period of 10 weeks (equivalent to one school term).

At the end of each intervention teachers were asked if they would complete a questionnaire. This was completed without the RTLB present. These data are presented in the following intervention reports. Notes and comments from the ecological assessment are presented to illustrate and support the observations and interpretations made by the researcher. These notes are not intended to provide a full and complete account of each case. Each case has its own unique set of characteristics but the model applied is the same.

Year 9 English Classroom Intervention

This teacher had 23 years teaching experience. She requested help from the RTLB to assist with a Year 9 class to develop a more focused learning environment. The class was made up of 11 male and 13 female students.

The RTLB conducted an ecological assessment using TIES II and followed up with observations that contributed to a functional assessment profile of students. From this information the teacher and RTLB set goals for all students. The TIES II analysis indicated three components on which to focus the classroom intervention: teacher expectation, teacher presentation and academic engaged time. One particular student required focus on the adaptive teaching component. Students developed learning goals in collaboration with the RTLB, five students selected learning goals requiring focus on improving their standard of work, two students developed a goal to complete set work. Nine students developed behavioural goals, four students selected the goal of managing and reducing social talk, four students selected a goal that was to focus on managing and reducing their calling out in class behaviour and one student selected the goal of managing both these behaviours. Eight students had no initial goals identified by the teacher (these were students who were not identified in the ecological assessment as needing specific intervention). These students selected to negotiate with the RTLB their own learning goals.

Teacher of Year 9 English class perspective of intervention

A structured questionnaire was used to obtain data related to certain focus questions. The questions were open ended with the final question providing opportunity for unstructured comment. The focus questions are in bold type, the teachers responses are in italics, the responses are exactly as the teacher recorded them on the questionnaire.

What was the situation before the referral?

The teacher reported that *prior to intervention many students were non-compliant with basic classroom routines. Despite a carefully organised seating plan, it was difficult to establish a quiet working environment where effective learning could take place. Any attempt at group work or cooperative learning was unsuccessful. A lot of time was spent dealing with off task behaviours and students who deliberately interrupted and made inappropriate or negative contributions to the class*. Observations notes recorded by the RTLB confirmed the teacher's view of the classroom learning environment.

How did working with the RTLB influence your work?

I had discussions with the RTLB and we set up an intervention process mid-term 1 to support me and to modify the behaviours of individual students and the class as a whole in order for effective learning to take place.

The first step in the process was for me and the RTLB to sit down and identify the issues. We went through the class role and I commented on each student and explained changes I would like them to make. The RTLB interviewed each student, evaluated their performance and set goals. For some it was staying on task or completing work. For others it was reducing social chatting. For a few students, the goals needed to be more rigorous to address their extreme behaviours and attitudes to learning. Looking at the list it was very clear that a few students were causing most of the problems, but the class needed to work together to make changes.

Are there any other comments you would like to make?

The experience of working closely with the RTLB in this way was very positive. I felt I had the extra support I needed to bring about change in the culture of the class. Directness and dealing quickly with problems before they escalated was a key strategy in the process. The goal setting enabled me to use terminology that the students knew and understood thereby reducing conflict and not disrupting the learning of the whole class. The class was aware that they were being supported to improve their learning and most students appreciated this and responded positively.

In an informal conversation with the RTLB toward the close of intervention this teacher reflected on how different she felt. In the beginning she was experiencing a feeling of dread when she looked at her weekly timetable and knew she had to teach this class. It was expressed to me as a feeling of "I'm not enjoying my teaching anymore". After the intervention she reported that she felt she had regained her love of teaching her subject, she no longer felt anxious and felt she no longer had a negative associations with the class concerned.

Year 10 Science Classroom Intervention

This teacher was the Head of Department for Science (HOD). This teacher had 6 years teaching experience. The teacher requested that the RTLB "come and have a look at my class for me".

The class consisted of 12 female and 14 male students. The RTLB conducted an ecological assessment using TIES II and developed a functional assessment profile using general then targeted observations. In addition to this the RTLB used a pre-referral survey that he had developed to assist in gathering pre-intervention data. This document is in Appendix F.

The ecological assessment indicated that the learning environment was disorderly; certain individual students were influencing the class climate through calling out and putting other students down so much so that the learning environment was negative and unproductive. The teacher and RTLB reviewed assessment findings and collaborated on a joint intervention plan.

The plan involved setting goals with the teacher based on behaviours that were identified as likely to influence the management of students in a positive direction (keystone variables). The teacher intervention focused on two TIES II components; teaching presentation and academic engaged time. The teacher and RTLB also set learning or behavioural goals for students (TIES II component Motivational strategies). The RTLB communicated and negotiated these goals in the same process as describe previously.

Teacher of Year 10 science class perspective of intervention
A structured questionnaire was used to obtain the teachers perspective. His comments are reported as he recorded them on the questionnaire and are in italics. The focus questions appear in bold type.

What was the situation before the referral?
Prior to intervention individuals often challenged class rules and routine, non complying with clear expectations; e.g. calling out, put downs, not settling to work and the biggest one – social talk. This behaviour was very wearing to both myself and the students as I seemed to spend a lot of time correcting this behaviour.

Ecological assessment notes record there was variable standards within the class, the need to focus on work standards and the need to give specific feedback to students about their work and behaviour was required. The teacher needed to gain full attention of the students and to target individuals who didn't respond. The RTLB took on this role when he was in class.

The assessment notes record asking the teacher if there was student or group of students who influenced the learning environment more than the teacher was comfortable with. The teacher determined that there were students who seemed to be hubs of disturbance. These students were targeted for goal setting first by the RTLB. The RTLB focused on the concept of learning behaviours for a learning environment. The RTLB explained to students during their interview that the target goal was learning behaviour, not social behaviour while in the learning environment. The second question asked the teacher how students were being held accountable for their learning, task completion, standard of work and homework. From this initial consultation goals were set with the teacher, a regular cycle of review was initiated along with giving specific feedback and setting work expectations with students. Five students stood out in the functional assessment observations, the RTLB hypothesis was these students were seeking peer attention through social talk. One student was noted as quacking like a duck, it was assumed this was motivated by peer attention. These students in collaboration with the teacher and RTLB developed the goal of managing and reducing social talk, the RTLB provided specific feedback to students during class time.

How did working with the RTLB influence your work?

After intervention the social talk was much diminished – if it did start then a quick reminder from me or RTLB stopped this. One particular student even became self regulating. One student was identified as needing further work and other strategies were implemented (an individual referral to the RTLB).

RTLB observation notes one month later record:

"High level of on-task behaviour observed"

"Students in groups at tables – low levels of social talk"

"Paired for experiment design – high level of on-task behaviour"

"CL (teachers name) excellent full attention – wait time and targeting, students responding very well".

What change occurred?

Teacher class records indicated that

Achievement went up from 65 % passing a work unit in term 3 to 90% passing in term 4. I enjoyed the class a lot more and my feelings were that the students enjoyed themselves more. They started to get more involved and the put downs stopped.

This comment indicates that not only did student behaviour change in a positive direction but academic performance improved also. This may suggest the off task compensatory behaviours were replaced by more functional learning behaviour.

Are there any other comments you would like to make?

I thought having the RTLB in more at the start would have been preferable – there were some students who kept their heads down when he was present and then popped up when he wasn't. The six day timetable made this very hard for the RTLB. I think the fact that intervention was happening was enough to shake some students into complying.

This comment seems to support the idea that teachers are sometimes slow to appreciate change in students and the classroom. The RTLB gave the teacher copies of his assessment notes and gave feedback after every classroom contact. The trend of teachers appearing not to readily recognise change was noticed in the following classroom intervention as well.

All teachers were highly motivated to be involved in creating change at the beginning of the intervention when their own classroom situation was problematic. However it seemed for some teachers that once a situation has been resolved the intervention no longer has the importance it had before resolution.

Some teachers quickly forgot the intention of the process and seemed unable or unwilling to reflect meaningfully back on the experience. I think this issue is related to the tension that exists in teachers' roles in secondary school. This will be discussed in more detail in the discussion section.

Year 10 Math's classroom intervention

Description of circumstances

This section describes one classroom intervention that did not conform with the process of classroom intervention that was being developed. The entry to class and pre-intervention data process were not able to be completed. This teacher did not invite the RTLB into his classroom in the same sense as the other participants. This teacher was in a situation where the RTLB was requested by the management to observe and gather data. However, the class breakdown had become so serious that the management requested the RTLB immediately intervene in the situation. The classroom teacher agreed to this.

This part of the results also differs from the previous two reports in that the classroom teacher involved failed to return the questionnaires designed to survey the teacher's perspective. The data reported is made up from the RTLB ecological assessment notes and interviews with the students.

This class was unique in the context of this study. The RTLB began an ecological assessment and functional assessment profile observations. This process usually takes between two and three one hour classroom visits. This process was only partially completed. The RTLB made an appointment to review the assessments with the teacher and to collaborate on prioritising elements that could be targeted to improve the situation. However before this meeting happened the entire class walked out on the teacher and would not return.

The intervention changed from one where there was at least some baseline level of compliance to a situation of having to reconstruct the learning environment and rebuild the student teacher relationship from a point of complete breakdown. This opportunity was seen as a fairly robust test of the developing model of intervention.

The report will be organized in the following manner: pre-intervention observations will be reported followed by the classroom intervention that occurred after the student walk out. This will be followed by evidence recording the change that occurred.

Year 10 Math's class prior to intervention

The class consisted of 24 students, made up of 4 male and 20 female students. The intervention period was 8 weeks in duration. The ecological assessment was completed in the week prior to intervention starting. The ecological assessment notes record the class was unruly and not particularly engaged in learning in any meaningful way. There were high levels of off-task behaviour observed, a prevalence of social talk and calling out, wandering around the classroom, and little notice was taken of the teacher's attempts to intervene to restore order.

Some of the notes from the first ecological assessment are included to illustrate the classroom climate that dominated at this time. The following observations and comments were recorded at this time (student names are represented by a capital letter).

Observation One

2.25

HC talked to by teacher for calling out, warned. "I did nothing" was her response, teacher moved on.

noticed A, S and HJ had already been sent out, (two to the Dean, one to another teacher).

2.40

T (Student name) told to "get on with it" by teacher

K given an individual invitation to start work, K doing unrelated task to maths (selecting course options), requested twice by teacher to put her make up away

2.45

K doing course options not maths, Teacher checks. K responds "I know what I'm doing so I don't need to do more" Teacher moves away.

2.50

T, T and A waiting on finished work to be checked.

3.05

T, T and A still waiting

3.15 Bell for end of period

disorderly loud exit.

After the observation the classroom teacher explained his method as "teaching those students who want to learn, those that don't want to learn don't get any of my time".

Observation Two

The following quotes reveal observation one was fairly typical of the class environment.

HC and S late, H chewing and non responsive to teacher – non compliant

A and HF pretend fighting with P

(RTLB notes) Teacher – needs to think about consequences and challenging behaviour – target and call students back

T boarder-line comments to others, put-downs – (reason) social reinforcement?

T engaging in side issues frequently when challenged by teacher

Observation Three

K and L needed reminding not to sit together "but she's smarter than me and helps me with my work" teacher separates

K and L throwing water bottle top – teacher reminds K to get on with work

T and A fighting over rubber, T took off, A yelling out "he's got my rubber"

A asking for help then walking off

L told to stop talking or leave the class by the teacher

HJ worked well this period

The observation notes record the following intervention targets for discussion with the teacher:

Suggestions

- follow up on late girls (record and introduce consequence).

- task completion, need to have a minimum (standard), check and record (work) and give feedback

- each week – introduce a call back approach (for not achieving goals).

- Task complexity – many students needing help, could use more able students to help others (RTLB can do this).

- Teacher – target behaviour in neutral respectful way – develop procedures (for managing non compliance).

After completing the observation I then drew up a proposed draft framework; the notes record it as follows:

Table 11. Reframe of Learning Environment

Learning environment Vs Social environment:	
Students must do…	Teacher must do…
Manage behaviour behaviour	Prompt and target
Comply with requests expectations	Set clear work
Complete learning tasks	Check, record, feedback
Continuing Issues…	
Goal set with individual students	
School work card to monitor behaviour	
Catch up time as a natural consequence	
Involve parents in goal setting and rebuilding process	

As described above, before the teacher and RTLB could meet to discuss the observations and begin to develop a joint plan, the class walked out on the teacher. The principal approached the RTLB and asked that I intervene to resolve the situation.

I thought carefully about the request and decided that I had enough confidence in the intervention model that had evolved to undertake this new referral.

After considering the ecological assessment notes and functional assessment profile the RTLB met with the classroom teacher and gained his approval and co-operation for the intervention detailed below.

The RTLB and teacher would co-teach the class. The RTLB would have the role of managing behaviour and the classroom teacher was to deliver the curriculum. The goal over time was to work with the teacher to enable him to take over the management tasks associated with classroom teaching. The RTLB identified five students who he needed to reframe school expectations through individual discussion and goal negotiation (the process of developing individual student support is described in figure 4 on p. 90). The principal asked to join this process for three of these students and was invited to do so. This interview occurred before the next class lesson was due to be taught. At the next lesson with the teacher present the RTLB met with the class and outlined what was required in a learning environment at secondary school, the RTLB also listened to and addressed student concerns related to the walk out. The RTLB concluded with outlining the planned change, this being that the RTLB will be co-teaching in this class for the rest of the term. The RTLB promised to listen to any further concerns as they arise.

Intervention notes record the following plan:

Concept: Learning Behaviours/Learning Environment

1. Learning Expectations – fair and reasonable
                                   for all students

Class rules: no call outs   You own your
             no put downs   own choices
             follow teacher instructions

2. Purpose: Learning Environment (self regulated behaviour)
            learning behaviours   Setting Goals
            NCEA goals

Take responsibility for own learning and behaviour

3. Accountability: note books   Teacher/RTLB

         book work standards   review cycle   Learning and

         homework completion   Behaviour Support

4. Goals set via the items in 1 and 2

The notes include the following intervention tasks:

RTLB will reset class boundaries, outline school purpose in regard to the curriculum, the school rules and expectations.

Note also the need to remind students of the transition they are going through: concept of developing into young adults, with this comes responsibility – encouragement to achieve their own goals was given. Explain the concept of a reasonable request should result in a reasonable response.

Intervention

After doing this resetting of expectations the RTLB began the process of interviewing each student at the back of the class while the teacher taught. Both the interviews and the communication of the new expectations to the class were done in a low key neutral manner. The RTLB stated that this process marked the start of a new page. The RTLB would take responsibility for the classroom situation from then on. The RTLB was open with the students about working and setting goals with the teacher as well as with them and explained his role in the school with regard to working in classrooms with teachers. The RTLB based the teacher student relationship approach on the research of Hawk et al. (2002) titled *The importance of the teacher/student relationship for Maori and Pasifika students*. The RTLB considered this research complemented the social/emotional research cited previously in the literature review section and provided a starting point to addressing the unique characteristics that existed in this intervention. This research was subsequently used by the RTLB in the staff forums as part of the purposeful lesson development that followed in the systems tier of intervention.

The RTLB set goals with the teacher in regard to interacting with students, encouraged the use of a neutral calm manner and discouraged the use of sarcasm, anger and shouting. The

RTLB outlined the common school procedures of giving students a prompt, that is, name on board (this gives students an opportunity to change their behaviour (make a better choice)) and the RTLB referred to the purposeful lesson plan. The RTLB discussed the common language that would be used "learning behaviour not social", and the statement "that's a fair and reasonable request I expect you to respond in a fair and reasonable manner". Once the teacher had prompted a student the RTLB would follow up with students (accountability in the purposeful lesson) and link choices back to individual behaviour and learning goals.

The additional procedures put in place for this class was for the RTLB to check and record homework and task completion, if this was not done the RTLB set a date for completion by the next period; if this was also not done the student was then required to attend a support time with the RTLB on a Tuesday lunchtime when the RTLB was in school. If a student failed to attend this support time the RTLB telephoned the parents to outline the purpose of the call back and send a letter home (Appendix G) explaining the RTLB role in this class and setting a new date for support time.

What change occurred?

The RTLB was active in roving the classroom picking up on student behaviour in a low key manner, the focus was on prevention, cutting short problems before they could escalate, changing group dynamics by systematically minimizing the frequency with which students became disruptive in the first place (see Brophy (1983) for more detailed discussion of various techniques).

The following data (tables 12 and 13) were recorded for four weeks following the beginning of the intervention:

Table 12. Record of Class Work and Homework Completed During First Four Weeks of Classroom Intervention

| | Class work handed in | | | |
	On time	Late	Not handed in	attendance
Week 1	12	0	12	24
Week 2	14	4	0	18
Week 3	18	1	0	19
Week 4	12	6	0	18

| | Homework handed in | | | attendance |
	On time	Late	Not handed in	
Week 1	4	11	9	24
Week 2	15	0	3	18
Week 3	18	0	1	19
Week 4	13	4	1	18

The first check of class work revealed twelve students had completed all the tasks for the week (students were checked and prompted each day the RTLB was in the class (3 out of 5 days)). Four students had completed the homework tasks. The RTLB talked to the students who had not handed in their work, as a group, and gave students the opportunity to use the weekend to catch up. Eleven students completed the work. Nine students were requested to the RTLB call back class on the Tuesday. The teacher and RTLB made themselves available. No students out of nine turned up. The RTLB left the teacher to go to lunch and began the process of telephoning the parents of those students and followed up this conversation with a letter. All parents were appreciative of the contact, they expressed satisfaction that change was occurring and all made statements of support and invited the RTLB to contact them again if issues were not resolved. This process of giving students the opportunity to have extra weekend time or call back time was continued for the rest of the intervention (eight weeks).

Observation notes record the classroom intervention took a week to settle, once students realized the RTLB was intending to respond in the manner outlined, change began to occur. This was demonstrated when students first tested the process in week one. The RTLB contacted the parents of students who had failed to meet their goals, the RTLB repeated that he expected both the class tasks and homework to be completed and that this was a fair and reasonable request to make in a learning environment. The analysis of the students handing class work in late on week two reveal that students who were late had all stood out on the functional assessment profile as contributing to the disorderly nature of the environment through high levels of seeking peer attention. Three of these students also failed to complete homework tasks and were called back the next Tuesday. Two students attended the call back with homework already completed. One student required the RTLB to make contact with her parents and subsequently completed the task later that week.

In the third week one student partially failed to meet the requirements (one task missed out of four). This same student also required the additional time in the weekend to complete

her homework. The students late with work in week four were the same students who were late in week two.

The students who seemed to be motivated by attention from certain of their peers (functional assessment observation) were slower than the class in general to respond to the new expectations. These students expressed a need for goals that the literature (Alderman, 1990; Elias et al., 1997; Marzano, 1998; Kendall & Cummings, 1998) refers to as social emotional development, in order to function effectively in the learning environment. The interpretation I place on this behaviour is that these students filled in the non directed time in the classroom by creating a dysfunctional social time where they reinforced each other's behaviours with attention. By doing this they appeared to create a belonging or attachment to a "special" group that they saw as being outside of the rest of the class (Morrison, 2006).

One student from this group was referred to the RTLB for more intensive work. This student refused to attend class. The RTLB and school management met with the parent and placed this student in another class. The RTLB worked with this student and school management and she was returned to class after 2 weeks. No further referral from this student was received.

The RTLB encouraged and supported the teacher to take over the checking and recording of work for the next 4 weeks; the RTLB continued to goal set with the teacher and provide specific feedback after each lesson until the end of term. At this point support was deemed by the teacher and RTLB as no longer required. In the following school term no further referrals were received from this class.

Students' perception of teacher change that occurred
This section reports eight student interviews conducted 6 weeks after the classroom intervention started. The interviews are brief and to the point and are reported in their entirety. The focus question was has the behaviour of the teacher changed, and was this change maintained when the RTLB is not present in class.

The purpose of this question was to determine if the intervention was effective in creating the changes in teaching that were required to resolve the previous difficulties.

L "We are working more. Mr H is not reverting, he is not as grumpy."

J " He's the same as when you (the RTLB) are here, and I'm working more."

N "He's explaining more and helping more. He responds to my requests".

JS "he's got better, I'm not sure why. He's not so fast to anger."

NT "He answers questions instead of saying "you should know…" He is more helpful."

A "He's now helping instead of ripping me up, he's being more helpful. I think he is trying to keep the same when you're (the RTLB) not here."

AJ " He is better than he was. When you're (the RTLB) here he goes out of his way but tends to go back to not helping me. He's not making smart comments."

AS "He's not so sarcastic when people ask questions, he puts more effort into answering your questions. His behaviour is pretty much the same when your not here, he slipped up last week but apologized so that was OK."

The student comments indicate the teacher worked to maintain his behaviour in the two periods a week when the RTLB was not able to be present. The honesty and accuracy of the students' comments was interesting in that the students were focused seriously on the issues and did not take the interview as an opportunity to "bag" the teacher. As with the individual student data in section one, students display a remarkable degree of awareness about exactly what is going on for themselves and the wider classroom environment. In this instance the intervention process was robust enough to secure change in a challenging teaching/learning situation. The RTLB was able to withdraw from class 10 weeks from the start of the intervention. The teacher was able to successfully maintain a functional learning environment at the conclusion of intervention.

Section Four: Classroom Intervention: Mentor Teachers' Perspective

In this section the issue of whether a developed class intervention can be successfully implemented by another change agent is explored.

As a consequence of the model of in-class intervention becoming a preferred way of working, the RTLB worked together with the mentor teacher to provide a complementary and consistent service to the school. The mentor teacher had 39 years teaching service before taking up the mentor teacher role; this was his first year in this role. The in-service training the mentor teacher had attended did not provide direction on working with teachers in a way that was being developed in this particular school. The mentor teacher

was known to the RTLB and was aware of the work the RTLB was doing in this school. The mentor teacher was keen to work in the same model and sought advice and guidance. The RTLB was motivated to collaborate on achieving a consistent way of approaching in-class intervention and avoiding what could have been a potentially conflicting and disconnected new addition to the school support structure.

The RTLB met with the principal and agreed a consistent method of working with teachers was desirable. The RTLB met with the mentor teacher, discussed his research and development of a preferred model of working with teachers. The mentor teacher observed the RTLB working with one of his classes. The RTLB explained the procedures and then modelled them in a class that the mentor would be working in. A teacher in the maths department had made request for help. The RTLB conducted an ecological assessment and generated a functional assessment profile of the class. The RTLB reset expectations with the class with both the mentor teacher and classroom teacher present. The RTLB worked with the teacher on management of learning and behaviour based on the purposeful lesson format. This gave the teacher a guide to teaching behaviour and learning expectations to students. The RTLB set goals with five students identified from the functional assessment profile as seeking high levels of peer attention and contributing to the general air of disruption that was present. The mentor teacher set goals with four students with the RTLB present, then continued the process without the RTLB. The conferences were brief (about five minutes) and involved each student making a judgment about their achievement level, standard of work and ability to manage their behaviour in the classroom. They were asked to reflect if they were being successful in meeting the requirements of the learning environment, goals were developed based on students assessment this question. The RTLB and mentor teacher met every day the RTLB was in this school (3 days a week). There was frequent formal and informal contact between the RTLB and mentor teacher throughout the intervention period. At the end of the intervention (two terms) the mentor teacher views were obtained using a questionnaire. His responses are reported below.

Mentor teacher's perspective of in-class intervention
The focus question is in bold type and the mentor teacher comments are in italics.

What was the situation before the referral?

Students having ownership of the ecology of the class rather than the teacher. Mentor worked with teacher to alter teacher behaviour – planned jointly, made strategic changes to teacher expectations. Did some team teaching.

Two behaviour level record samples (Knight, 2006) were conducted at the start of the intervention a week apart by the mentor teacher; these used a scale of 1 – 9, with 9 being "riotous" through to 1 being "intensely focused". These samples indicated the class was noisy and boisterous (scale 6 and 5) during half the time during the period when the teacher was attempting to gain student attention, they were judged as generally listening (scale 4) with an undercurrent of talk and restlessness for the other half of the period. The working noise was mostly of a busy level (scale 6 and 5) where normal voice conversations dominated with the occasional louder voice talking across the room. Focus was moderate with some students having low focus.

How did working with the RTLB influence your work?

I needed to change student behaviour as well as teacher behaviour. I looked at some of RTLB's strategies for working with the disruptive student. Targeted worst offenders; goal set with them –rights and responsibilities, rang parents, helped them with their work. RTLB modelled the role he plays with one class. I observed. I then goal set with the whole class.

What change occurred?

The behaviour of students changed. Once they knew there would be meaningful consequences to their unacceptable behaviour it changed. The rest of the class became part of the goal setting process so it wasn't different for any of the students – it became the norm. With the changed teacher and student behaviour the environment changed from one of intimidation and disruption to one of meaningful learning. Consequences and individual responsibility became an accepted expectation.

Two behaviour samples were conducted a month after intervention by the mentor teacher. These were done using the Knight (2006) scale that the mentor teacher used in the pre-intervention data gathering phase.

The first sample indicated the class was usually very attentive (scale 2) when the teacher requested attention and were either attentive or intensely focused the rest of the time (scale

3 and 1). The working noise was quiet (scale 3) at the start of the lesson and was very quiet to exam like (scale 2 and 1) as the lesson progressed.

The second sample indicated the class was generally listening half of the period and was attentive and very attentive with little to no talking and restlessness (scale 4 to 2) during the rest of the period. Working noise was rated as being mostly very quiet (scale 2) to sometimes being active with some quiet talking (scale 4 and 3).

A series of on/off task observations (table 13) were conducted by the mentor teacher before and after goal setting. The results follow:

Table 13. Record of On and Off Task Behaviour Pre and Post Goal Setting

10X On Task / Off task Before & After Goal Setting Term three.

Before Goal Setting

1 min samples	Student A	Student B	Student C	Student D
28 July	8 times on 13 times off	10 times on 8 times off	9 times on 12 times off	4 times on 17 times off
	38%	56%	43%	19%
2 August	13 times on 8 times off	13 times on 7 times off	15 times on 6 times off	9 times on 12 times off
	62%	65%	57%	43%
Average	50%	61%	57%	31%

After Goal Setting

1 min samples	Student A	Student B	Student C	Student D
18 August	28 times on 0 times off	26 times on 2 times off	25 times on 3 times off	25 times on 3 times off
	100%	93%	89%	89%
23 August	absent	24 times on 0 times off	20 times on 4 times off	20times on 4 times off
		100%	83%	83%
Average	**100%**	**97%**	**86%**	**86%**

The before goal setting observations where conducted every minute for 21 minutes of lesson duration. The after goal setting observations were conducted every minute for 28 and then 24 minute lesson duration. The data indicate on task behaviour appears to have changed in the positive direction after goal setting. The intervention process resulted in a more orderly learning environment as well as higher levels of on task behaviour being observed.

Are there any other comments you would like to make?

Maybe teachers who are having problems with students early in the year should use "call back" time to goal set with students concerned and involve parents at an early stage.

By the end of the year a Year 9 and a Year 10 class had been "turned around" and the teacher enjoyed coming to school (something that was not happening in term 2).

At the beginning of the year we spent time in "reflective practice" – looking at how to start this year based on last years experiences.

This teacher has begun a very positive year and classes are going well. It has been a very rewarding experience for both of us.

At the end of term the mentor teacher made the following comments in an email: *"The term seemed to disappear innocuously, no big things happening. Staff seemed to be pretty wrung out as is the practice these days. Really impressed with what was achieved with 10R and your process that I modelled there. Ended up with only one student who is still a challenge, albeit, a very diminished one."*

The responses from the mentor teacher demonstrate the procedures can be implemented successfully by other skilled practitioners. The goal setting process and focus on student and teacher behaviour resulted in very similar changes to those experienced by the RTLB in classroom interventions. This may indicate it is the procedures rather than the RTLB that is the change factor. The experience gained from this collaboration indicates it could be possible to train other competent teachers to work consistent with these procedures to create change.

Classroom Intervention Discussion

Intervention in the classroom setting resulted in teachers expressing feelings of increased confidence and efficacy. They recovered their enjoyment of what can be a demanding and stressful occupation. The teachers reported that the learning environment was more orderly as a result of intervention and there was some evidence that academic achievement was higher after involvement in intervention. Self efficacy, openness to experience and perceived utility are learner characteristics associated as having a strong relationship with successful transfer (Burke & Hutchins, 2007).

The degree to which teachers are able to relate to an intervention was important in the sustainability of the intervention. By being clear on the purpose and goals of the intervention teachers were willing to trust the RTLB and persist in carrying out the

intervention requirements. These elements of intervention design are reported as having a strong relationship to learning transfer (Burke & Hutchins, 2007). In this phase of the study the RTLB and each teacher developed their own unique way of working together. As Patton (1990) indicated a single fixed approach would not work. In this study all teachers were able to determine their own way of working within the desired set of goals of the intervention. Both the school dean and classroom teachers were able to identify and relate to a clear cluster of elements that were being promoted in the instructional environment. The teachers were questioned about how they each experienced the intervention process. The purpose of this questioning was to determine if their experiences could suggest to the researcher any elements in the process that could guide or refine the RTLB teacher relationship in future interventions.

To answer the question with regard to what elements do participants think combine to promote positive change in the classroom, a force field analysis (Lewin, 1951) was compiled. The results are presented below in Figure 8.

Figure 8. Force Field Analysis of the Classroom Intervention Components

Elements that combine for promoting change in the classroom			
Facilitating Forces			Restraining Forces
Ecological approach to problem clarification and solving	→	←	Poor core routines, lack of follow up with students
Partnership in decision making	→	←	Feeling of working in isolation
Using evidence to guide intervention	→	←	Problem within the student compliance
Communicating clear expectations and following up on requests	→	←	Inconsistent use class rules
Involve participants in decisions, willingness to change	→	←	Lack of commitment to change
Clear goal setting and feedback component to all students	→	←	No ownership of problem
Menu of least intrusive to more intrusive interventions	→	←	Relying on exclusionary practices
Involving parents in solutions	→	←	Persisting with ineffective teaching practices
School structures support teacher	→	←	Lack of feedback including marking work, accepting variable standards
Common school expectations of teacher and student behaviour	→	←	Having unclear teaching and student goals
Change agent has an extensive knowledge of positive behaviour support components	→	←	Resistant to change or low adoption of intervention elements
			Inability to allocate time to change process

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Change agent is competent and credible	→ ←	Infrequent or absence of classroom visits
Teacher can understand and relate to intervention process	→ ←	Focus on factors beyond the locus of control
Intervention incorporates effective teaching practice	→ ←	Poor understanding of pedagogy
Social and emotional content	→ ←	Failure to establish effective relationships
Flexible way of working with different teachers	→	
Increase probability of success		Decrease probability of success

Discussion of elements that make change in the classroom

Teachers had definite views on elements they considered to be important in making change in the classroom. The ability of teachers being able to identify elements that contribute to the change process may increase the likelihood of other teachers being able to transfer those elements from one referral to a like situation or problem in the classroom or in another classroom. This is an important issue in the development of an effective school approach. As Thomson (2004) points out, despite many apparently effective interventions being available to teachers, they are frequently rejected quickly, or not even tried at all; a phenomenon noted by Ysseldyke (2001) when reviewing his own research contributions.

Bost and Riccomini (2006) suggest a reason for the limited impact in studies they analysed of "dropout" prevention programmes may have been that effective teaching practices were not incorporated in the design of these interventions. If the elements in an intervention are easily identified and understood in terms of what we already know about teaching, the potential for transfer to classrooms as a tool for managing challenging behaviour seems promising. Hatch (2000) indicates the more familiar aspects of an intervention are, the easier it is to share information about it. Creating clarity can increase motivation to carry interventions out.

The classroom teachers identified directness, expectations, potential to achieve and independence as elements that they felt were important in the classroom intervention. The elements the teachers identified are described in Ysseldyke and Christenson's The Instructional Environment System (1998). The researcher was able to cross match interview and observation data to the TIES II components discussed below. Teachers also identified the in-class goal setting aspect with students as effective. Teachers reported the

clarification of learning behaviours and a pre-planned approach to managing those elements was of value.

Urdan and Schoenfelder (2006) indicate that students care about their relationships with teachers and respond with greater engagement and effort when they believe that their teachers care about them and are supportive. One way teachers convey these qualities is through their discourse with students in the classroom. Urdan and Schoenfelder refer to this process as scaffolded instruction. Appropriate scaffolded instruction creates a sense of safety in the classroom and allows students to take risks that allow for true learning to occur. Scaffolding should provide structures for learning goals that students can internalise and control. Scaffolded discourse also communicates teacher support for students and their efforts. Perceived support from teachers is a positive predictor of effort in school and the pursuit of social responsibility goals, including acting in prosocial ways. Conversely students who perceive teachers as harsh and cold consistently display poor social behaviour, low social goals and achieve lower academically than their peers (Urdan & Schoenfelder, 2006).

Having the RTLB in class in a co-teaching role supported effective change in class behaviour. Teachers indicated this aspect of class intervention was a key factor in the success of the programme. Lewis and Norwich (2000) concluded that there is no clear pedagogy for special education that is different from regular education. In this study the RTLB continued with empirically proven teaching practice and was merely intensifying, elaborating, focusing and supporting teachers within that framework. One key resource the RTLB did provide was time. The RTLB could focus on scaffolding instruction through the goal setting process, help students review and revise their goals to ensure student ownership of their learning, while the teacher managed whole class instructional components. The RTLB support enabled the teacher to better manage the tension between student learning needs and curriculum requirements (see discussion that follows).

The elements the RTLB focused on in the co-teaching phase are the following TIES II elements: **Motivational strategies:** the use of effective reinforcement, conferencing and feedback. Students were self monitoring, goals were being set, and students were being encouraged to reach those goals and being held accountable. **Teacher expectation:** students were active and involved, realistic but high academic standards were set. There was accountability for task completion. **Instructional match:** clear, measurable goals were set. Success rates were checked and instruction was matched to the needs of the students.

Teaching presentation: classroom climate was positive and supportive. Time was used productively. Routines were in place and observed. Students were self managing.

Academic engaged time: student attention was gained, focused and monitored. Students attended, participated and completed work with little down time. Active student responding was promoted, performance was monitored. The teacher was active in the monitoring process.

TIES II (Ysseldyke & Christenson, 1998) outlines other components of the instructional environment in addition to those discussed in relation to this intervention. These appear in Appendix H. The decision on which elements to focus is generated through a TIES II analysis of the instructional environment. This was done as part of the functional assessment process that occurs in the general idea or problem defining part of the problem solving cycle. The classroom teachers were able to identify and understand elements in the intervention process and describe those elements using existing teaching knowledge and language. The teacher descriptions of elements in the instructional environment were essentially the same as those described in TIES II.

The relevance of this commonality of understanding is that it suggests structured systemic intervention can readily link into existing teaching knowledge and does not require a major shift in values or perception from individual teachers. Sindelar, Shearer, Yendol-Hoppey and Liebrt (2006) found that successful adoption of effective practices occurred when the innovation was consistent with teachers' beliefs or teaching style, worked for hard-to-teach students and the teachers were supported in its implementation. This holds promise in that such an approach as described in this thesis uses resources and competencies that already existed in the secondary school setting. The use of a TIES II analysis in forming an ecological approach to assessment enabled the researcher to develop interventions that were effective in both individual and whole class referrals. The interventions were based on concepts and language that teachers recognise and understand. Schaughency and Ervin (2006) indicate that where the perceived relevance of an intervention is high it is more likely to be implemented and sustained. These authors acknowledge that while choice is seen as an important component of self-determination or empowerment, in the school setting, the relevance of an intervention to teachers' goals, values, and interests may be more important than choice.

Loucks-Horsley and Roddy (1990) cite Guskey as refuting conventional wisdom that attitude change must precede behaviour change. Guskey indicates research confirms that

teachers who master new teaching practices, even if they have not chosen to, become convinced of the value of new practices as student achievement improves. This process can act to "unfreeze" teachers who have a fixed way of doing things in the classroom. Fullan (2001) suggests that most people do not discover new understandings until they have delved into something, changes in behaviour precede rather than follow changes in belief. In this study the classroom teacher who was the subject of the original classroom intervention, reported that she referred back to techniques and practices when she encountered a challenging class the following year. This suggests the teacher increased her capacity to deal with challenge and sustained behaviour change after the intervention period. Engaging in class intervention across more than one class could potentially standardise practice within a school and as such lead to successful change. Ross, Powell and Elias (2002) point to the notion that success of interventions is dependent on the adults who interact directly with the students, rather than the school psychologist. In this study the RTLB working alongside the teachers in the classroom setting provided a regular presence in the school that created a shared collaboration and avoided the problems inherent in an external consultant model of support.

The classroom teachers also identified consistency as a factor that contributed to sustaining change in the classroom ecology. Kane, Head and Cogan (2004) reviewed data from six Scottish schools and noted that schools varied in the ways they achieved greater inclusion for students with behaviour needs. The success of individual projects depended upon the extent to which staff in the school became committed to the project, irrespective of the form of the initiative. One of the emerging results was the need for consistency in the approaches of teachers, consistency created student perceptions of "fairness" in their view of behaviour management systems. Hawk et al. (2002) identify this as one behaviour trait students identify in effective classroom teachers. In-class intervention from the RTLB within a class and across different teachers promotes consistency and contributes to effective implementation of change strategies.

The perspectives of the additional teachers obtained from the questionnaires reported in the classroom results section demonstrate the intervention procedures were able to be successfully implemented in more than one classroom and with more than one teacher. These results suggest that it is possible to design and implement a systemic approach to challenging behaviour in the classroom setting. In this part of the study the classroom interventions acted to prevent the occurrence of multiple individual referrals to the RTLB from these classes. By focusing on intervention in the classroom setting it is possible to

achieve change that improves learning for all students not just the normally successful students. Engagement in the development of a systemic approach to classroom intervention builds school-wide capability to manage challenging behaviour across a range of school settings.

Through being able to manage behaviour by careful consideration of the instructional environment, teachers were able to prevent the occurrence of problem behaviour in the first instance, and target resources more effectively in the second instance. In the second instance high needs students could be identified and more intensive in-class supports could then be developed that acted not only to keep those students included in education but also contributed to providing safe and effective learning environments for the majority of students. The provision of an effective learning environment resulted in an increase in NCEA results by a factor of two in one particular classroom. Buckley and Maxwell (2007) writing about restorative practices, in a case study of five New Zealand schools found that constructive disciplinary strategies provided more support to students experiencing difficulty and NCEA results for those schools also showed gains.

Hill, Hawk and Taylor (2002) advocate that the most effective way to improve classroom practice is direct work with the teacher in class, observing or being observed, coaching, providing feedback and goal setting. Hattie and Timperly (2007) provide an extensive review of the literature in relation to feedback. The teachers in this part of the study identified these elements as being important in the overall process that occurred. Firstly felt the RTLB working alongside them in the classroom contributed positively to the classroom environment during the change period. Secondly they felt the RTLB was able to act to intervene with students before issues escalated through goal setting procedures and follow up. Thirdly the teachers reported immediate feedback and modelling from the RTLB was valuable in maintaining behaviour change in both the students and the teachers. Fourthly the teachers reported a sense of not being alone and reported the process enabled them to reflect outside of their immediate self and see a wider view of student behaviour and understand how that behaviour is influenced by teacher behaviour.

Examples that teachers identified as illustrating this support were occasions when students were calling out and not putting their hands up to answer questions as required. When the teachers didn't consistently reinforce their expectations, the learning environment was less effective with interruptions more frequent. Teachers recognised this situation was also occurring in academic work, if task completion and homework completion were not

monitored, including immediate feedback and reference to student goals, the quality of work declined and the number of students not finishing tasks and homework increased.

One teacher in particular reported that the RTLB working alongside her in the classroom enabled her to understand the importance of investing time in the processes of goal setting and establishing routines related to expected performance and behaviour. This teacher commented that this was not something she could have done herself. This teacher suggested that the knowledge the RTLB brought to the situation was more extensive than that she acquired through teacher training and as such she reported she was not able to make significant change in the classroom even though she had identified the classroom was not operating as well as she desired. She described feeling ineffective, and reported she dreaded teaching this particular class. This teacher stated the experience she had with this class had seriously affected her confidence, she no longer enjoyed teaching and believed the impact of the whole situation was making her ill. She reported at this time she was reconsidering her future in teaching.

This teacher reported the RTLB process gave her back her confidence and love of the job. In a subsequent interview she stated the experience changed her as a teacher. This teacher had 3 years experience at the time of this study and was well respected by colleagues. She has stayed with the school and has developed into a competent highly regarded member of the school staff. Witt (1990) defines a major goal of consultation is to help a teacher be more effective with similar problems in the future. A prerequisite to being more effective is for teachers to feel more effective (Witt, 1990). A teacher needs to see that they have played a significant role in improving his or her own life. The RTLB working along side the teacher in this collaborative model enhanced the teacher's sense of self-efficacy and as such makes it more likely that changes will be maintained over time. It could be suggested an additional, experienced teacher in the room could account for changes that were obtained in this phase of the study. The difference here is the evidence that the teachers relied on the RTLB as a role model and coach for an effective teaching approach that goes beyond the usual co-teaching role practised from time to time in schools. In this study the RTLB was working with teachers in a collegial but also mentoring role with a specific strategic approach not typically found in any co-teaching procedure.

Engagement in a system approach helps to manage the tension that exists between a teacher wanting to deliver curriculum but also having to attend to the technical requirements of managing the learning environment. Change occurred in teacher behaviour

through using the processes described above to manage what I have called primary purpose tension issues. Primary purpose tension refers to competing tasks of teaching content and managing student behaviour in the course of conducting a lesson. Successful teachers are able to do this effectively through being strategic in their student management techniques (Brophy, 1983). Figure 9 below describes this researcher's analysis of the tensions that existed in the school at the time this study was undertaken.

Figure 9. Tensions Perceived to be Existing in the School

PRIMARY PURPOSE TENSION

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                                    Agreed
                                   Monitored
                    _____      Reviewed
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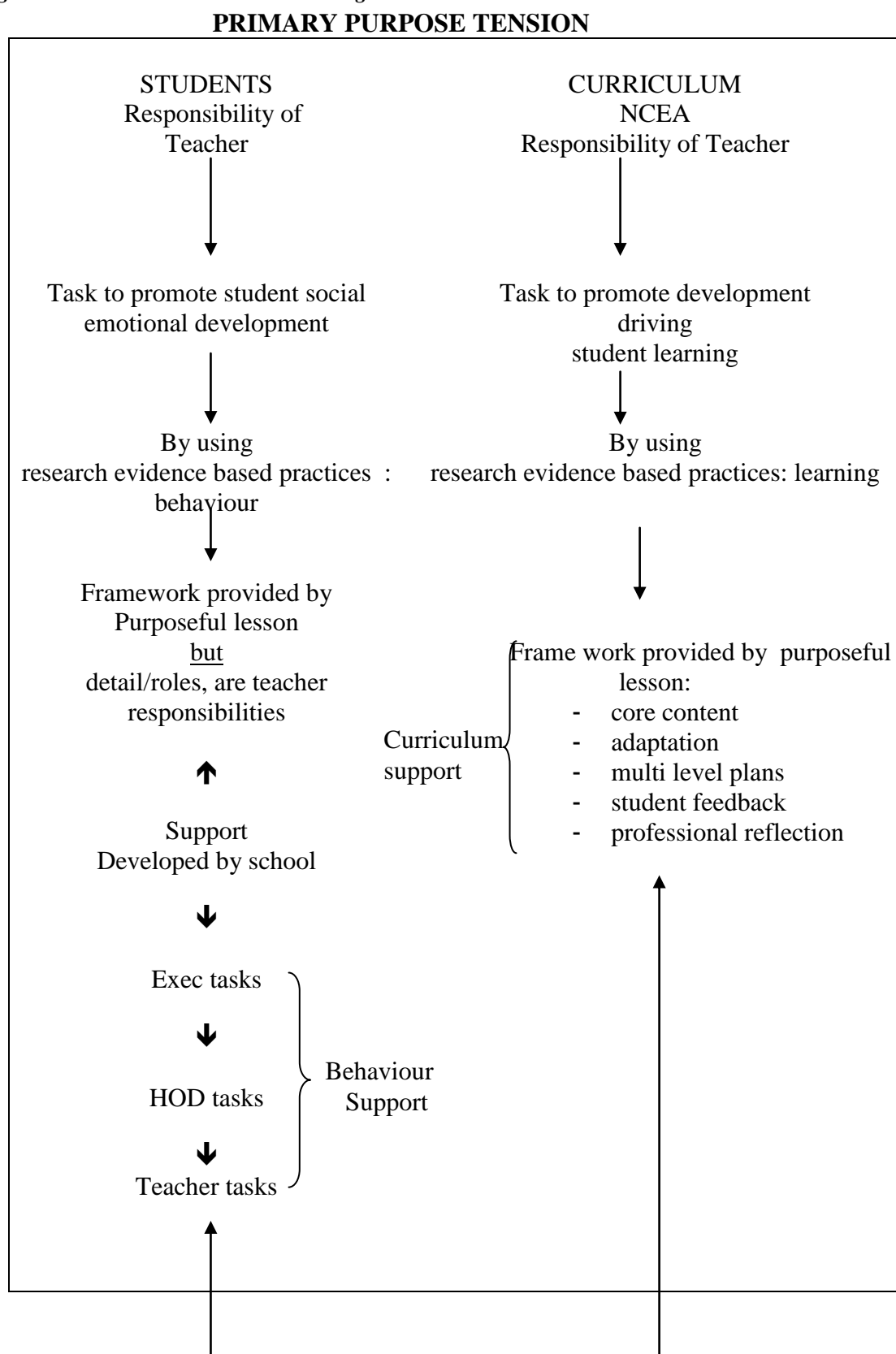
Discrepant Cases

The teacher of Science provided only a brief account of the intervention from his perspective. The only other account that was briefer was from the Head of Department in Mathematics, who did not to complete the research questionnaires. This senior teacher responded to RTLB requests for return of the questionnaire and requests for academic data before and after the intervention by asking *"what did we do again?"*

These occurrences led the RTLB to consider the different roles these teachers had in the school. These two teachers were both heads of department and both were challenging to engage in the process of obtaining research information. While acknowledging this is a single school sample it is interesting to note that the two classroom teachers without HOD responsibilities were able to provide the RTLB with data that showed a greater understanding of the intervention procedures and were better able to see the intervention from different perspectives, that of being involved in a team and the effect it had on students. The classroom teachers who did not have the added responsibility of being an HOD developed a clearer more detailed understanding of the process itself. This difference is continued in the mentor teacher's perspective of the intervention procedures in that without the pressures of being an HOD he was able to take time to reflect deeply about the intervention process and responded to all requests regarding research data collection.

This raises the issue of discrepant cases and a search for some reason for them. The suggestion of HOD responsibility may account for some element of these findings. Since both respondents were HODs there may be some justification for that hypothesis. On the other hand, senior teachers tend to be older and perhaps have a different viewpoint from their less senior colleagues. It may be argued that these two teachers had a greater interest in attending to more successful students. Once the problems of attention to task and completion of work were overcome, perhaps the interest in struggling students diminished.

This suggestion might be supported by the notion that some teachers may hold a more deficit orientation toward students and their capacity to manage such students. This would be consistent with the attitudes of teachers identified by Jordan, Kircaali-Iftar and Diamond (1993). These authors found that teachers with higher self efficacy tended toward an inclusive approach with an emphasis upon their own positive impact upon their

students. Those teachers with a lesser self efficacy in respect to struggling students preferred a more restorative approach tending toward a deficit model. Witt (1990) considers such a way of looking at a situation comes from linear mind perspective. This allows a teacher to think only of solving the immediate problem by examining and changing a limited number of variables. It forces them to evaluate results in a "temporally and situationally constricted way" preventing them from considering a complete set of consequences (p. 375).

Another factor contributing to the differences in teachers being able to reflect and describe the experience of collaborating with the RTLB may be due to differences in how teachers benefit from collaboration. Brownell, Adams, Sindelar, Waldron and Vanhover (2006) provide evidence that individual teachers do not profit equally even when conditions supporting collaboration are positive and organisational contexts are similar. These authors found that teachers who had a strong pedagogic knowledge base, who were able to consider the needs of the individual student while responding to the whole class and whose beliefs were closely aligned with the innovations were more likely to adopt them. Teachers who experienced dissonance in their beliefs, who didn't consider individual needs a priority and couldn't accommodate new ideas were more likely to be ineffective in implementation or abandoned innovations altogether. Burke and Hutchins (2007) report negative affectivity, motivation and openness to experience can also have a strong influence on successful learning transfer.

In the intervention described in the teacher/classroom section the process of goal setting demanded that teachers reflect on both the needs of the classroom and the individual students. The frequency and nature of intervention from the RTLB resulted in differential levels of assistance being provided to individual teachers based on their individual characteristics. This concept is better known as a least to most intrusive scale of intervention. Based on the functional assessment data and the teachers' response to intervention itself, the problem solving and action cycles were adapted according to individual need. The teachers involved in these interventions were highly motivated to change. They had reached a point where they recognised they needed assistance. Brownell et al. (2006) raise the concern with regard to creating dependency in teachers when intervention is intensive. In this study the RTLB intervention had periods of very intensive collaboration followed by a period of progressively handing control back to the teacher, until finally the RTLB withdrew from the process altogether.

Despite the existence of positive conditions for supporting collaboration and high motivation for teachers to change, the results from the classroom collaborations varied between teachers in what Brownell et al. (2006) characterise as the difference between high adopters and low adopters. They describe high adopters as teachers who quickly incorporate new practices; they are willing to implement new strategies in a timely fashion. Moderate and low adopters tended to be inconsistent in their willingness to adopt certain practices and often had difficulty using new strategies. Brownell et al. suggests reasons for this variation amongst teachers is explained by differences in their knowledge of the curriculum and teaching pedagogy, knowledge and beliefs about managing student behaviour, their views about teaching and student learning, their differing ability to reflect on students' learning and their ability to adapt instruction.

Several recent authors (Ervin et al., 2006; Graczyk, Domitrovich, Small, & Zins; 2006; Sugai & Homer, 2006) raise the suggestion that innovations require an 80% buy in from participants to be successful. Hood (1998) writing about change in New Zealand secondary schools indicates the simple majority in favour of an innovation doesn't work in education; neither does the rule that if you have 80% support for change it should be implemented and is likely to be successful. Brownell et al. (2006) cite teachers' response to collaboration as being a determining factor in the success or otherwise of an innovation. Fullan (1998) concludes that we cannot wait for the system to become more rational because it will just not happen. Hood (1998) argues that "it is no longer sufficient to move the pieces of the education puzzle about. They must be separated out, and restructured in a new configuration which is in tune with contemporary reality". Fullan (1998) suggests working with three key concepts or strategies: managing the organisational culture, engaging in strategic planning and empowerment of those in the organisation.

The processes engaged in the classroom intervention part of the study fit with elements Stoll et al. (2003) identify as helping teachers and schools increase their capacity to become learning communities. The processes of teacher collaboration, classroom mentoring (Hill, Hawk, & Taylor, 2002), taking risks, trying out new practices on a small scale, the involvement of students as researchers (i.e. seeking their perspective), the formation of teams to problem solve (Schaughency & Ervin, 2006; Stollar et al., 2006) and ultimately engaging in whole school development all contributed to the movement toward school reform that occurred in this study. Working with heads of department in developing effective teaching practices contributed to what Fullan (1993) describes as creating a critical mass of leadership density in the school management structure that enabled the new

processes to gain acceptance and credibility. Fullan (1998) cites research conducted over a five year period that indicated "in schools in which deputy heads were actively involved in programme issues along with the heads, there was greater student achievement and teacher effectiveness than in schools where the head acted as a more autonomous figure" (p. 31).

The RTLB provided both school system and classroom practice support and stayed actively involved in the change process. The RTLB also provided intensive support for students who were identified as needing individual intervention. All students needing individual intervention were supported to remain in the mainstream setting and all students were successfully retained at school. Although two heads of department seemed ambiguous in their reception of intervention, the principal and deputy principal were visible, strong supporters of the intervention. Having the RTLB present at staff meetings and having the RTLB take on a role as a leader in the development of the purposeful lesson reinforced the relative value of the RTLB involvement to the school. As time progressed the head of department of science came to value the RTLB work and subsequently engaged himself in further classroom intervention work with the RTLB.

CHAPTER EIGHT

INTERVENTION METHOD, RESULTS AND DISCUSSION OF SYSTEM APPROACH

School System Approach (Phase 3 in a systemic approach)

Development of Preventive Behaviour Approach

Through the work that the RTLB was doing within the school with individual students, opportunities for the RTLB to develop a wider school approach to his work arose. This evolution from individual student focus, to a wider system focus is described below. This process occurred concurrently with the development of interventions changing from an individual focus to reaching out into the classroom to involve teachers and the school.

Table 14. Record of RTLB Involvement in School Change Process

Systemic change involvement	Research knowledge base developed	PBS approach to referral development	In class intervention development	Support group member	Purposeful lesson development
	√	√	√	√	√

The researcher in his role as RTLB working in the school engaged in an initial set up phase with the principal and the deputy principal. The first element of this development saw the RTLB and management establishing how the RTLB would work in the school in this new phase. Discussion took place about how the ecological model in which the RTLB would work could be applied to this wider school system. Discussion related in particular to a school review of send out procedures which had been initiated by the school's management. The principal expressed a desire to move to a learning focus in order to deal more positively with the engagement of students. This was described by the principal as a focus on how teachers teach. Understandings related to the need for the RTLB to be working in classrooms with teachers and students were clarified. A result of these discussions was that the RTLB was invited by the principal to attend and contribute to support group meetings. The support group was made up of senior school managers, all deans, the school counsellor and the learning support teacher. This group had been meeting once a week after school and was the mechanism the school had for discussing challenging students. Previous to this the RTLB was unaware this group was in operation.

The establishment of the system approach evolved very much through the process of working through referrals rather than being an outcome or goal that was envisioned from the outset. In this way it was research in action; as needs were identified, discussed and solved the joint understandings around the elements of a system approach grew. The researcher was accorded enough management support from the principal that teachers were able to see this new service (RTLB service) as being an accepted part of the support network. Invitation from the principal to attend associated staff meetings and a request for the RTLB to deliver a behaviour management professional development session at a teacher only day at the beginning of the school year, further reinforced the positioning of the RTLB role in the school support structures. The RTLB continued to have individual meetings with the principal throughout this phase as well as attending support services committee meetings and learning support group meetings.

As indicated earlier an important aspect to this system-level innovation was the further development of a common lesson format. This lesson format was subsequently developed through staff meetings called by the principal and lead by the RTLB. The document evolved into the purposeful lesson and was based generally upon research in effective teaching, some of which had been distributed to staff (Appendix A). The purposeful lesson format outlined teacher and student expectations in the learning environment and was used to promote consistency of classroom practice. From the process involved in creating this document staff also identified professional development needs that would be addressed throughout the year.

The principal invited the RTLB to join a committee responsible for gathering data in order to review the current situation in the school in regard to student behaviour and discipline. This review is described below.

The Review Approach

A review group of which the RTLB was a member was formed to review discipline and "send out"[1] procedures. Teachers' views were obtained using a written questionnaire. All teachers were surveyed. The analysis of the questionnaire identified the most significant issues that were of concern to the classroom teachers. As a result of this review a new set of procedures for students "causing concern" through learning or behaviour was

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[1] Send out is the term used when students are sent from the classroom to a central location following disruptive behaviour toward the teacher or classmates.

implemented. A core group of senior staff (Support Services Executive Members) including the RTLB initially met weekly for the first year, and fortnightly for the second year, with the purpose of problem solving, referring and monitoring students causing concern.

Through the process of the school referring to the RTLB and the subsequent development of a collaborative approach that reached into teachers' classrooms, a goal of increasing the school capability of managing challenging behaviour was developed. The school is continuing to develop a "conscious" systemic approach that is focused on the unique needs of this particular school, and possible solutions are matched to the unique resources that exist in the school and community. This development was made possible by the commitment of the school management team, a development of consistency in teaching practice and willingness to work with the RTLB as part of a collaborative team. A partnership, as opposed to a hand over "expert" model has evolved. Figure 10 below sets out the conceptual framework for this development. Details of elements of this framework are described later in this chapter.

Data were collected from the school principal in relation to the effectiveness of this research in developing a school wide approach to behaviour management. A series of structured interviews were conducted, one interview before working in the school, one interview after two years and a final interview at the conclusion of this research. The interviews appear in the final section of this chapter.

Figure 10. Pathway of the Development of the Systemic Approach
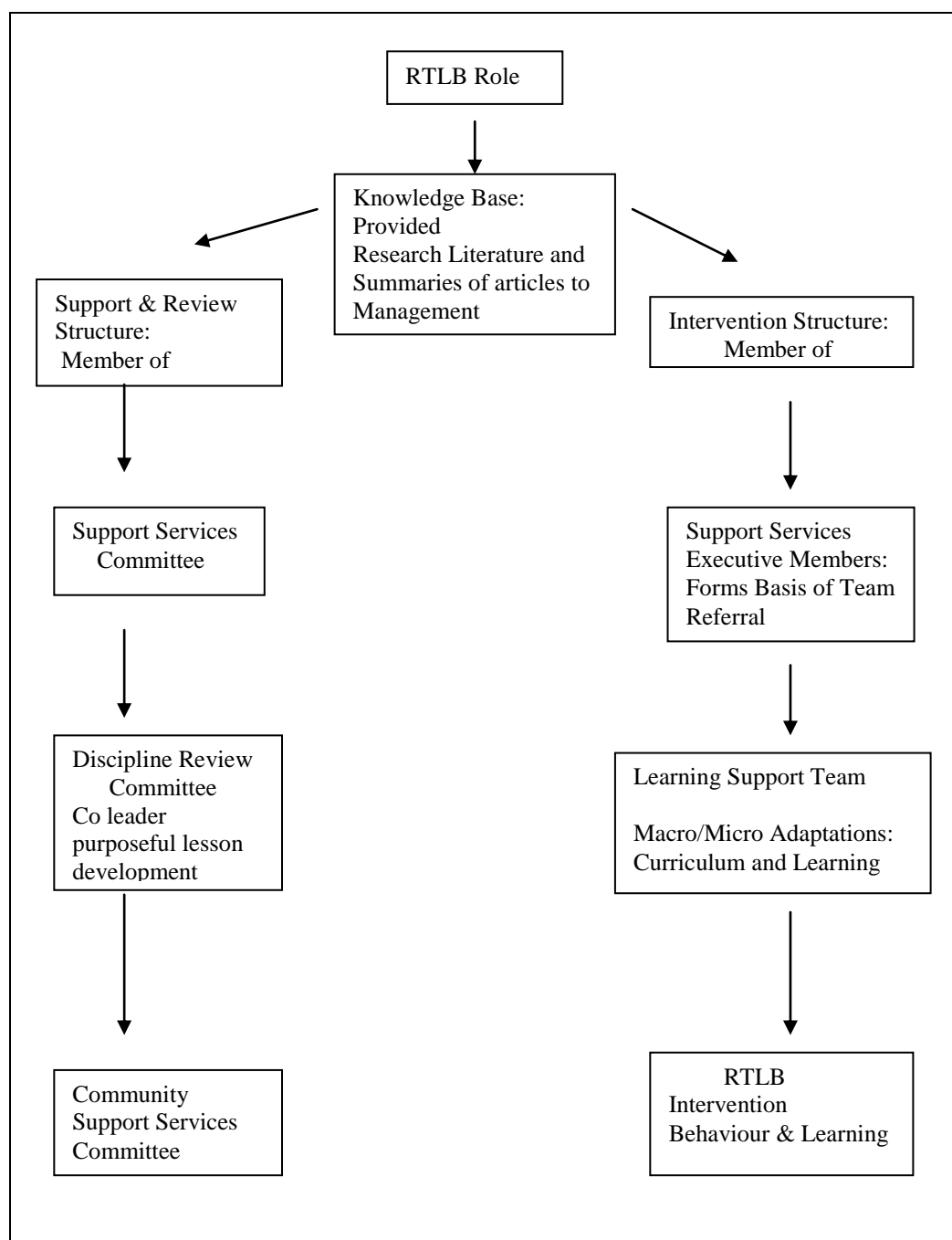
The literature in regard to effective behaviour support (Ervin et al., 2001; Lentz et al., 1996; Lewis, 2000; Nelson & Colvin, 1995; Rogers, 2000, 2001; Scott, 2001; Sugai, Horner, Dunlap et al., 2000; Sugai & Horner, 2001) highlight the following common characteristics of effective behaviour management that was adopted in this school.

1.   A commitment to decision making that is based on data.

2.   Decision making that is informed by research literature.

3.   Effective approaches have a systematic way of collecting data, problem solving and monitoring interventions.

4.   Effective approaches have a team approach to behaviour management

5.   Effective approaches contain a consistent set of rules and expectations.

6.   Behaviour management across a school is related conceptually and integrated systemically.

7.   The orientation of individual teachers should match the conceptual orientation of the system.

8.   There should be a flow from least intrusive to most intrusive interventions within the conceptual framework adopted by the school.

The Knowledge Base

Summaries and implications of the literature were provided to the senior management team. Some examples of this literature were:

- *Effective Behaviour Support: A Proactive Alternative to School Discipline*, (Lewis, 2000)

- *Including Students with Severe Behaviour Problems in General Education Settings*, (Sugai & Horner, 1994)

- *School-Wide Discipline: Procedures for Managing Common Areas*, (Nelson & Colvin, 1995)

- *The Conceptual Elements of Strong Interventions in School Settings*, (Lentz, Allen, & Ehrhardt, 1996)

- *School Climate and Discipline: Going to Scale*, (Sugai & Horner, 2001)

- *The New Meaning of Educational Change*, (Fullan, 2001);

- *The Importance of the Teacher/Student Relationship for Maori and Pasifika students*, (Hawk et al., 2002).

These articles describe the change from a punitive to a problem solving approach and suggest a process for a school to engage in when moving to an effective behaviour support structure. In addition to these readings, various summaries of articles on school leadership and school reform written by the researcher were provided to the management team. This allowed the researcher (RTLB) to establish a knowledge base amongst school management. Working from this knowledge base enabled the researcher to begin to develop a process of building procedures needed to develop a systemic approach unique to the needs of this particular school setting. In addition conducting staff meetings on effective classroom management and developing the common lesson structure further embedded effective practice in the school.

The Referral Process

The new referral system, outlined in Figure 7, saw the support services committee (consisting of the deputy principal, all house deans, guidance counsellor, learning support teachers and RTLB) evaluate concerns expressed by management and teachers. Referrals for an individual or class were made to the RTLB through this committee. Class referrals could be self referred to this committee by teachers or referred by deans as a result of "house" meetings. House meetings were meetings for the teachers of each of the four houses into which the school was organised. These meetings occurred every second week and were an opportunity for teachers to raise concerns about students or class groups. Class referrals were evaluated by the support services members following the same process as individual referrals. The RTLB did not select students for intervention.

The first level of concern saw a student being discussed at house level or faculty level. Faculty is a subject teacher grouping, for example, the science faulty. A house is a vertical school grouping of approximately 140 students under the management of a group of teachers who are, in turn, under the management of a house dean (an executive staff member). At this level the teacher and dean would discuss and seek solution to issues of concern or make a decision to refer to the support services committee. Provision was also made for a teacher to refer concerns about whole class difficulties at the teacher's request for support in developing and maintaining a preventive behaviour management programme.

The support services group was the second level of consultation to consider a concern about a class or student. The support services group was made up from all the house deans, the senior school managers and learning support teachers, the guidance counsellor and RTLB. At this level of consultation classes or students causing concern were discussed and the team might refer a class or student back to the dean and referring teacher with additional support or guidance. For example, this might include support to set up student-teacher contracts for behaviour and homework support or call back time at a lunch or interval to problem solve concerns with individual students. The dean and teacher might also check procedures related to recording and marking of class work or homework and check that procedures were in place for non completion of work. It is possible that these adjustments would be sufficient to solve identified problems and the class group or individual student would go no further through the support structure.

At the next level, the support services group might refer students on to appropriate support agencies (third level of concern) such as school counsellors, mental health services or RTLB service. It is possible that a student could be referred straight to this third level, RTLB or other agencies, if the level of concern expressed by a teacher or support services committee was deemed sufficiently serious to warrant such action. As part of the development aimed at keeping individual students connected to school the deputy principal initiated a monthly school agency network meeting. Agencies with which the school typically liaised attended: Group Special Education Service, Child and Adolescent Mental Health Service, Child and Young Persons Service. The RTLB was invited to join this community consultation group.

Results Phase Three: Data Relating to the Development of a Systemic Approach

This section presents the qualitative data from three structured interviews with the school principal. This represents the first tier in the development of a systemic approach to behaviour management. Data recorded for this development was in the form of interviews. Two interviews conducted two years apart recording the school principal's responses to three focus questions. The third interview in a sense expands on the first two interviews in that it focuses in more detail the role of the RTLB in engaging the school at a systems level. Teacher responses to the purposeful lesson format are presented in the final section of the results.

Given the critical importance of a sound base for change, the RTLB engaged in a participatory role with the school management team. Details of the ways in which these activities were conducted have been noted in the methods section of this paper.

The major research question in this section related to the elements required for a systemic approach to behaviour management to be developed within an existing school structure. From this enquiry further questions were then generated. Is a systemic approach viewed as being effective? What changes occur and what elements are considered important in this change? This section records the perspective of the principal in the development of the school-wide approach to behaviour management and records the changes that occurred from a school management perspective.

As indicated this represents the first level of systemic change where the focus is on creating system structures that act to support the classroom approach to intervention and the individual student intervention approaches.

This was not an announced systemic change but gradual organic change that evolved as a result of the RTLB working in this school. As the RTLB researched the effective schools literature he provided school managers with research material. This process helped to locate the RTLB interventions in the wider school effectiveness literature and provided the school with a direction that was empirically based. This was the beginning of the formation of a community of practice. The school formally acknowledged the contribution from the RTLB with a letter of appreciation and the awarding of an additional management unit.

Participant Observer Reflection

The first two interviews presented in this section occur after a period of two years. The period of time reflects the development of phase 2 of the study and the subsequent development and extension of the RTLB intervention process into the school management arena. As previously discussed the RTLB did not sit down at a particular point and declare it was time for the management to read research and make changes to how they were dealing with challenging students. The process evolved over time. It was not a process that can be described as having a particular start or end point. The first two interviews that follow take the form of the principal reflecting on two points in time, the situation before the RTLB started working in his school and a snapshoot of a point in time two years later. The interviews record the principal's experience of the change that occurred during this time from his perspective as a school leader. This was a complex aspect to the study and difficult to capture with discrete points of data. The change process was not easily able to be identified until a critical number of teachers had worked with the RTLB and referral processes were firmly established. The third interview reports on these aspects of the study that happen concurrently and built up a momentum that started the beginnings of a community of practice that is still in evidence today. Although only the principal has contributed to the research gathered for this part of the study, the RTLB worked with other senior members of the management team and developed a close working relationship with those team members.

Management Perspective of School Systems Change

The interview questions are in bold, the principals answers are in italics. The RTLB conducted the interview.

Table 15. Management Perspective of School Systems Change

Interview One 2003 School Philosophy and climate:	Interview Two 2005
Beliefs about meeting learning and behaviour needs: *Each staff member is responsible for each student, making the lesson meaningful and enjoyable. I expect staff to cater for individual needs using a variety of methods.* *Trying to develop own responsibility for learning in students, there is an element of underachievement –probably a national thing.*	Beliefs about meeting learning and behaviour needs: *We try and cater for individual needs, being a rural school we are reluctant to expel or exclude.* *Deans do a lot of work with students and families, it's a big task but it helps define the schools place in the community.*
Shared vision and goals: *I want kids to learn, be happy, feel good about themselves. I want them to grasp opportunities*	Shared vision and goals: *The shared vision has always been catering for individual needs, now we need to look at how we teach not what we teach. There is not a strong learning culture in year 10 –tend to be slack- but feed back from university is good.*
Teaching culture characteristics: *Last year there was industrial action, ERO, new structures moving to vertical groups, eight new teachers.* *Lessons were criticised by ERO, variability in standards and some cases learning was doubtful.* *We needed that in it backed up what I as principal was saying. Some teachers have been reluctant to change, saying how they do things is the norm in other schools, this ERO business has opened some eyes.* *The school has been living on past successes.*	Teaching culture characteristics: *There is a shared vision to varying degrees, still some stronger teachers dominating which has lacked unity. However there is no longer the two camps in school, teachers are more willing to a themselves.* *There has been difficulty getting staff to attend meetings in the past. This is less obvious, there is more open discussion, more willingness to work together and make concessions.*
Perception of RTLB role in relation to learning and behaviour in the school: *The general perception is based on being invited in, there is a need to be careful we don't do things we are not invited to do.* *Professional development has been good, bringing teachers together. A change back to the old way of doing internal PD – back to before "tomorrows schools". A good opportunity to start working in a cooperative way.* *Use of the RTLB is different than in primary school, there needs to be commonality in teaching etc to make use of the RTLB more effectively.* *With structural changes in terms of the common purpose etc I can see RTLB being more effective, becoming a resource person across the staff.*	Perception of RTLB role in relation to learning and behaviour in the school: *The essence of RTLB role is about changing teacher practice. Supporting teachers with realistic strategies.* *Inclusiveness balance is happening well in your case.* *You have integrated well with staff in general and the support group. Making time to attend support group is good.* *Perception is changing to teachers wanting strategies, helping the principal with the purposeful lesson and using good general teaching techniques at staff meetings has been good. It takes time to connect with staff.* *In terms of use of the RTLB, you are fully integrated into the pastoral care network. You identify kids and work with them but also have direct involvement with teachers.* *Teachers recognise the RTLB as a person who can give advice on teaching practice, you are seen as being there to help and make change in teachers. Things are only going to change when teachers recognise they have an issue.*

Interview Three

This interview occurred at the end of this study, approximately 1 year after the preceding interviews. The intention of this interview is to present a picture of the systems change from the principal's point of view. The focus questions are in bold, the principal's responses are in italics.

What change has occurred?

There has been a move away from a reactive, punitive discipline system to one that is more proactive and prevention orientated. This is evident in the change in focus from individual referrals to teacher and class referrals now being common.

Systemically there are more options, interventions start from a less intrusive approach through to being much more intrusive through the use of a comprehensive team approach, for example.

This approach is linked to the school discipline plan we; are not evolving two different systems here. The focus is still on inclusion but balancing the rights of other students to learn is also recognised. If anything the balance is probably still tilted more toward individual students at the expense of others but the school is conscious of the need to keep addressing this by responding earlier to problems.

Is the school more effective in responding to challenging behaviour than before involvement in this research?

I think so, yes, there is a conscious system approach evidenced by what I have just talked about, but also through learning to learn, focusing on how we teach not just what we teach. There is consistency in class lesson structure and behavioural expectations and the communication of those expectations.

Lifting teacher skill is seen as important, we are less punitive than in times in the past, more formalised in maintaining class standards.

There is a larger base of teachers involved in classroom change, recognising that teaching strategies and the learning environment support learning, this is seen more as a part of teaching and learning than before. There is less inertia.

A goal of this research was to expand our knowledge of why and how a systems approach works. Have we achieved this?

Can we recognise elements?

Yes, this is evident in class and pastoral care procedures, for example goal setting with teachers and students, a collaborative team being involved in decisions, specific meetings for students or classes causing concerns.

Is the school applying a systems approach?

Yes, through the use of collaborative teams, learning support teachers and RTLB that meet on the Friday. And the executive group made up of deans and exec and the RTLB that meets on Tuesday. Using the learning environment to prevent problems is a change in our understanding of student management.

Has management increased knowledge?

Yes through research, collaboration and results evaluations communicated through the RTLB and classroom teachers.

Can we recognize effective behaviour support elements throughout the school?

Yes through learning to learn, the purposeful lesson format, the school discipline plan having graduated steps, learning support going from less to more intensive as needed.

Has this systems approach been effective in promoting change?

Yes for the reasons discussed i.e. teachers also needing to review what they have done or are doing; but also talking about how we teach, there has been a move in how staff view their subjects – its about developing learning strategies not just content. Also when departments identify issues we ask them what strategies they have used to try and solve the problem, getting away from a view that it's someone else's problem, or even just the student's problem and they (the teachers) *can just hand it over to someone else. With the RTLB providing in class support the expectation is created that the teacher has to be part of the change process and take responsibility for that.*

The RTLB as researcher. How did the RTLB contribute, how was the RTLB an agent of change?

1.   *The RTLB provided research to the management, examples of best practice, informed our decision making and gave us a research base.*

2.   *As support group minutes illustrate the RTLB participated in learning support meetings, pastoral care committee meetings, agency network meetings and the send out review committee*

3.   *RTLB was actively involved in learning to learn development, supporting teachers in class. Whole school behaviour – starting the year teacher only day with the managing behaviour and preventing problems focus to staff development sessions.*

4.   *Subsequent professional development in reviewing the purposeful lesson and problem solving. Involvement in developing a working collaboration with the mentor teacher, modelling a classroom intervention and goal setting and providing supervision during the intervention.*

5.   *Individual teachers; actively working alongside in the classroom. Goal setting with teachers, reflecting on practice. RTLB was able to demonstrate work based on research and best practice. Making changes to the learning environment enables us to not only identify the most needy and target more intensive support which we weren't good at, but also improve the learning of all our students*

Individual students – supporting goal development and behavioural change. Supporting change in class and supporting home school links.

Has this research improved capability to manage challenging behaviour in this school?

Yes, we use a broad range of system strategies as previously discussed together with specific individualised strategies to support individual students identified as in need. The primary goal however is to increase the capability of the school to educate all students and I think we are achieving this.

Overall we have been able to develop a positive behaviour support approach within our existing school structures, I agree with what you say change is a process not an event, a continual process of influencing change that we need to keep going.

There is flexibility in dealing with individual students and teachers; interventions are based on unique need as identified by the data gathering process, we are not responding with a blind package. We have had all the commercial providers stuff in our school but in my view the biggest changes we have made have been through this work, we are able to identify our own needs and local solutions that are unique to us.

From a school management perspective the principal indicated he thought it was possible to develop an effective systems based approach to behaviour management. Changes occurred that resulted in a perceived increase in a school's capacity to manage the learning and behaviour needs of its students. The changes at a systems level were a move from a reactive punitive based system to one that was based on the principles of positive behaviour support. Change evolved from a locus of success. As the intervention process gained credibility through achieving successful change, more teachers were willing to seek help.

The Purposeful Lesson

The purposeful lesson was a major component in systems change that occurred in this school. As described previously, the RTLB and mentor teacher ran a series of staff meetings, called staff forums, for two terms. The structure of a lesson was broken up into six components, entry, starter, purpose, lesson, review and homework. The RTLB and mentor guided the teachers in establishing a common format for these components and to determine student/teacher accountability and follow-up action for problem solving when expectations were not being met. The teachers worked in cross-departmental groups, and suggestions were collated at the end of each forum session. The final component structure was re-checked at the next forum session before moving on to a new component. This lesson structure has evolved to become an additional assessment tool for problem solving in classroom interventions and is used to guide teachers in reflecting on classroom issues that arise.

One term after the teacher development workshops a questionnaire was given to each teacher. Of the 43 teachers who attended the workshops 18 returned the questionnaire. The focus issue of "Since the introduction of the Purposeful Lesson format during term one, I have changed these aspects of my teaching practice" was investigated. The six components were listed with a space to respond. These components are in bold type with teacher comments recorded below each heading.

Entry (to class)

Two teachers reported that they now greet students at the door. One teacher reported changing from grumpy to being happy to see them. Another teacher reported they neglected to greet students in the past but now is positive and welcoming. Two teachers reported that entry used to be casual but now the entry is focused on readiness.

Starter Activity

Two teachers reported they used to occasionally use a starter activity but now always use one. Three teachers reported changing from a recap of the prior period to now using a good variety of starters and using other teacher's ideas. One teacher reported changing from being random in the use of starter activities to now being organized. Four teachers reported they are now more consistent in the use of starter activities.

Lesson Purpose (having a clear statement)

Two teachers reported they now write the purpose of the lesson on the board. One teacher reports being more focused about it. Six report being more consistent doing this. One teacher reported discussing the purpose with students and reviewing it at the end.

The Lesson

Two teachers reported they now use more variety of activities to suit different learning styles. One teacher reported being more structured in lesson presentation, another reported being more creative with lesson presentation. Two teachers reported using longer wait time for students to respond to questions, another two reported using a greater variety of new ideas and one reported they now cater for deeper thinking skills.

Review

Seven teachers reported changing from being inconsistent in reviewing the lesson to now being consistent in allowing ten minutes at the end of the period for review. One teacher reported they now try to make time for review. Two reported they are more frequent in doing review because they now plan for it. One teacher reported that they now see the review as a really important part of the lesson while another reported they are now using the review as a starter for the next lesson.

Homework

Two teachers reported they are making more effort to mark and check homework during the starter activity. Two teachers reported making students more accountable for completing homework tasks. One teacher reported they now use a roll book to record homework while four others report they use the student diaries to enter in homework tasks and they are more rigorous in checking it is done.

Other comments

One teacher reported they are now more aware of what is happening in class and they are more aware of what needs to be done.

Another teacher reported they are more consistent. One teacher commented the staff forums had made them reflect on their teaching, another reported they have picked up lots of ideas from other staff. One teacher reported they now experiment with more teaching methods while another commented that the learning environment has a more relaxed atmosphere and learning is more thorough with time for good feedback. One teacher reported they have increased their awareness of teaching practices, "*it has made me rethink, refocus and re-evaluate what I am doing"*. She goes on to say that the professional development time was useful for the exchange and revisiting of best practice.

Two teachers drew unhappy angry faces in the "I have changed from" box and drew happy faces in the corresponding "I have changed to" box. Another teacher wrote that they have picked up lots of ideas during the forum time especially the importance of relationships.

One teacher reported the changes he had made also came as a result of the RTLB working in his class.

Comment

The purposeful lesson staff development appears to have met the intended goal. The purposeful lesson format has promoted consistency in teaching structures across the school and has prompted teachers to reflect on what it means to be an effective teacher. Preventing disruption from occurring in the first instance is a key component of effective teaching. The purposeful lesson forums and staff development have given the RTLB, classroom teachers and school managers a common foundation from which classroom intervention processes can be initiated. Common expectations are clearly identified, and participants can all view the situation using the same reflective lens.

Development of a Systemic Approach Discussion

This section was concerned with the development of a systemic approach result in changes in the behaviour of individual students. This study reported the development of a systemic approach that had three distinct levels of intervention, individual student, classroom/teacher and school system. The results suggest change in behaviour does occur, it is maintained over time bounded by the duration of a school year. Statistical analysis

suggests there is a strong probability that observed change was due to the intervention. The development of a systemic approach is a process not an event, change takes time. However by having three levels of intervention, change can be initiated across different sectors of the school at the same time.

Change is complicated, needs the support of school management and needs to be ongoing if it is to be successful. Change is socially complex. Elias et al. (2003) report studies that have addressed complex school-based, systems-level innovations which indicated that management issues were seriously underestimated as sources of implementation impasses. The principal of the school that is the subject of this study was involved in and supported the development of what became a three tier approach to student academic and social behaviour management. This study evolved to meet the needs of a school in a real-time, real-life context. As previously indicated the RTLB didn't start with a three tier model of behaviour management, this concept evolved through consideration of the research, and data collected from working in the school. Principal support was characterised by a willingness to listen to the RTLB and to recognise and support the change occurring in his school. This principal allowed the organic development of the RTLB work to occur. The RTLB was able to demonstrate success with individual students and then was able to develop ecological assessment, functional assessment and goal setting elements into a classroom approach. This was made possible by the school management, including the principal, allowing the RTLB the freedom to research and develop his own knowledge base through engagement in research based practice.

What is more telling in this process is what the school principal and management did not do. The management did not demand the RTLB work in a particular way that they had decided. They did not issue orders or create restricted boundaries based on what they thought was best practice. The principal and management went along with the process engaged in by the RTLB, they were actively interested and professionally critical. The RTLB was questioned with regard to evidence and research to guide the direction he was taking. In response to these reasonable professional inquires the RTLB supplied management research readings, reviews of study data and engaged in discussion on the evolving nature of change occurring as a result of analysis of study data. The management of the school were able to observe the in-class changes as part of the living reality that is daily school life. In addition, as reported in the results, subsequent classroom interventions were undertaken in the heads of department of science and maths classrooms, so management members were able to experience the intervention process as a personal

reality. While the head of maths didn't contribute in an overt way to encouraging others in accepting the RTLB process, the visible difference in learning conditions as a result of intervention were obvious to even the most casual observer. The mangers of the school triggered this particular intervention request and were closely involved as it unfolded. The science head of department came to value the professional development and joined other teachers in acknowledging the value intervention had for them at various forums where learning and behaviour was discussed. One result of this was the RTLB being invited to various teacher meetings in the school to present professional development content.

This process of evolving an organic method closely linked to extensive research and evaluation of local data created the conditions where larger scale change became possible. The RTLB was invited by school management to attend the various committees described in Figure 10 (p. 167). This participation served to spread the vision. The professional development undertaken by the RTLB in conducting frequent staff meetings, the development of a common lesson format (Appendix A) and the continued in class-support including development of the research described here, created the conditions for change. This is consistent with what Witt (1990) describes as a multivariate approach to intervention where the goal is to try to assist in helping the total system work more effectively.

Sindelar et al. (2006) indicate schools with shared vision, cultures of communication, shared decision making and schools that involve the teachers in shaping innovation are more likely to sustain it. When a teacher views him or herself responsible for change then those changes are more likely to be maintained in that teacher's repertoire of behaviour (Witt, 1990). The professional development processes engaged in by this school match the characteristics that Hill et al. (2002) summarise from the literature in the field of effective professional development. In this study there was a commitment to building a learning culture, intervention changed classroom practice, the school management were involved in professional development as well as teachers. Attention was paid to pedagogy, teachers prioritised their own needs and set professional development accordingly. The professional development was based on data (quantitative and qualitative) and included student points of view, a professional development team was formed (called the learning committee), there was emphasis on professional reading and staff forums were set up to share best practice and provide a means for teachers to determine their own needs and direction. Sugai and Horner (2006) point out that when working in schools one must remember that organisations do not "behave", individuals in organisations engage in behaviour.

Individuals within organisations need systems level support to promote desired goal-related behaviours.

Fullan (1998) argues that the assumption that the "entire system" must be changed before improvements can occur merely serves to immobilise people. Fullan (1993) also describes change as far too important to leave to the experts; every person is a change agent. The processes described here in this study gave every teacher the opportunity to take responsibility for both individual and collective enquiry. The changes that occurred gave teachers the opportunity to embark on a journey of continuous learning. This seems to be an important element in some of the research reported earlier in this thesis. For example, in Elias' et al. (2003) study of 550 school districts in New Jersey, the key variable was not the programme per se, but the conditions of implementation, which included the broader context into which the programme was entering. Winning the cooperation of teachers is a critical part of this approach in the face of what may appear to be a difficult transition. Hatch (2000) explains that those involved in change underestimate the investments needed to get new ideas established and accepted, to the point where a critical mass of adherents combine to cement an innovation in place. In this study the process of teachers observing a successful classroom innovation led the RTLB to being invited to work with other teachers, this in turn led to a broadening of interest across school departments which contributed to the development of a preferred method of working in the classroom context with teachers and students.

This broadening of interest contributed to what several authors (Elias et al., 2003; Fullan, 2001; Hatch, 2000) refer to as accumulating a critical mass of people involved in the change process. Hanley (2003) makes the important point that "school innovations are fully dependent on human operators for their design, implantation, and continuation" (p. 330).

The initiatives that took place in the course of this study made the connection between improvement and the teaching learning process explicit. The creation of the purposeful lesson format made clear that the fundamental role of this school is teaching and learning. The school staff identified areas of further professional development based on that purposeful lesson format. The factors identified in the development of extended support for learning in this school match those identified by McDonald (1999). The school management provided visible support for the innovations, management took a "hands on role" and committed time and energy to the development of new procedures, collaboration

was across departments; there was a clear role for learning support specialists (Figure 10) and there was contribution by an external agent.

Stoll and Fink (1995) suggest there is no single best route to initiating change. Schools get into improvement in different ways, through different doors. Some of those doors are opened from inside the school itself. The doors that were opened through this school engaging in the process described in this study include a number of strategies endorsed from the literature (Elias, et al., 2003; Fullan, 1993, 2003; Sindelar, 2006). These include:

1. research-studying, and applying research findings on school improvement;
2. self-evaluation - collecting and analysing student data and conducting action research in classrooms;
3. teaching and learning through staff development, teaching skills and strategies and classroom improvement being used as a lever for whole school improvement;
4. leadership, a new principal was a trigger for innovation. (As I have noted earlier, Sindelar et al. (2006) indicate that schools where the principal devotes time to the development of an innovation are more likely to have teachers committed to its practice);
5. partnerships or projects that link schools with an external partner as a route to initiating change, in this case the RTLB;
6. school development and planning, setting priorities and deciding school direction through staff development needs.

It was a process that Fullan (1993) would describe as where simultaneous top-down and bottom-up initiatives merged.

Another important consideration was that the school innovation did not require excessive divergence from what already existed in the school. Elias et al. (2003) observe that continuous improvement that embodies this spirit seems to accompany success. Fullan (2001) cites research that found (a) where teachers request help from and offer technical assistance to each other; (b) where teachers keep parents involved and informed about their child's progress; (c) where teachers and the principal work together to enforce consistent standards of student behaviour, teachers collectively become to believe in their own instructional practice and develop a technical culture. In essence the internal workings of successful schools make a link between developing as a professional learning community, teacher learning and student performance. In other words professional communities make a difference. However, Stollar, Poth, Curtis and Cohen (2006) indicate that if the desired

practices are not analysed for fit with the culture of the school or if the school is not modified to provide a suitable host environment for the new practice then any attempt at change is most likely to fail. Bringing these components of change together has been a feature of this study.

When embarking on a process of change Fullan (2001) suggests you need to be prepared to exchange your reality of what change should be through interaction with others concerned. Fullan indicates that successful implementation consists of some transformation or continual development of initial ideas. In this study the student perspective data contributed to the concepts contained in the in-class intervention. The teachers' insights in turn contributed to the concept that systemic change was needed because just as student behaviour is contextualised in the classroom, teacher behaviour is contextualised in the wider school reality.

A second research question that emerged from this enquiry was, could audit criteria be developed that could assist in the identification of key elements needed in the development of a systemic approach to behaviour management. Hanley (2003) cites research that shows improving the state of a school requires much more than simply providing brief services to individual students, or removing students who do not "fit". Whole school models that encourage more meaningful inclusion of students with disabilities in general education are still needed.

The research presented in the literature review chapter provided a rationale for a systemic approach. The literature passed on by the RTLB-researcher provided teachers and managers with information about the experiences of other schools and helped to give direction to the development of the systemic approach in this school.

As previously discussed, this RTLB-researcher also identified the following common elements in the literature on effective behaviour support and positive behaviour support. These elements could be useful in determining whether a school is ready to embark on a process of meaningful change:

1. A recognition that change is needed and desirable;
2. A commitment to decision making that is based on data and is informed by research literature;
3. Development of a systematic way of collecting data, problem solving and monitoring interventions;

4.   Development of effective approaches which have a team approach to behaviour management;

5.   Development of an effective and consistent set of rules and expectations;

6.   Behaviour management across a school related conceptually and integrated systemically;

7.   The orientation of individual teachers which matches the conceptual orientation of the system;

8.   A flow from least intrusive to most intrusive interventions within the conceptual framework adopted by the school;

9.   Willingness to commit time and resources to the change process.

This knowledge of the literature allowed for the development of a process of building procedures that were used to establish a systemic approach unique to the needs of this particular school setting. These characteristics were applied across all three levels of intervention in this study. The knowledge of essential elements used in the development of a systemic approach provide school managers with audit criteria with which they could first identify, then establish systems changes, that could act to bring about increased capacity to managing challenging behaviour in their school. Fullan and Hargreaves (1991) indicate that improvement inside the classroom is dependent on improvement outside the classroom, there has to be a focus on the total school.

Sindelar et al. (2006) present analysis of school reform that raises questions in regard to the sustainability of school change. In a study of a school over a period of 4 years they found three primary factors that helped explain why change was not sustained in that particular school:

1.   leadership change, which diluted management commitment to reform adding to the difficulty in sustaining change;

2.   teacher turnover which resulted in climate change. Teachers who had helped create and establish change moved to new schools and were replaced by teachers who had less knowledge and less commitment to reform. This resulted in a decline in the corporate body associated with change, which led to a reduction of the critical mass of adherents needed to sustain reform momentum and

3.   change of policy priority. A change in school policy made teachers redefine student improvement as performance on standardised tests. More sensitive curriculum-based measures of performance and measures of social growth

became devalued. The resulting change in assessment obscured the benefits of the reform and undermined its sustainability.

The school that was the subject of this study has a stable characteristic, with low staff turnover. The staff turnover was young teachers moving in and out of the district. The management staff had been together under the previous principal (three years ago) and the new principal came from those ranks. A critical mass of adherents has been created through the successful work of the RTLB in many teachers' classrooms. The professional development process engaged in during this study has resulted in the school staff setting their own agenda of improvement and contributes to collective ownership. Top down and bottom up change characteristics have been unified into a single model of school development.

A further consideration of the points Sindelar et al. (2006) raised (changes of leadership, high staff turnover and changed policy priority) relate to a school's readiness to embark on the process of change. If the characteristics discussed are not present in a school then it would seem the likelihood of successful implementation and subsequent sustaining of reform would be diminished. Scott and Martinek (2006) suggest using school-wide evaluation tools (SET) to establish school readiness.

An important element of this programme is that it is ongoing. The conclusion of this study does not mark the end of the school's commitment to the continued development of the positive behaviour support process. The programme is established in such a way that it is capable of organic growth. Buysse, Sparkman and Wesley (2003) claim that the action research model promotes only temporary collaboration among participants, tends to focus on a particular task and "most importantly, researchers maintain control over the type of enquiry as well as the nature of the methods of collaboration with practitioners" (p. 273). A community of practice paradigm offers "a sustainable and continuously reproducing community of practitioners with a common heritage and shared goals [where] researchers are one among many other legitimate participants" (p. 272-3). In the study reported here, while an action research model was not adopted, only a few elements of it, there was an intentional commitment to developing something like a community of practitioners capable of maintaining and developing the programme over time.

Building a Model for Behaviour Support
A Three Tier Approach

The research discussed in the literature review section identified commonality among various authors in the field of behaviour support in schools. This knowledge, combined with the experience and information gained in the course of doing this research, suggests the development of a specific model of behaviour support is possible and desirable. The purpose of a systems approach to behaviour support is to increase a school's capacity to adopt and sustain effective solutions to learning and behaviour that enhance the education of all students.

The success of proactive, preventive systemic programmes depends in many respects upon the establishment of the widespread use of responsive school-wide systems. With such a foundation it is more likely that a PBS approach will work. This appears to be true not only of PBS (Scott & Martinek, 2006; Sugai & Horner, 2006) but of other programmes with similar purpose (Johnson, Johnson, & Stanne, 2000). As Johnson, Johnson and Stanne (2000) point out with respect to cooperative learning, "It seems reasonable to hypothesize that the effectiveness of a cooperative learning method will tend to increase the more that cooperation is the foundation on which classroom and school life is based" (p. 13). Equally, Turnbull, et al. (2002) suggests "A key focus of PBS is building responsive environments that 'stack the deck' in favour of appropriate student behaviour and preferred quality of like outcomes" (p. 378). The availability and intensity of the PBS programme is important if the universality of its implementation is to be gained. McIntosh, Chard, Boland and Horner (2006) suggest that a kind of multi-level support can be offered with an established level of inclusion of all students in a general school approach and then, increasing the strength of intervention as a student's needs are established. Of interest here is that McIntosh et al. view the intervention as redesigning environments rather than students. Turnbull et al. (2002) also note the issue of availability, describing "a scope and intensity continua ranging from providing positive support to address the least intensive behaviours of all students to providing supports needed to address the most intensive behaviours of a more limited number of students" (p. 378). As this research demonstrated, it is important to establish a general approach through effective teaching and classroom organisation to eliminate the need to deal with minor behavioural and/or learning problems through remedial action so that resources can be focused more effectively upon those situations (learning and teaching interactions) which present the need for more intensive assistance.

The model proposed in this thesis would develop three tiers of support.

The first tier of support is concerned with system features. A clear statement of school goals and student expectation both academically and behaviourally (social and emotional learning) would be needed. These statements would need to be understood and articulated by both students and staff. The school support structures would consist of a team of people who encompass all aspects of school support services network. These people would be delegated real authority. As a team they would have the ability to make decisions relating to supporting student learning and behaviour and allocate resources needed to support interventions. There would be a clear flow of responsibility that followed a least-to-more intrusive pathway. The underlying philosophy of this approach is to assist students, all students who attend the school and make provision for those who are experiencing difficulty to remain connected to school and learning.

There is potential to use a three tier system to identify the most difficult to teach student and thereby use processes to exclude these students from school. In the context of this study such action would be viewed as unethical and counter to the aims of effective behaviour management principles and inclusive schooling. In addition, for this approach to be effective it needs to be developed in its entirety, it is not an approach that can be used in part. In this study, such a model was introduced and was found to be credible and viable.

In developing the second tier of support it would be expected that students would have a clear understanding of school behaviour and learning expectations. Teachers would have a clear understanding of their own role in scaffolding school expectations. Teachers would have a common understanding of how and when to seek support in situations where agreed strategies fail to support learning or behaviour. In these situations the support services team would engage in an agreed process of problem solving, initially using key management personnel to support change in the classroom context. There would be an evidence based process of information gathering, monitoring and evaluation.

In this study a purposeful lesson format was developed to improve consistency in classroom practice. The purposeful lesson format subsequently developed into a problem solving tool where observed teacher behaviour could be matched or checked against the best practice template. Schaughency and Ervin (2006) indicate many evidence-based interventions are not sustained because external supports are removed. In this study the

external support in the form of the RTLB remains in the school as part of that school's current special education provision entitlement.

The third tier of support would involve the use of more specialist support in conjunction with agreed school processes. This support in the context of New Zealand schools could come from the Resource Teacher Learning and Behaviour or, in addition, in secondary schools, the mentor teacher programme. This tier represents the most intrusive level of intervention. The specialist would follow an ecological assessment using, for example, TIES II or now, FAAB using other functional assessment techniques in class observation, and student and teacher interviews to develop a hypothesis from which to engage in more detailed problem solving. The results of this process would lead to more intensive school intervention and even possibly referral to other specialist agencies. In New Zealand this would typically be GSE (Group Special Education) or mental health providers that are part of the health service.

Schaughency and Ervin (2006) raise the concern regarding the "oft-present disconnect between practice and research" in the school setting. Stollar et al. (2006) argue that while demands for schools to be held accountable for improving the educational outcomes for all students has intensified there continues to be a major disconnection between an ever-growing body of research on effective educational practices and what is actually occurring in many schools. Stollar et al. contend that while efforts are being made to provide evidence based practices in interventions, and to provide collaborative strategic planning through a team based approach to problem solving, the fit between a desired practice and the culture of a school, the challenge remains to implement such a model in a system that is already operating within a broader service delivery system. This study successful meets this challenge in one New Zealand secondary school.

To be effective Schaughency and Ervin (2006) suggest school specialists need to integrate their knowledge of child variable and research based interventions within the unique contexts and systems in which they are working. This study goes further than that; the experiences gained during this research suggest it is necessary to do more than locate interventions within the school system, rather, it was necessary to change the systems and context to more effectively meet the needs of all students through improving teaching practice. Ervin, Schaughency, Goodman, McGlinchey and Matthews (2006) indicate educational reforms are shifting away from simply focusing on evidence based interventions toward working with systems and important stakeholders to adopt practices

and facilitate lasting change. This study described one way of going about this transformation through engaging in change across three tiers of schools' organisational structures.

The development of a model of behaviour support requires an organic approach that needs to be managed. Even after engaging in a successful change process, schools must realise problems don't stay solved, as Fullan (2001) puts it "you have to learn to do the right thing over and over again" (p. 270).

Schools would also want to consider cultural resources that may be relevant to students needing extra support at school. These could be Maori support services as under the Treaty of Waitangi or in fact any known cultural agencies that might be represented in the local community and deemed to be relevant to individual students.

Building a Model to Support Behaviour Management

Graczyk, Domitrovich, Small and Zins (2006) provide a useful conceptual framework for considering school-based innovations. These authors propose a two part conceptual model based on the work of Chen (1998; 2003). This conceptual model moves beyond just considering whether an intervention was delivered with fidelity to also taking into consideration the support system that accompanies the intervention and how well it was implemented.

This programme theory has two major components. The first component is referred to as the causative or causal theory. This is the theory of change behind the programme or intervention. The causative theory specifies how the programme produces the intended outcomes and provides potential variables for measurement when conducting evaluations of the intervention. The second component is the prescriptive theory or the intervention/programme. The prescriptive theory specifies guidelines for delivering the intervention and describes the context necessary for successful implementation. The prescriptive theory drives the day to day implementation of a programme and as a result of this Graczyk et al. (2006) indicate it takes on special prominence in focusing on the effective implementation of an intervention in the school setting.

Graczyk et al. (2006) identify three components as being critical in an intervention's prescriptive theory. The first is the characteristics of the programme itself, non-negotiable components that include the content (the intervention itself), the structure (who and how it

is delivered) the timing (how frequent, and the dosage (level of exposure participants receive)). In the study reported in this thesis, the classroom teacher was supported to deliver the intervention every period. All students were involved and dosage was a function of a student's competency in social and academic behaviour.

The second component is the implementation. High-quality delivery is essential for achieving successful outcomes. This includes quality of presentation, when it is delivered and whether it reaches its intended audience. The RTLB who developed the processes of intervention initially delivered the programme and then coached and supported each teacher to implement the intervention.

The final component is participant responsiveness, or the way students react to the programme. It is important to distinguish between the programme as delivered and the programme received. Graczyk et al. (2006) indicate that when students acknowledge the benefits of an intervention and actively engage in its activities they are more likely to achieve positive outcomes. The goal setting and feedback to students in this study gave students structures to actively reflect upon and form realistic interpretations of the intervention's influence on their own learning.

Graczyk et al. (2006) identify a number of characteristics of the implementation support system. The authors agree with the notion that systemic readiness is essential for successful adoption and implementation of an intervention. In their model they include preplanning as a critical part of an implementation support system for the programme. They refer to preplanning as any preparation a school engages in before the implementation of an identified intervention. If done well, it increases the likelihood that the system will be ready to implement an intervention with quality. Graczyk et al. cite Oetting, Donnermyer, Plested and Edwards' seven factors affecting systemic readiness for change. These are the need for change, readiness for change, capacity to effect change, awareness of the need for change, commitment to engage in the change process, incentive for change, and a history of successful change. Scott and Martinek (2006) suggest that "schools that are not ready simply do not make progress" (p. 173). The contention of these authors is that no real benefit in either the short or long term can be gained by dragging such schools into a programme. This issue is consistent with the point made much earlier in this thesis that no intention is suggested here to offer a blueprint for other schools to follow. Indeed as Scott and Martinek point out "a cookbook approach will not be realistic" (p. 165). The

preparation the RTLB engaged in to achieve systemic readiness has been discussed previously so will not be repeated here, except to say it was substantial.

Effective training and technical support are also critical elements of an interventions implementation support system. Graczyk et al. (2006) identify four basic principles: (1) present the relevant information or concepts; (2) model the knowledge, skill, and attitudes to be learned; (3) provide trainees with opportunities to practice the skills; (4) coach trainees and provide feedback during practice. The RTLB describes how he performed these tasks with teachers previously in this thesis.

Graczyk et al. (2006) go on to indicate implementer readiness is a critical factor in the implementation and sustainability of effective practices. Indicators of implementer readiness include understanding of the programme's causal theory and acquisition of the skills needed to implement the intervention. The implementer needs to feel positively about the programme, value what it contributes in their setting, be committed to its goals and believe their role in implementing the intervention will be effective. The RTLB met these criteria as the developer of the intervention process. The mentor teacher involved in the implementation of the intervention had undergone a period of working with the RTLB and was motivated to incorporate the programme in his role as specialist classroom teacher. The RTLB provide effective technical support and training as outlined in Graczyk's et al. four principles of support.

These authors recognise interventions do not exist in a vacuum but are nestled with an ecological system. Graczyk et al. (2006) identify factors at the classroom and school level that can affect programme intervention. At the classroom level, in addition to teacher characteristics and behaviours such as classroom management practices, Graczyk's et al. model includes classroom climate factors such as relationships among classmates, and between teachers and students, shared goals, level of co-operation and mutual respect among class members. As explained earlier in this study ecological assessment provides the programme implementer with a profile of these factors and allows for different levels of intervention in a non-uniform manner (intervention implementation could be different for different students and different teachers depending on the profile generated by that assessment).

Graczyk and Domitrovich (2006) indicate positive relationships at the school level are needed to build a sense of professional community. Principals, teachers, and staff need a

strong foundation of goodwill, respect, and collaboration if they are to be successful in implementing a new programme, especially if the intervention includes multiple integrated components. Graczyk and Domitrovich suggest participants need to share common goals, communicate openly, exchange ideas, and actively problem solve. The staff development process described previously creates and supports the development of these components. In addition at the community level, community agencies were invited to network with the school through a series of school – community meetings. Graczyk and Domitrovich conclude practitioners and researchers must recognise and address the critical interplay between systems and interventions if they are to maximise student achievement and adjustment. This study presents one way one school has moved toward meeting this challenge. Table 16 describes the elements of a three tier model developed in the course of this study.

A Model for Future Development of Positive Behaviour Support

This study has led progressively toward the development of a model for the implementation of support for students who are challenged by secondary education or who struggle with the curriculum. As this thesis has demonstrated, given the right context in the sense of readiness, support from school leadership and willing teachers, it is possible to bring about change. The real issue is what is needed to effect such change. This was the major research question that lay behind this study. What has emerged is a model for consideration by others. The model derives from an organic development in one school but may have some applicability in other schools.

In this case, the three tiers shown below in conceptual form have been explained in the body of this thesis. None-the-less there are general principles which could apply. Some elements of this study may be readily transferable – the presence of an RTLB, the use of methods such as collaborative problem solving, an understanding of inclusive education and the like. On the other hand, it is important to stress that this is a model and not a blueprint to be followed in every dimension.

Table 16. A Three Tier Model of Behaviour Support

Level	Characteristics	Function
First Tier: School Systems Level	School structures that match effective behaviour support knowledge base Commitment to improvement Resources support change Review sustain change Support for common expectation applied to all students and teachers Focus on prevention Development of a community of practice Change can fit within existing structures	Set and communicate school expectations Form a collaborate team to develop and lead support process Support teachers to be successful in meeting expectations Initiate and resource second and third tier levels of intervention Prevents problems escalating and supports academic achievement Increases knowledge base related to effective teaching, positive behaviour systems and change issues
Second Tier: Classroom and Teacher Level	Support process that assists teachers to respond to problems in the classroom context Collaborative team supports problem solving Focus on prevention, support for teachers and students in class context Use of goal setting and effective feedback elements Flow from least intrusive to more intrusive intervention with teachers and students Use of effective teaching pedagogy Parental involvement	School team provides for differing levels of support. The first level of problem solving support (in the case of this study through the "house" meeting structure led by a dean through to RTLB involvement Provide support at a level that is needed Implement strategies to support teachers and students to met expectations in class Provide support to promote positive classroom ecology Provide support to implement effective teaching and focus on preventing problems Increases teacher's capacity to respond to challenge Links to community and increases success probability of success

Third Tier: Individual student level	Focus on inclusion Individual support process that provides for intensive support for teachers and students Focus on skill development to enhance capacity of individuals to participate in school Evidence based intervention choices: participants include parents, student, teachers, school management Team refers students Individual education plan formed Represents most intrusive intervention level	Provides specialist individual intervention using recognised data collection tools and techniques for problem solving Function is to keep students engaged with school and learning and to support teachers to manage challenging students in the class context while change is being made Can link to outside agencies to support complex and high needs students to remain included in school

This model of analysis is inductive. It illustrates an interpretive element derived from the study following an analytical approach described by Merriam (2001) as "interpretive and analytical" (p.38).

Sugai and Horner (2006) when discussing expanding and sustaining school-wide positive support identify political support as a necessary condition for the successful implementation of PBS in schools. In the context of this study, political support from within the school system itself was a necessary element that contributed to the formation of the behaviour support system that was developed during this study. This support can be described as the actions of the school policy and decision makers that gave this study high priority and made the investment in time and resources that were necessary to enable the process to occur.

Concluding discussion of the importance of school reform

Concerns about the capacity of secondary schools to respond to the needs of students who are struggling with the curriculum, or who do not adapt readily to the established secondary model of teaching and learning have a long history. Some authors have suggested that schools (and perhaps, significantly secondary schools) have been slow to address the needs of students in the modern world (e.g. Cuban, 1993). In New Zealand, this concern about the slowness of reform was expresses as early as 1985 by McLaren who

commented on the slowness of the secondary sector to respond to the Thomas Report. Since then, Capper, Fitzgerald, Welden and Wilson (2000) have advocated significant changes to the secondary education system; while Hood (1998) has simply stated that our secondary schools don't work any more.

In relation to change and the challenges of implementation, some lessons can be drawn from the recent work of Fullan, Hill and Crejola (2006). These writers offer an analysis of the somewhat disappointing result of the school reform movement in the United States, reviewing nine designs for school reform promoted by the New American Schools Development Corporation. The authors list five reasons for failure in the comprehensive school designs which are summarised below:

1.   many designs were under-specified;

2.   designs under estimated the capacity of most schools to bring about change;

3.   many designs failed to focus on classroom teaching – or opted for prescriptive, formulaic instruction;

4.   they did not put the teacher and student in the "learner driver" seat, with support;

5.   they were not true systems solutions, involving all the layers of the system.

The lessons drawn from these studies are instructive and bring into focus the key issues addressed in this thesis.

Certainly, there is recognition that special education initiatives in secondary education require a different approach to what can be achieved in the primary sector of education (Schumaker & Deshler, 1998). Fullan (1990) notes the problems with the introduction of reforms in secondary schools by saying there are "many more structural and normative barriers to organizational change, such as departmentalization, individual teacher autonomy, physical isolation and size" (p.251). In many ways, such change may have to take the form of gradual professional development as has occurred in this study. Such an approach is noted by Elmore and Burney (cited in Fullan & Mascall, 2000) who listed the following as the characteristics of successful professional development:

1.   focusing on concrete classroom applications of general ideas;

2.   exposing teachers to actual practice rather than prescriptions;

3.   providing opportunities for group support and collaboration; and

4.   involving deliberate evaluation and feedback by skilled practitioners (p.35).

This thesis has described such an approach within one school. An attempt has been made to demonstrate how a systemic approach to supporting students at odds with the school system can be developed. The approach, which began as an attempt to apply an ecological, positive behaviour support programme for a number of disaffected students grew, through a process of in-class student management, and ultimately a whole school system reform. As will be explained below, an important element in this process was the development of a community of learners able to work together to improve, by degrees of refinement, an evolving model of how a school can include virtually all its student population within a general education structure.

In order to meet the demands of such an approach, this thesis has demonstrated some of the features of qualitative research suggested by Nastasi and Schensul (2005). These include prolonged engagement in order to ensure both proper understanding of the intervention and its outcomes and sufficient time for the effects of the reform to spread among the community of teachers; in this way, the principle of persistent observation has also been observed. Nastasi and Schensul also advocate the use of multiple sources of data (triangulation) together with member checking of data for both veracity of the data and confirmation of interpretations. It was important in this study that the forms of data were shared with the participants; indeed, the study depended upon the close cooperation of the participants in the development of the interventions and of the reform itself (Cameron, Shapiro, & Ainsleigh, 2005). Finally, an attempt has been made to offer "thick description" in order to allow others to make their own interpretations of the programme and to enable them to use the approach in their own settings should they choose to do so.

CHAPTER NINE

CONCLUDING DISCUSSION

In this chapter, conclusions are drawn on the findings of the study and their relevance to the educational and socio-political issues surrounding students at risk at the secondary level of education are discussed.

Developing a Positive Behaviour Support System

The data presented in the results chapters show that it is possible to develop a positive behaviour support approach within an existing school system. The school that was the subject of this study was able to develop a discipline system that was described by school management as proactive and prevention oriented. Systemically, the school was able to develop more options for intervention than it had previously. The school's capability to manage challenging behaviour was enhanced. The school was able to successfully develop it own processes for problem identification and for the development of solutions to those problems. The three tier structure; individual intervention, classroom teacher intervention and systems intervention is ongoing.

Key factors in this approach were the enhancement of teacher skills and the expansion of the number of options available when responding to challenging behaviour across all levels. The individual data suggest that improvement in teacher skills was successful in initiating change which was maintained in the classroom setting and over time. The classroom data suggest that teachers could relate to this positive behaviour support approach and implement it successfully in their classrooms. The effect of having a classroom environment that acted to prevent the occurrence of problem behaviour was an increase in student engagement in learning. This resulted in an increase in grades and work standards and had a positive effect on the classroom environment. The elements of positive behaviour support identified in the literature were able to be implemented in the development of a systemic approach to behaviour management in this school. The implementation of this approach resulted in improved outcomes for the management of learning and behaviour in the students, and classes.

Meeting the Challenge of Implementation

I have noted in the review of the literature, major elements of issues around change, leadership and the development of positive behaviour support. This study is in keeping with that literature and, as I shall explain later, offers some suggestions which go beyond that literature. In Chapter One, the background to the study, it was noted that efforts at problem solving models of consultation have met with mixed success (Wickstrom, et al., 1998). However, when teachers were supported to identify or develop strategies to assist students, and they were given help to implement changes there was compelling evidence that problem solving consultation was successful (Kratochwill, et al., 1998; Witt & Martens, 1998). This was particularly so when this assistance was directed at working in class with the teacher (Hill, Hawk, & Taylor, 2002). There is a growing trend toward this more collaborative role for consultants. George, White and Schlaffer (2007) highlighted the changing role of school psychologists in the United States toward the provision of antecedent interventions for problem prevention rather than reactive and routine applications of negative consequences after problem behaviours had already occurred. In their study, psychologists largely abandoned more traditional roles and functions (screening and assessments) and replaced those methods with classroom observations, direct consultation with teachers and monitoring of implementation of PBS procedures. In the study reported in this thesis the RTLB took just such a role, one more closely aligned with the future direction of the school, which went however, beyond just behaviour problems. Furthermore, the study shows that RTLB may take up tasks which have traditionally been that of education psychologists in New Zealand and school psychologists in the United States.

This study has demonstrated the importance and effectiveness of continuous, in-class support. In this study the teachers were engaged in both the identification and the necessary intervention planning, to solve the problems defined in the consultation process. The interpretive and predictive hypothesis generation was jointly managed by the RTLB (consultant) and the class teacher.

Application to Other Settings

This study has its focus on one school in the New Zealand secondary system. While the school need not be representative, it is important that it be recognisable as a typical New Zealand secondary school with all the usual problems and challenges (as well as the enthusiasms of interested staff and students). It was a school that was seeking change so the implications for other schools, as I have noted elsewhere, depended to some degree

upon readiness. The staff knew the researcher well and a collegial relationship existed throughout.

This relationship was an advantage in that it was not difficult to develop a co-worker relationship with the teachers who identified readily with the research intentions. This may not be possible, or easily achieved in other settings. The difficulty of effecting change in secondary education has been documented in this thesis. Any researcher seeking to work with a school to develop a positive behaviour support approach would have to evaluate carefully, not only the willingness of the principal, senior staff, or some or all teachers – and probably all of these people collectively – but also to find a way to do so in the context of the many demands faced by schools today.

While this study captures a moment in time for this school, it also represents an on-going development for a school interested in serving all its students well. What is reported here most likely will change (improve) as the PBS programme continues. This is one attempt to understand the factors involved in setting up a PBS system in a secondary school. Anyone wishing to replicate this model, given the issues raised above, is not offered a blueprint for others but a conceptual model they may wish to apply in their own situation.

One must be cautious in what can be concluded from just this one study. However the case study approach used in this research allowed the researcher to retain the holistic and meaningful characteristics of the organisational changes as the school developed a systemic approach to managing challenging behaviour. As discussed in the research methods chapter, in order to answer key research questions, the researcher's goal with this case study was to expand and increase knowledge in regard to the theories around the development of a systemic approach to behaviour management. An important outcome for this research is the extent to which details are sufficient and appropriate for a teacher or consultant working in a similar situation to be able to relate his or her decision making to that described in this study.

The mix of quantitative and qualitative methods used in this research enable a reader to gauge how the different elements reported here may be of use in engaging the proposed model in some other setting. Managing elements of the programme, such as measures of office reports, may seem at first glance to offer an opportunity to replicate some aspects of the programme in isolation. Fundamentally however, this is a programme which is fully integrated, with both qualitative and quantitative aspects, neither of which can stand in the

absence of the other. The statistical support for those elements of the programme which lend themselves to such analysis is predictive within the context of the study as a whole. No claim is made for transferability from this case to any other, except in the sense that the model has validity in the present context.

The mixed methodology of the study borrows from two different paradigmatic approaches to research. This approach was a "best fit" one which may not satisfy a purist approach in either paradigm but seemed (and still does seem) to be the most appropriate way to approach a difficult change process in secondary education.

McDonald, Kessler, Kauffman and Schneider (2006) indicate that to blindly follow research without considering which interventions are most likely to work in particular settings is doomed to failure. Other schools will have similar but not identical conditions. Each school may use an approach but none can replicate the unique features of the school represented in this study. Sugai and Horner (2006) cite the OSEP Center on Positive Behavioral Support, as reporting that, as the number and diversity of schools increases, coordination, training, evaluation, funding and personnel challenges can affect implementation integrity and quality of outcomes. These authors comment that many schools lack the knowledge and experience to build action plans that maximise the implementation of a school-wide positive behaviour support system.

This study has some limitations in that, owing to its organic development, there are some limits in the descriptions offered and of events as they unfolded. The study was grounded in the needs of the school, rather than the needs of research, per se. It was important to engage the teachers as autonomous participants rather than research subjects (despite the conventional use of the term when discussing methodology). Efforts were made to verify data collected by teachers but only in a manner which was consistent with a respect for their professionalism. Interviews were conducted within the context of their busy professional lives, recognising the day-to-day demands on their time, to avoid any suggestion of coercion or sacrificing time, in the interest of research. Consequently, a reader may wish for some more detail that a more intensive study could provide.

The study grew from Phase 1. For this reason, no claim can be made to any grand plan for school improvement. It follows that it could be said there is a certain disjointedness in the study. On the other hand, the phases (the second and third overlapping) followed logically

and were organic in the sense that the programme demanded to be continued. The study was in the nature of looking at one particular case and grew in this way.

While the results from this particular study are encouraging, it remains for other research colleagues to test models such as this one in wider school communities. The results of this study suggest schools can move toward more proactive and intensive management of academic and social behaviour. In attempting to find applications of this study to the wider community of schools, a number of lessons emerge.

Contributing to Extending the Literature

The application of PBS in a systems sense has been discussed before (Ervin et al., 2007; George, White, & Schlaffer, 2007; Sugai, 2007; Sugai & Horner, 2006; Weigle, 1997). It was suggested that while the application of PBS to school settings is sound, and the individual components have been shown to be effective through empirical studies, the application of PBS at a systems level required further research (Ervin et al., 2007; Handler et al., 2007; Hieneman, Dunlap, & Kincaid, 2007; Miller et al., 2007; Weigle, 1997). Empirical evidence of the systems level effects of PBS would provide additional justification for its widespread use.

As I have noted elsewhere, an important element of this study, and perhaps one not always present in much of the literature, was the respectful engagement of the teachers in identifying problems and generating interventions. The purpose of this approach was not just to work alongside teachers. It was to strengthen the capacity of teachers to work independently or at least more independently then before, following well documented empirical evidence of what would be more likely to work for them.

The success of the programme in this high school is the result of careful application of the technical elements of PBS and the development of what I believe is a foundational infrastructure to support the application of those components. It is this contribution to the growing literature on PBS which may add to our knowledge of how to develop more effective behaviour management in a modern secondary education system.

The eco-behavioural model developed and demonstrated in this thesis combined the different theoretical propositions from collaborative problem solving, effective teaching, leadership, and change consultation together in a coherent systems model. This foundational infrastructure provided a rational platform from which the components of

interventions (from Marzano's (1998) goal setting approach to Lentz et al's. (1996) strong intervention components, through to Sugai and Horner's (2000, 2006) systems level approach), could be linked into a rational (three tier) model. This model was understandable for the staff. The model had credibility within an existing secondary education paradigm in that it offered incremental rather than fundamental (Cuban, 1996) change options.

While the Ministry of Education (1996; 2001a) encourages RTLB to intervene at school-wide level there appears to be no substantive literature reporting success, or illustrating RTLB working at this level. The complexity of secondary education in New Zealand (Capper, et al., 2000, Hood, 1998) may account for the scarcity of such systems level intervention studies. The results obtained in this thesis are consistent with those noted by Ervin, et al. (2007) who suggest adapting interventions based on principles (e.g., definitions of expectations for behaviour) rather that specific practices (e.g., schools should adopt these specific rules). Engaging in on-going evaluation of their utility adds to the probability of adopting new practices and systems. This thesis suggests some guiding principles that may be of use for other schools to consider as they evaluate their own support structures.

Ervin, et al. (2007) suggest that researcher-practitioner partnerships hold promise as a vehicle for prompting evidence based interventions, notwithstanding that many school practitioners feel ill-equipped to engage in this kind of work. Indications from the study reported here suggest consideration of a school's readiness or willingness to undertake this change is required. Leadership density, resources available and the skill set of the change agent need to be considered as well as a high level of school commitment which would increase the likelihood of success of intervention at a systems level. This thesis demonstrates it is possible for a competent RTLB to develop infrastructure level interventions representing an advance in RTLB work in the New Zealand context.

A systemic reform of behaviour management to replace a largely ineffective punishment model with one based on positive support is not inconsistent with the ways in which teachers wish to operate. In this study, teachers were enthusiastic participants. Part of the reason for this was not necessarily altruistic in that they were seeking to establish a calm and productive environment for themselves. However, it is also true that their enthusiasm was altruistic and highly professional, in that they really did want to provide a better,

calmer and more productive environment in which their students could learn – both academically and socially.

Such a reform clarifies the issues around levels of support and the intensity of intervention required to support all students. Effective teaching strategies support all students. Individualized support for those who struggle to maintain academic progress, or appropriate behaviour, enhances the opportunities for some students who have not adjusted well to school, to benefit from such effective classroom programmes. Students who do not respond to these two levels of support are readily identified and intensive support can be provided at the earliest possible moment. Resources are deployed effectively and quickly.

An educational approach can be taken to meet the proximal issues surrounding the needs of students when problem solving. While what has been described as distal issues must also be addressed, the role of the school need not be complicated, nor diminished, by the efforts made by a wider community of professionals to meet needs which are largely outside the ambit of the school itself. By retaining a clear focus on what a school can do, and doing it well, a systemic behaviour support model can be shown to have its own integrity and its own value for students with special needs.

It is also true that a reform such as this one activates teachers as well as students. In this sense it is truly ecological. The older and more common deficit model of responding to struggling students and maladaptive behaviour is replaced by an approach which is located firmly in the context of the school system and classroom environment. Efforts to find the match between student capacity, and the tasks and requirements teachers set, is a focus for classroom activity, both for individual referrals and for whole class management.

Further to this situation is the engagement of students with their teachers as well as the tasks they must carry out. The interaction between teacher and student in goal setting and goal management, while remaining teacher directed, still allows students some control over their environment. In this way, students are more likely to be motivated to interact positively with the interface with schooling and with their teachers. Equally, teachers must no longer engage in confrontation with reluctant students when they are aware of more productive and humanistic ways of dealing with behaviour which is disturbing, or threatens to be so.

Finally, it is possible to identify early, students who present behaviours which go beyond the reach, so to speak, of an effective and accepting classroom environment. For these students more intensive "wrap around" support can be considered. At this point it is appropriate to engage early, those community agencies which can assist the school. Whether such agencies are available, or are able to provide expert assistance, is another matter.

Treaty of Waitangi Considerations

While this study has direct relevance to the work carried out in one particular high school many of the concepts are articulated in the Maori world also (Durie, 1998; Glynn & Bishop, 1995; Macfarlane, 1998; Metge, 1984; Tangaere, 1997). This researcher's role in the process developing this study can be illustrated in terms of the psychology of acknowledging mana: Tawhiao Te Miro Ma. Non Maori working in appropriate ways with Maori students. This research extended these ideas to acknowledging the mana of all participants; acknowledging the metaphors of the past when applying concepts of power sharing and co-construction. Such metaphors are participatory, interactional and have a focus on relationships.

Self determination, tino rangatiratanga, enables students and teachers to participate in the process of decision making, sharing power in decisions over curriculum and the direction individual learning will take.

Taonga tuku iko, respecting the tapu of each individual student and teacher, to acknowledge their mana - their specialness. Acting with reference to the principles of respect, aroha, for each other, yourself, property and the environment are all apparent in this study; we are taking responsibility for our behaviour and choices.

The researcher's journey can be described in terms of ako, to teach and to learn.
I came from a not knowing position, teina to co-construct knowledge through interaction, through providing opportunity for participation and quality discourse to arrive at a new position of knowing, tana; a way of working that is based fundamentally on creating meaningful change through engaging people in a way that they trust, respect and are prepared to work; an ahuatanga that students can use to determine their own story.

The purpose of teacher learning is student learning, there is a link between the strength of teacher professional community in schools and teachers taking greater responsibility for student learning and positive student outcomes (Fullan & Hargreaves, 1991).

Recommendations for Future Research

There are four areas that are of interest in further research that follow from this study. First of all, the continuance of the positive support model within the school itself is an important area for further investigation. There is evidence noted in the study of the difficulty of maintaining change. The withdrawal of the kind of monitoring that research naturally attracts may diminish the impact of the change effects, Staff changes may alter the culture of the school. A kind of post Hawthorne effect may bring about a change in motivation among staff. School leadership may define new areas of interest. And, of course, the model may continue to find favour, find other promoters within the staff and engage the interest of school leadership over time. Teachers found benefits in the PBS programme and may wish to continue to experience those benefits by maintaining the programme.

As schools have developed since the vast majority of students left school on or before the age of 14; so too have the demands on secondary schools to engage students in more effective ways. The PBS programme was introduced into this school to meet the needs of disaffected and struggling students. Researchers may wish to consider how schools respond to the same issues identified in this study – issues such as leadership, management of change and supporting students universally.

The future of secondary education in the new century was raised in this study. If, as a number of authors have suggested (Capper, et al., 2000; Cuban, 1993; Hood, 1998) whole school reform at the secondary level, is required, research into the ways in which schools respond to this challenge, either in fundamental or incremental ways (Cuban) seems to be a necessary next step.

Associated with this last suggestion is the need for a careful approach to policy development based upon rigorous and thoughtful research. Ideally there should be a link between research and policy. The research reported in this study demonstrates that RTLB have a relevant and effective part to play in contributing to that linkage. In the highly charged socio-political context of New Zealand today, where political parties vie for attention, yet advocate change without much research knowledge, it is important that effective solutions are made known.

A major contribution of this research, fluid as it is, having been conducted in the "messy" environment of a school and its classrooms, is to the lives of young people. Commentary on the current situation in New Zealand – the "tail" in achievement highlighted by

international research, the figures on absenteeism, youth crime and exclusion of students, the unrelenting expressions of concern in the media on disaffected youth – speaks to our concern over the welfare of those students who do not succeed in our secondary schools. Yet the voice of young people can be heard clearly in this thesis. For them, there is hope as they begin to realize that they can succeed. This programme has begun to turn around the lives of some students in this school. Furthermore, it has offered a systemic model for this and other schools to follow, if they choose. Therefore, while this thesis is a positive contribution to the future lives of a small number of young people in this school, given the interest and skill of colleagues in other schools, there is potential to do so for many others.

The purpose of research in education is not for itself but to improve the lives of young people and benefit our society. This thesis is one small step in that direction.

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APPENDIX A

PURPOSEFUL LESSON TEACHERS RESOURCE

xxxxxxx HIGH SCHOOL

THE PURPOSEFUL LESSON

Fair & reasonable requests and expectations

ENTRY
"*Setting a positive tone*"

EXPECTATION	ACCOUNTABILITY	FOLLOW UP
Teacher: • Greeting students • Lesson planned and starter organised **Student:** • On time / orderly • Greeting teacher • Students have the required gear - books, pens, PE gear, etc • Ready to work	**Teacher:** • Lateness recorded -check for repetition • Missing gear recorded -check for repetition **Student:** • 3x Consequence	3x Consequence -call back time Continued pattern -contact home Teacher talks to HOD or/dean Tchr or dean rings home

STARTER
"Settling & focusing the class"

EXPECTATION	ACCOUNTABILITY	FOLLOW UP
Teacher: • Ready at start of lesson • Gives teacher space – roll, resources, etc, • Teacher could check HW • Should be useful and achievable • May Provide Feedback **Students:** • know where to find it -whiteboard, OHP, paper	**Teacher:** • Has it ready **Students:** • Settle & begin • May be collected & checked	***Students who don't settle*** 3x Consequence -call back time Continued pattern -contact home Teacher talks to HOD or/then dean Tchr or dean rings home

PURPOSE
"What are we here to learn?"

EXPECTATION	ACCOUNTABILITY	FOLLOW UP
Teacher: • ***Specific Learning Objectives clearly displayed*** • ***Outcomes clear*** *Students:* • ***Know where to look for SLOs*** • ***Can recognise outcomes*** • ***Can verbalise outcomes***	***Record of learning*** ***May be required to copy them into their books*** ***Tracking of work*** ***(useful for absentees*** *** and catch-up)***	

LESSON
"The Engagement of the Learners"

EXPECTATION	ACCOUNTABILITY	FOLLOW UP
Teacher: • *Environment is safe, supportive & positive* • *Lesson is planned; catering for different learning styles with varied tasks - inclusive of all learners* • *Resources are ready* • *All learners engaged* • *Reciprocal dialogue* • *Reflection & review during lesson - feedback* *Students:* • *Prepared, with appropriate gear* • *Ready to learn* • *Attempts tasks* • *Participate positively* • *Develop independent learning habits*	*Teacher:* • *Students feel safe & supported* • *Having lesson plan, carrying it out* • *Resources are ready* • *Asking & answering questions, discussion, activity* • *Record of learning* *Students:* • *On task & focused* • *Prepared to ask & answer questions* • *Prepared to listen, record, participate* • *Books neat, complete, accurate* • *Assignments on time, neat, complete, show evidence of understanding and diligence*	*Teacher:* • *Check understanding: -bookwork, tests, assignments, HW* • *Record student progress* • *Analyse effectiveness of lesson* • *Adapt lesson for next time* *Students:* • *Work recorded* • *Record of learning* • *Lack of engagement results in call back time, catch up time* • *Disruption = 3x Consequence: - call back time* • Continued pattern: - contact home • Teacher talks to HOD or/then dean • *Tchr or dean rings home*

REVIEW
"Reflect upon the lesson"

EXPECTATION	ACCOUNTABILITY	FOLLOW UP
Teacher: • *Lesson plan should allow time for reflection at end* • *Review of the main points of the lesson* • *Feedback using various questioning techniques* • *Manageable* • *Link to SLOs* *Students:* • *Engaged and focused* • *Questioning their own understanding* • *Reflecting*	*Teacher:* • *Allow time for review at end of lesson* • *Must have SLOs on view* • *Check if SLOs have been met* *Students:* • *On task & focused* • *Prepared to listen* • *Prepared to ask for clarification & answer questions* • *Make a judgement as to where they are at* • *Not switched off and packing up*	*Teacher:* • *Adapt lesson, or change resources for next time if necessary* • *Department support network* *Students:* • *Ask for support* • *Know what resources to use* • *Lack of engagement results in call back time, catch up time*

EXPECTATION	ACCOUNTABILITY	FOLLOW UP
Teacher: • **Clear, purposeful homework is set** • **Connected to learning** • **Relevant to lesson** • **HW resources accessible to students** • **Check it is written in student diaries** *Students:* • **Record homework in diary** • **Attempt set tasks**	*Teacher:* • **Must be reasonable and able to be checked** • **Checks and records completion** • **Immediacy of feedback** • **Appropriateness of feedback** *Students:* • **Evidence of record in homework diary** • **Evidence of homework being attempted and completed to the best of their ability**	*Teacher:* • **Not done = 3x Consequence: -call back time** • Continued pattern: - contact home • Teacher talks to HOD or/then dean • Tchr or dean rings home *Students:* • **Specific questions to teacher indicating areas of need** • **Not done = 3x Consequence: -call back time** • Continued pattern: - contact home • Teacher talks to HOD or/then dean • Tchr or dean rings home

xxxxxxx High School is committed to providing a supportive environment that enables students to reach their potential in education and life.

The values and attitudes that promote a positive school culture are encouraged and reinforced by **Guiding Principles** *that foster:*
• The desire to enquire, learn and achieve
• A sense of personal identity, confidence and self-discipline
• Honesty, respect, tolerance and a sense of social responsibility
• A sense of pride and ownership

APPENDIX B

INDIVIDUAL STUDENT REPORT CARD

TIME	WEEK 1		WEEK 2		WEEK 3		WEEK 4		WEEK 5	
	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
Period	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Period	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Period	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Period	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Period	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

1   ---   5
not successful   successful

Goals:

APPENDIX C

NCEA ASSIGNMENT GRADES

Comparison of assignments handed in pre-intervention and post-intervention.
Grades were assessed and recorded by the classroom teacher as per NCEA standards.
Students were also recorded as either handing in the assignment on time or late or not
handing in at all.

	Pre-intervention			Post-intervention			
Student	On-time	Late	Grade	On-time	Late	Grade	Sign
1	√		N	√		A	+1
2		√	N	√		A	+1
3	not	enrolled					
4		√	N		√	A	+1
5	√		A	√		A	0
6		√	N	√		A	+1
7	√		M	√		M	0
8	√		A	√		N	-1
9	√		N	√		M	+2
10		√	A		√	N	-1
11	√		A	√		M	+1
12	not	handed	in		not	handed in	
13		√	N	√		N	0
14		√	N	√		A	+1
15	√		M	√		A	-1
16		√	A	√		A	0
17		√	N	√		E	+3
18	√		A	√		M	+1
19	√		M	√		M	0
20		√	N		√	A	+1

21	√		A	√		E	+2
22	√		N	√		E	+3
23	Not	handed	in	√		N	0
24		√	A		√	A	0

N = not achieved. **A** =Achieved. **M** = Merit. **E** = Excellence

Before intervention 11 students handed in on time, 10 were late, 2 not handed in
After intervention   18 students handed in on time, 4 were late,   1 not handed in

Before intervention 12 students received N –not achieved, 8 students A –achieved, 3 received M –merit. Before intervention 11 students achieved an NCEA credit of some form Grade average of 0.6

After intervention 5 students received N –not achieved, 10 students A –achieved, 5 received M –merit and 3 received E –excellence.
After intervention 18 students achieved an NCEA credit of some form.
Grade average of 1.26
In class intervention resulted in more students completing work on time.
More students achieved unit standards.
Grade standards attained were higher by a factor of two.

NZCA Grade average calculations

Grade N(not achieved) = 0

Grade A(achieved)   = 1

Grade M(merit)   = 2

Grade E(excellence)   = 3

Before intervention

Grades achieved were: 12 N, 8 A, 3M, 0 E,

12 x 0 = 0

8 x 1 = 8   14 / 23 **Average grade = 0.6**

3 x 2 = 6

0 x 3 = 0

After intervention

Grades achieved were: 5 N, 10 A, 5 M, 3E,

5 x 0 = 0

10 x 1 = 10   29 / 23 **Average grade = 1.26**

5 x 2 = 10

3 x 3 = 9

APPENDIX D

ECOLOGICAL ASSESSMENT SURVEY

RTLB Functional Assessment Summary

BEHAVIOUR/LEARNING ASSESSMENT PROCESS

1 Parent Consent Obtained

2 **Interview/Review Process**

a   Review any documentation: Office referrals, detention records, attendance, historical notes previous schools

b   Interview participants: School, parent and student and other agencies as appropriate.

ASSESSMENT LEARNING

Measures:
Assessment of subject teacher questionnaire
Review past records: academic achievement all subjects.
Reading, spelling levels, entry tests: TOSCA, PAT,
RTLB current bench marks if needed: reading and spelling
Classroom samples as appropriate(writing sample, book work sample)

BEHAVIOUR ASSESSMENT: OBSERVATIONS

Observations: **2 phases = General and Targeted**

General Observation   -   **Defining the problem**
- Identify a specific question describing behaviour/learning issue
- form a hypothesis with teacher
- decide setting: classroom, playground or other specific setting.

Targeted Observation   -   **functional assessment**
- check hypothesis – function of behaviour
- is behaviour occurring in all classes?
- What happens before/after?
- Develop ideas to enter – problem solving cycle

MEASURES

General observation of :   student behaviour/learning components (TIES)
                                            -        orientation of responsibility
: teacher behaviour/instruction
                                            -        components (TIES)
: interactional aspects
                                            -        other students/teacher/others

Define specific behaviour/ learning issue
                                            -        Enter Problem Solving cycle
                                            -        What is student doing? When? What patterns? What
                                                     happens before behaviour observed? What happens
                                                     after? What do student/teacher/peers do?
                                            -        Student functions on/off task
                                            -        Record of behaviours: call out, wandering, talking,

PROBLEM SOLVING CYCLE

1   Collaboration with teacher – set agreement about hypothesis (what is maintaining
         behaviour?) and enter problem solving cycle.

2   Individual behaviour/learning plan
          Roles/time frames (student and teacher roles)

3   Interview with parents – collaborate and refine individual plan

4   Involve Student   -   set goals
                                            -        identify support structures
                                            -        monitor
                                            -        specific feedback
                                            -        review
                                            -        how will I know I am succeeding?

SUPPORT STRUCTURES

SCHOOL SYSTEM SUPPORT

- procedures for student feedback and parental involvement
- teacher involvement re-check school procedures for behaviour management
- funding and resources – materials and human resources, eg teacher aide, SES, CYPS or agencies as needed.
- procedures for incident recording
- procedure for responses by staff, teacher, parent and student as agreed on individual plan.

CLASSROOM SUPPORT

- student/teacher/group/class planning
- instructional match/delivery
- TIES components
- human resources/materials
- behaviour/learning plan

PRINCIPLES OF INTERVENTION

- least intrusive – most intrusive as per MOE document and principle of parsimony.

SUPPORT DOCUMENTATION

Folder containing:

1. Initial interview data
2. Assessment data
3. Observation data
4. Functional analysis
5. Problem solving data
6. Support Structures Summary

Concepts - Intentionality
- Consistency
- Accountability
- Best Practice

APPENDIX E

INDIVIDUAL STUDENT SEND OUT DATA

Tables of Individual Student Data

This section contains two pages of tables for each individual student.

The first page of data consists of a table showing office referrals over 10 week periods of time across four school terms for each subject S =1 to S =10.

The second item on this page is a table is showing analysis of reasons for office referrals for each subject S =1 to S =10.

The second part of the table shows a comparison of the number of office referrals 10 weeks before start of intervention, 10 weeks after intervention start, 20 weeks after intervention start and where data is available 30 weeks after intervention start.

The second page of data for each subject S =1 to S =6 and S =8 to S =10 shows a graph of daily report card samples. These are a teacher rating and are a random sample of 1 day over 4 different weeks giving a 4-day sample.

The second item on the second pages for each subject S =1 to S =6 and S =8 to S =10 records what each individual subject goals were and records a percentage figure that describes how successful each subject was in meeting their goal.

Student, S = 1

Table showing number office referrals across four school terms
(X axis school terms in ten week blocks, y axis shows number of office referrals.)

Number of Office Referrals Across Four School Terms

| | Uniform breach | 3 | |
| ANALYSIS OF OFFICE REFERRALS | | | |
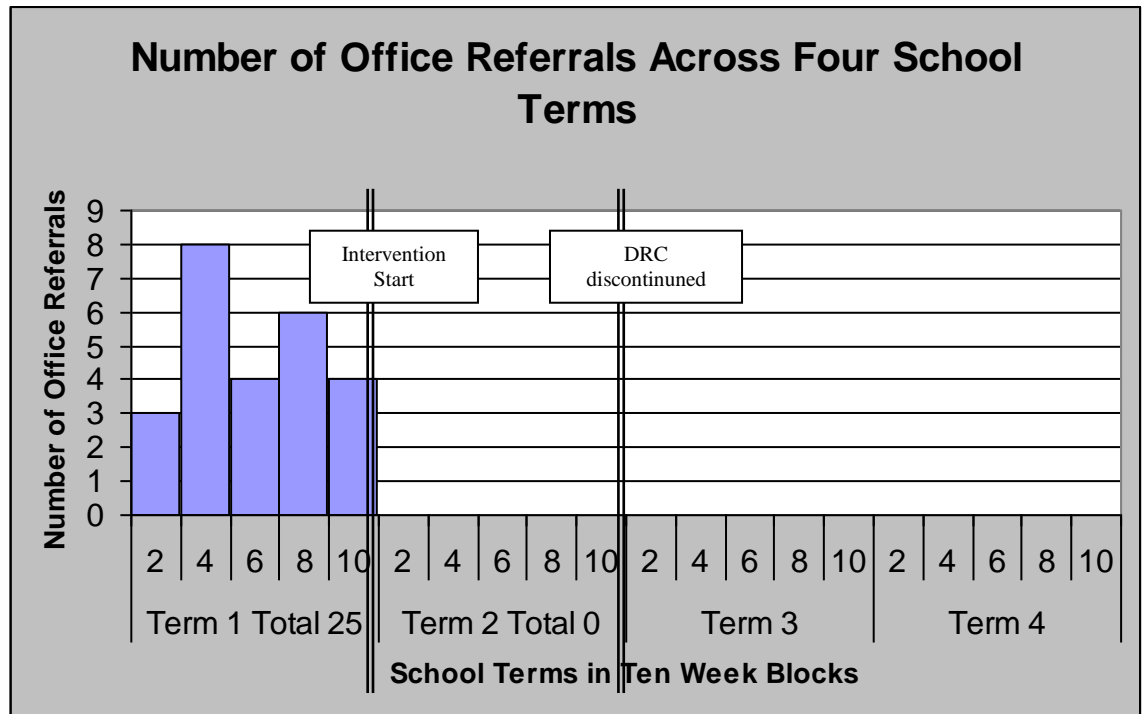
ANALYSIS OF OFFICE REFERRALS

Uniform breach	3	
Bad language	1	10 week total= 25
Uncooperative	4	
Out of bounds	1	
Sent out	16	

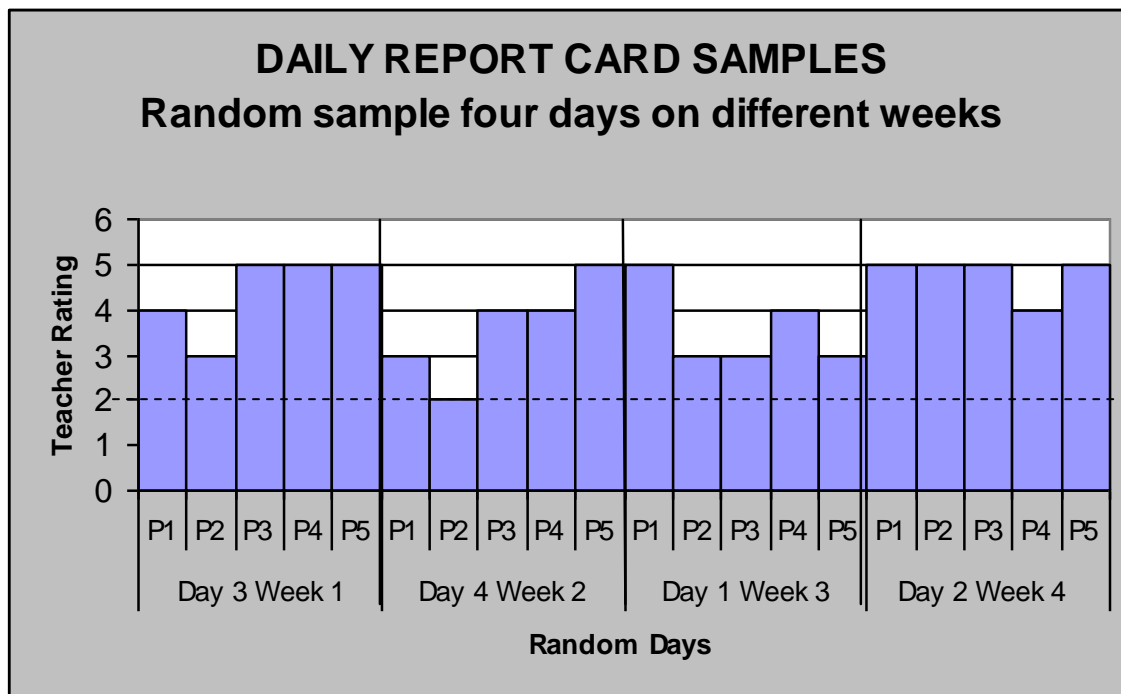|	
Total referrals to office 10 weeks before start of intervention	25
Total referrals to office 10 weeks after start of intervention	0
Total referrals to office 20 weeks after start of intervention	0
Total referrals to office 30 weeks after start of intervention	0

S = 1

DAILY REPORT CARD SAMPLES: random sample four days on different weeks.

Range 1 - 5   Teacher Rating

1 and 2 = not achieving goals	3 = achieving goals	4 and 5 = exceeding goals

DAILY REPORT CARD SAMPLES
Random sample four days on different weeks

Teacher Rating (y-axis: 0–6)

Random Days (x-axis): P1 P2 P3 P4 P5 for Day 3 Week 1, Day 4 Week 2, Day 1 Week 3, Day 2 Week 4

Goals:

1   To attend class on time.

2   Respond positively to teacher requests.

Report Card ratings completed by subject teacher and signed.

Achieved goals or better 24/25 = 96 % of the time sampled (4 random days over 4 weeks)
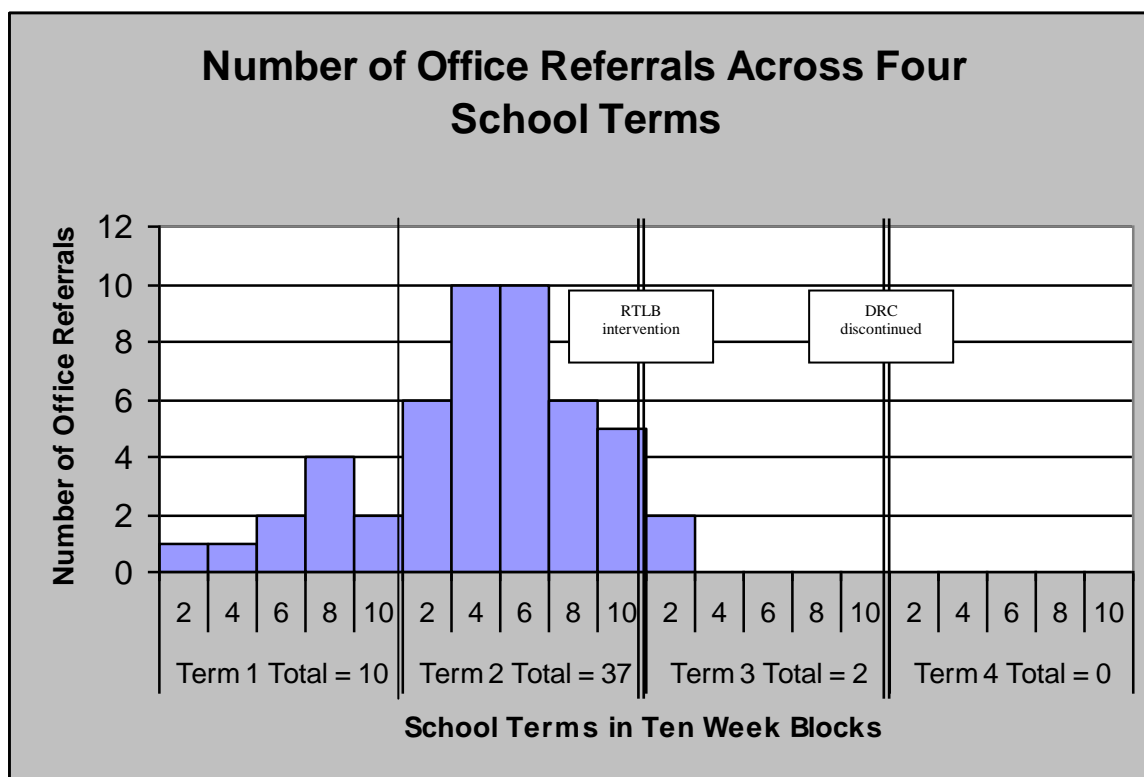

Reasons for not achieving goals:

1 period late to class   -   score 2

After 10 weeks daily reporting card was discontinued

Student, S = 2

Table showing number office referrals across four school terms

(X axis school terms in ten week blocks , y axis shows number of office referrals.)

ANALYSIS OF OFFICE REFERRALS

Out of bounds		4
Sent out		13
		10 week total: 37
Offensive language /Defiance	(4 days)	20
Abuse	(2 days)	10

|	
Total referrals to office 10 weeks before intervention start:	37 over 10 weeks
Total referrals to office 10 weeks after intervention start:	2
Total referrals to office 20 weeks after intervention start	2

S = 2

DAILY REPORT CARD SAMPLES: random sample four days on different weeks.

Range: 1 - 5   Teacher rating

1 and 2 = not achieving goals	3 = achieving goals	4 and 5 = exceeding goals

DAILY REPORT CARD SAMPLES
Random sample four days on different weeks
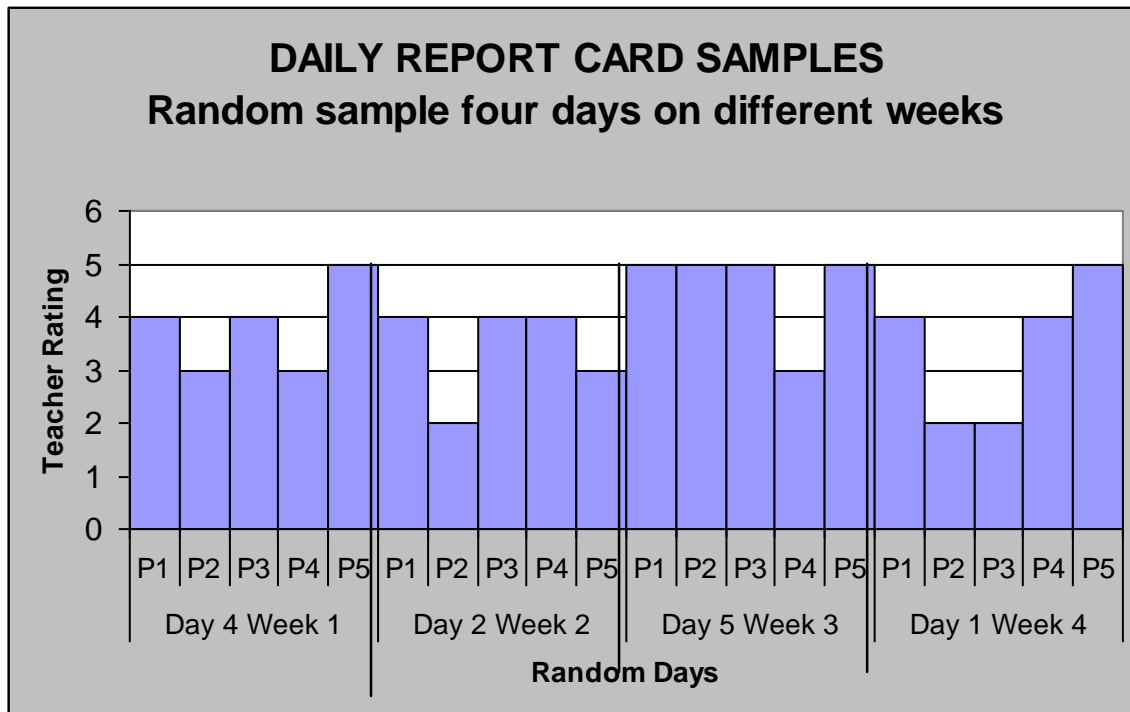
GOAL: **To comply with teacher requests**

Report Card ratings completed by subject teacher and signed.
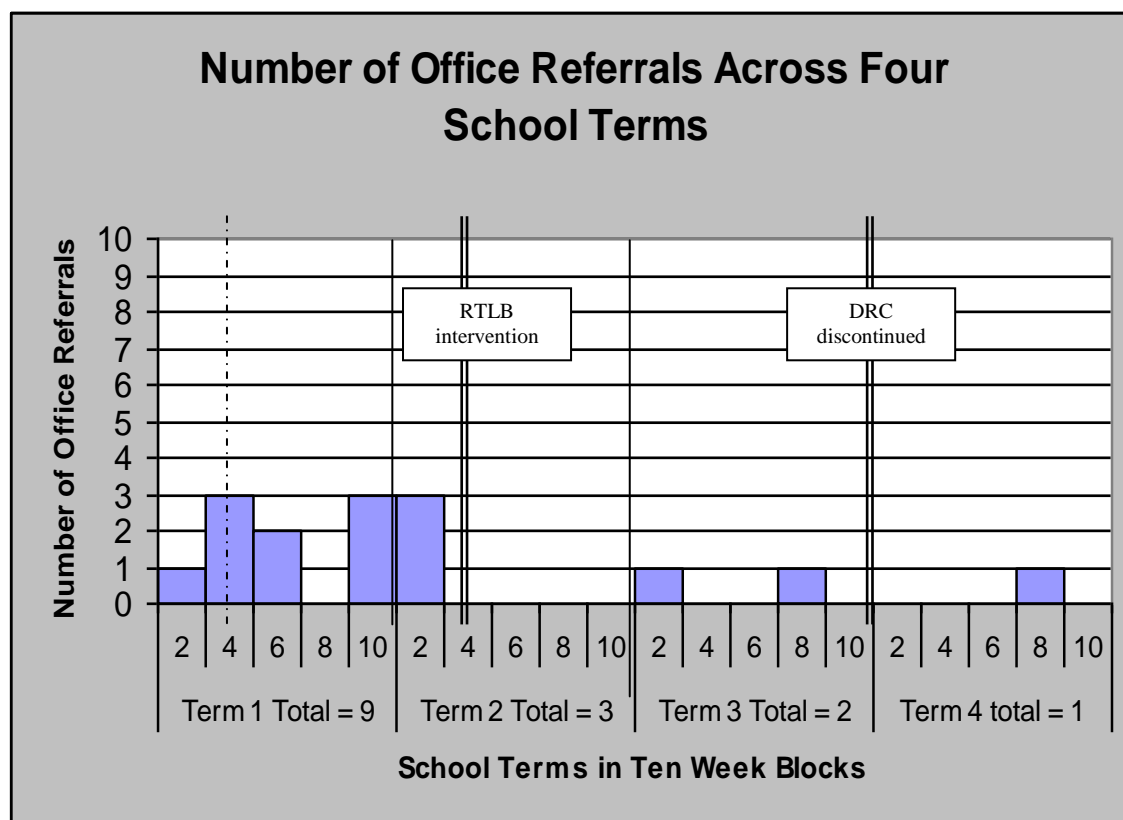
Achieved goals or better 23/25 = 92% of time sampled.

4 random days over 4 weeks

After 6 weeks reporting card was discontinued.

Student, S = 3

Table showing number office referrals across four school terms

(X axis school terms in ten week blocks , y axis shows number of office referrals.)

Number of Office Referrals Across Four School Terms

	2	4	6	8	10	2	4	6	8	10	2	4	6	8	10	2	4	6	8	10
Number of Office Referrals	1	3	2		3	3						1		1					1	

RTLB intervention

DRC discontinued

| Term 1 Total = 9 | Term 2 Total = 3 | Term 3 Total = 2 | Term 4 total = 1 |

School Terms in Ten Week Blocks

ANALYSIS OF OFFICE REFERRALS

|		
Send outs	15	10 week total= 12
Unacceptable behaviour	1	
Total office referrals in 10 weeks before intervention start	12	
Total office referrals 10 weeks after intervention start	1	
Total office referrals 20 weeks after intervention start	2	
Total office referrals 30 weeks after intervention start	3	

S = 3

DAILY REPORT CARD RATINGS: random sample four days on different weeks.

Range: 1 - 5   Teacher rating

1 and 2 = not achieving goals	3 = achieving goals	4 and 5 = exceeding goals

DAILY REPORT CARD SAMPLES
Random sample four days on different weeks
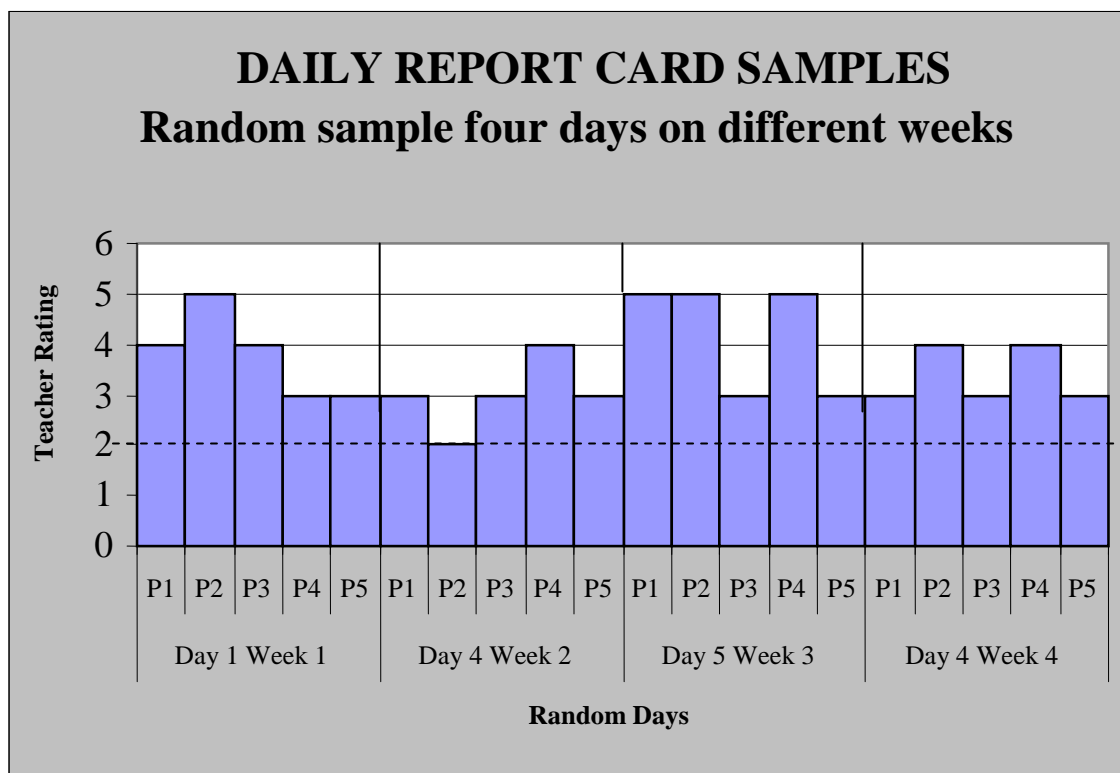
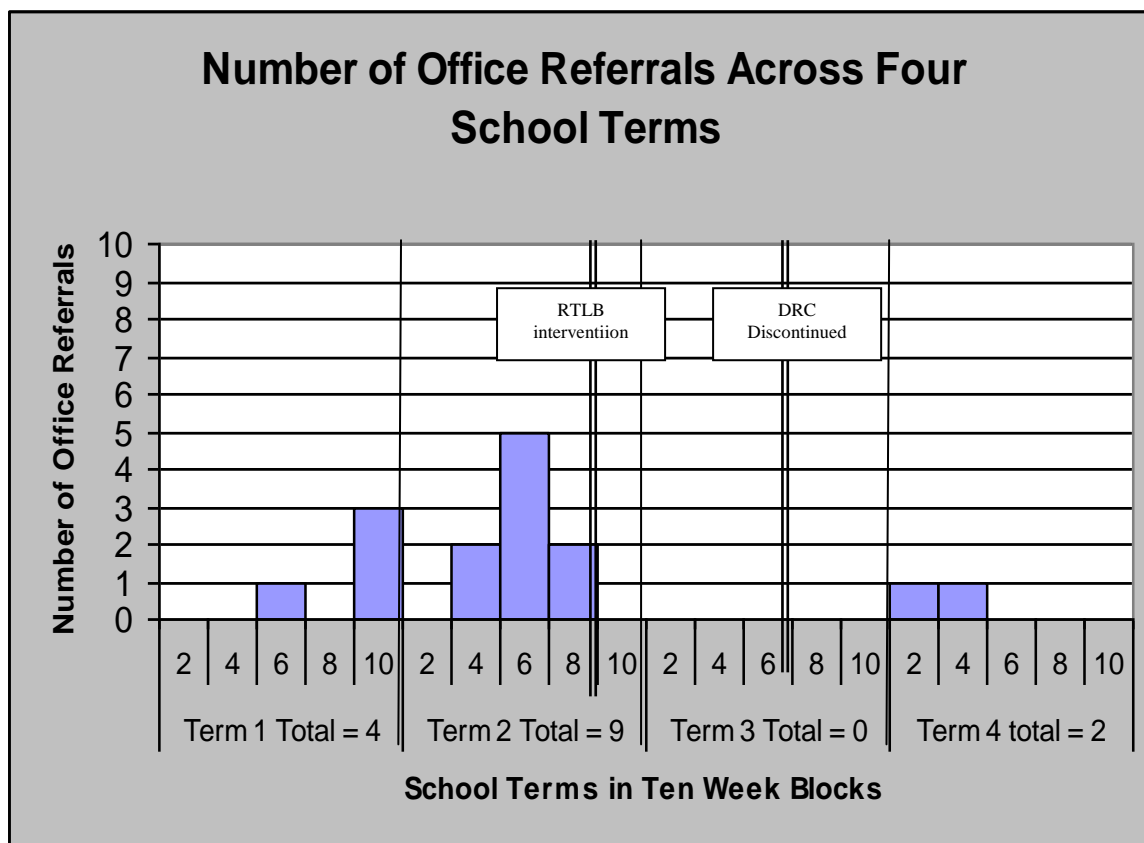| GOALS:	**To be on time**
	To settle quickly
	To be on task

Report card ratings completed by subject teacher and signed.

Achieved goals or better 25/25 periods sampled = 100% of time sampled over 4 random days 4 different weeks.

Student , S = 4

Table showing number office referrals across four school terms

(X axis school terms in ten week blocks, y axis shows number of office referrals.)

Number of Office Referrals Across Four School Terms

(Bar chart: Y-axis "Number of Office Referrals" scaled 0–10. X-axis "School Terms in Ten Week Blocks" marked 2, 4, 6, 8, 10 for each term.

Term 1: bar at 6 = 1, bar at 10 = 3. Term 1 Total = 4
Term 2: bar at 4 = 2, bar at 6 = 5, bar at 8 = 2. Term 2 Total = 9
Term 3: Total = 0
Term 4: bar at 2 = 1, bar at 4 = 1. Term 4 total = 2

Annotations: "RTLB interventiion" and "DRC Discontinued")

ANALYSIS OF OFFICE REFERRALS

Send Outs	12	
Bullying	1	10 week total=12
Unacceptable behaviour/rudeness	2	
TOTAL:	12	

|	
Total office referrals 10 weeks before intervention	12
Total office referrals 10 weeks after intervention	0
Total office referrals 20 weeks after intervention start	2

S= 4

DAILY REPORT CARD RATINGS : random sample four days on different weeks.

Range: 1 - 5   Teacher rating

1 and 2 = not achieving goals	3 = achieving goals	4 and 5 = exceeding goals

DAILY REPORT CARD SAMPLES
Random sample four days on different weeks
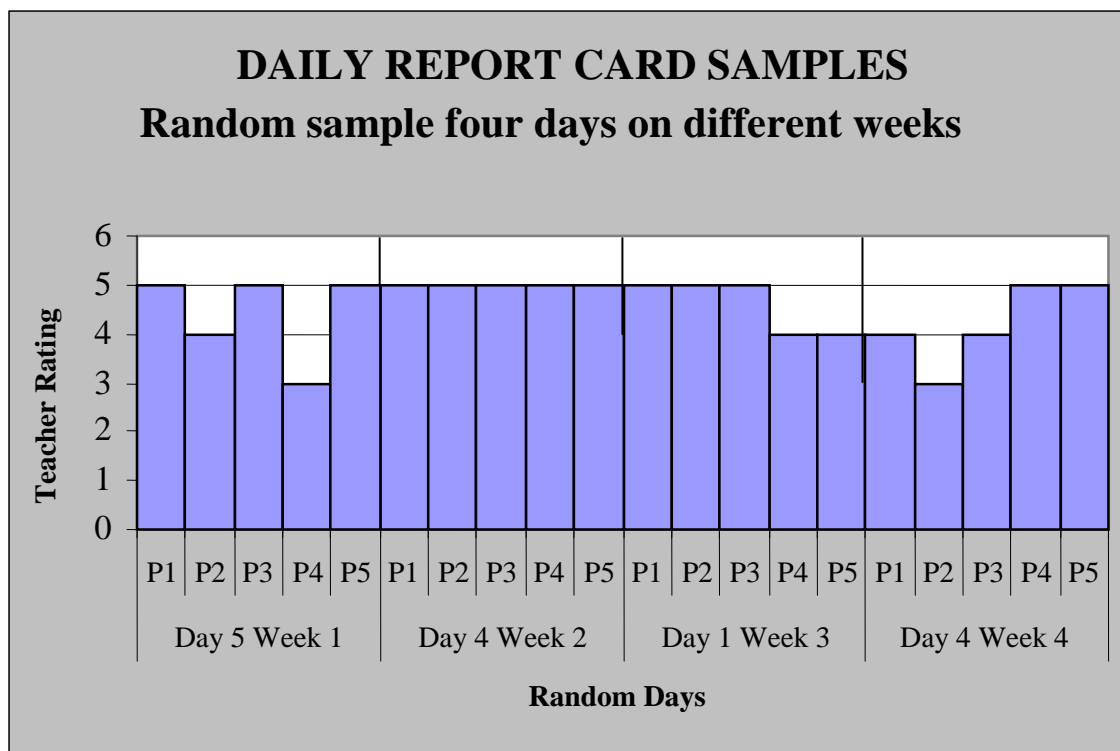
GOALS:

1   **To comply with teacher requests**

2   **To manage my talking in class**
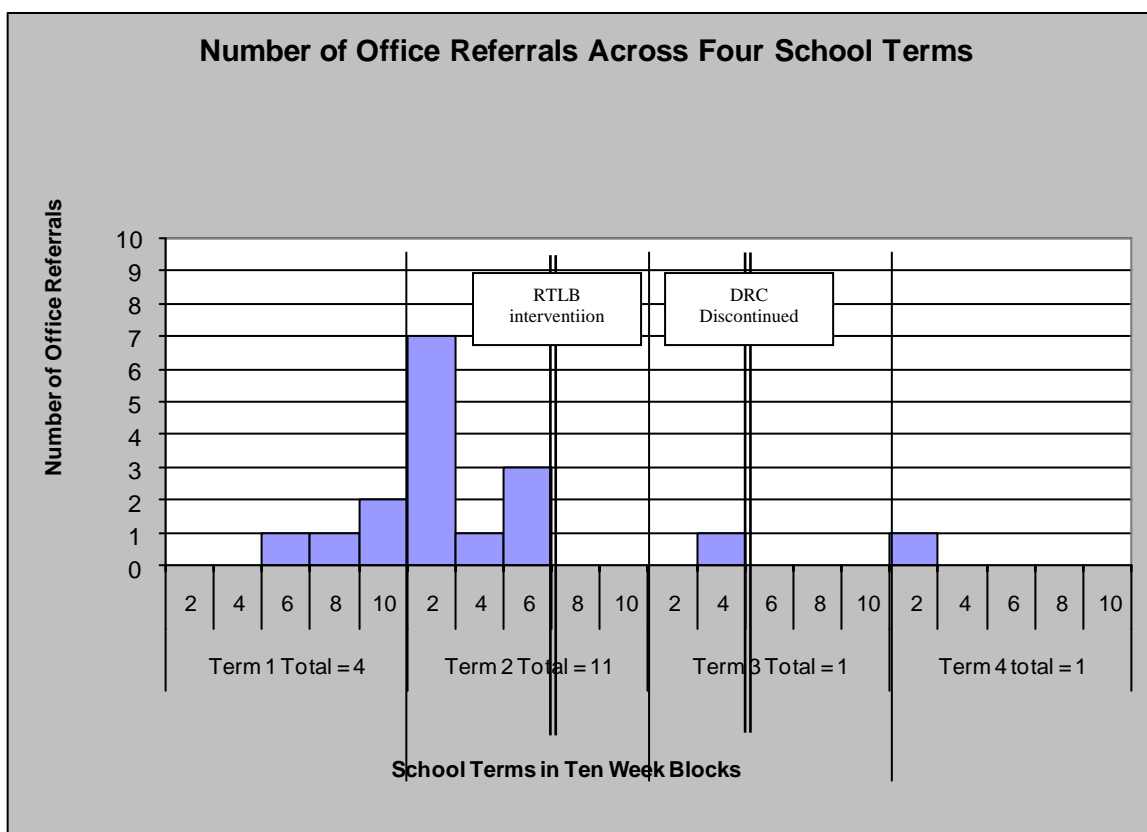
         Achieved goals 25/25 periods sampled

         4 random days over 4 weeks = 100%

         After 8 weeks daily reporting card was discontinued

Table showing number office referrals across four school terms

(X axis school terms in ten week blocks, y axis shows number of office referrals.)

Number of Office Referrals Across Four School Terms

ANALYSIS OF OFFICE REFERRALS

Send outs	10
Uncooperative	2
Unacceptable behaviour	2
Defiance	1
Uniform breach	1
	10 week total: 15

Total office referrals 10 weeks before intervention   15

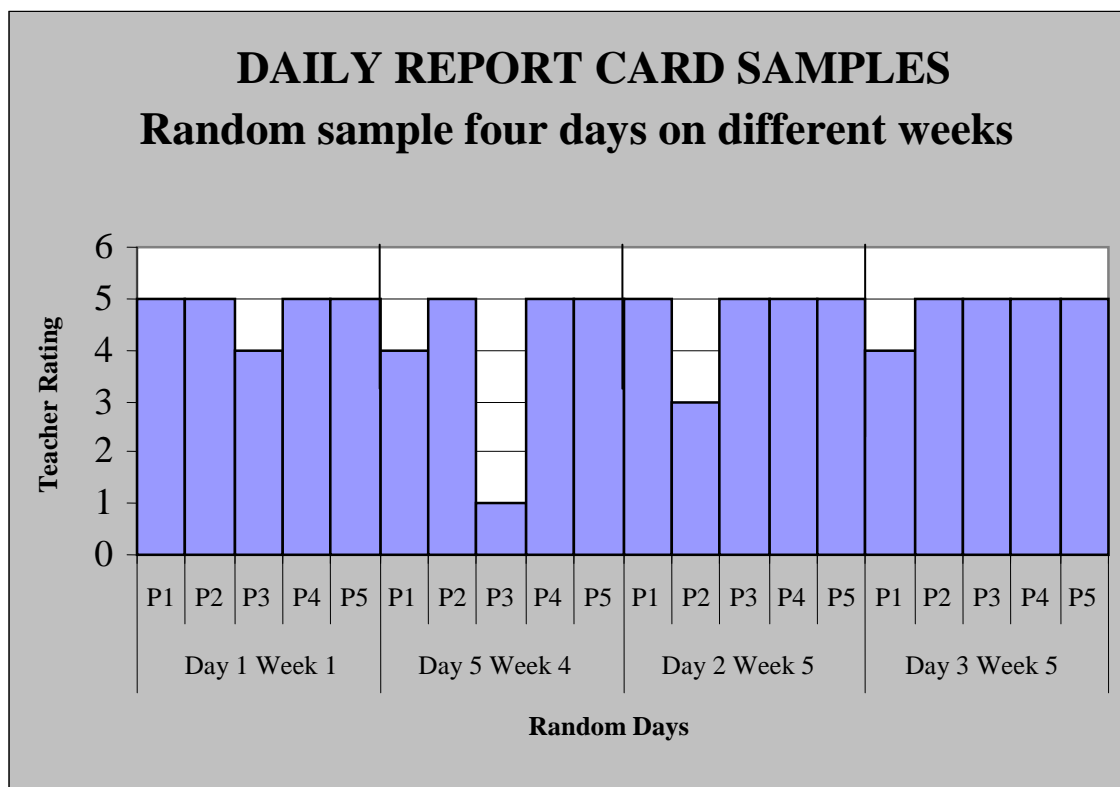Total office referrals 10 weeks after intervention start   1

Total office referrals 20 weeks after intervention start   2

S = 5

DAILY REPORT CARD RATINGS : random sample four days on different weeks.

Range: 1-5   Teacher rating

1 and 2 = not achieving goals	3 = achieving goals	4 and 5 = exceeding goals

DAILY REPORT CARD SAMPLES
Random sample four days on different weeks

Goals:

1   To reduce social talking and

2   Complete class work.

Achieved Goals
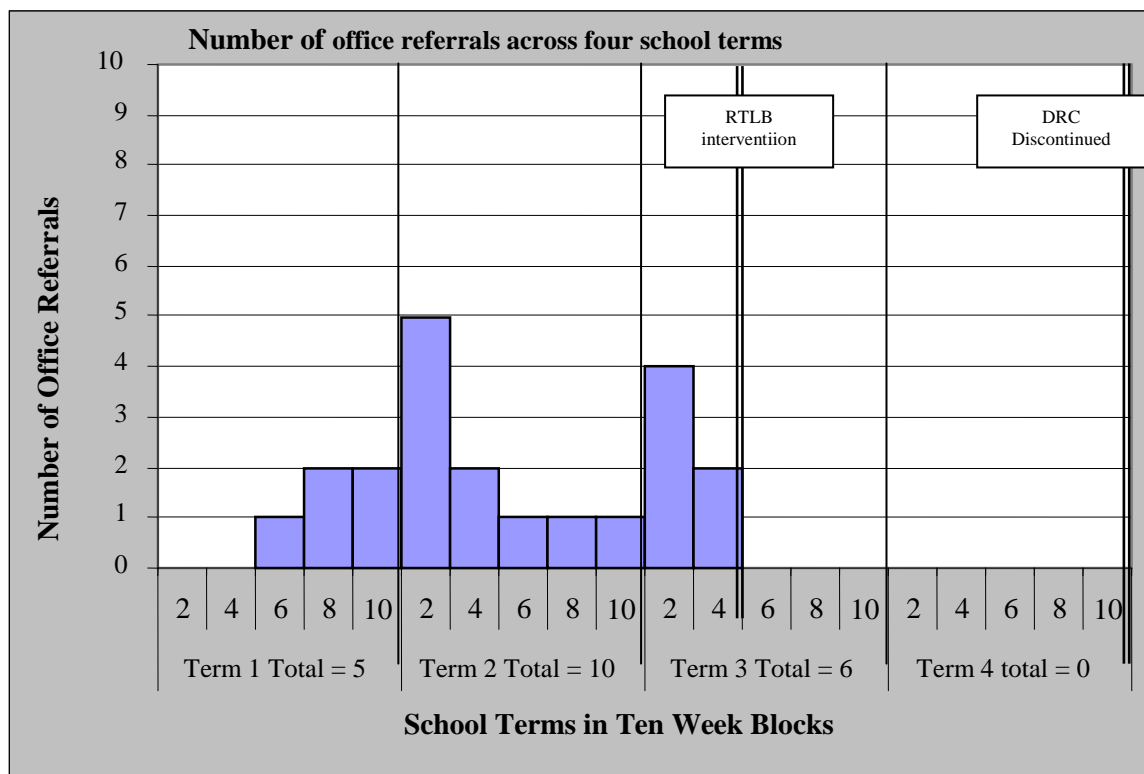Sample periods: 23/25   92 %   4 random days over 4 weeks

After 8 weeks daily reporting card was discontinued.

Student, S = 6

Table showing number office referrals across four school terms

(X axis shows number of office referrals, y axis school terms in ten week blocks.)

ANALYSIS OF OFFICE REFERRALS

Send out	15	
Uniform breach	1	
Unacceptable behaviour	1	10 Week Total: 9
Bad language	1	
Defiance	1	
Physical Assault	2	

BOT chair 13/08 followed up by physical assault/suspension 26/08
TOTAL   21

Total office referrals 10 weeks before start of intervention	9
Total office referrals 10 weeks after start of intervention	0
Total office referrals 20 weeks after start of intervention	
(uniform breach in weeks 16-18)	1

S = 6

DAILY REPORT CARD RATINGS : random sample four days on different weeks.

Range: 1-5   Teacher rating

1 and 2 = not achieving goals	3 = achieving goals	4 and 5 = exceeding goals

DAILY REPORT CARD SAMPLES
Random sample four days on different weeks
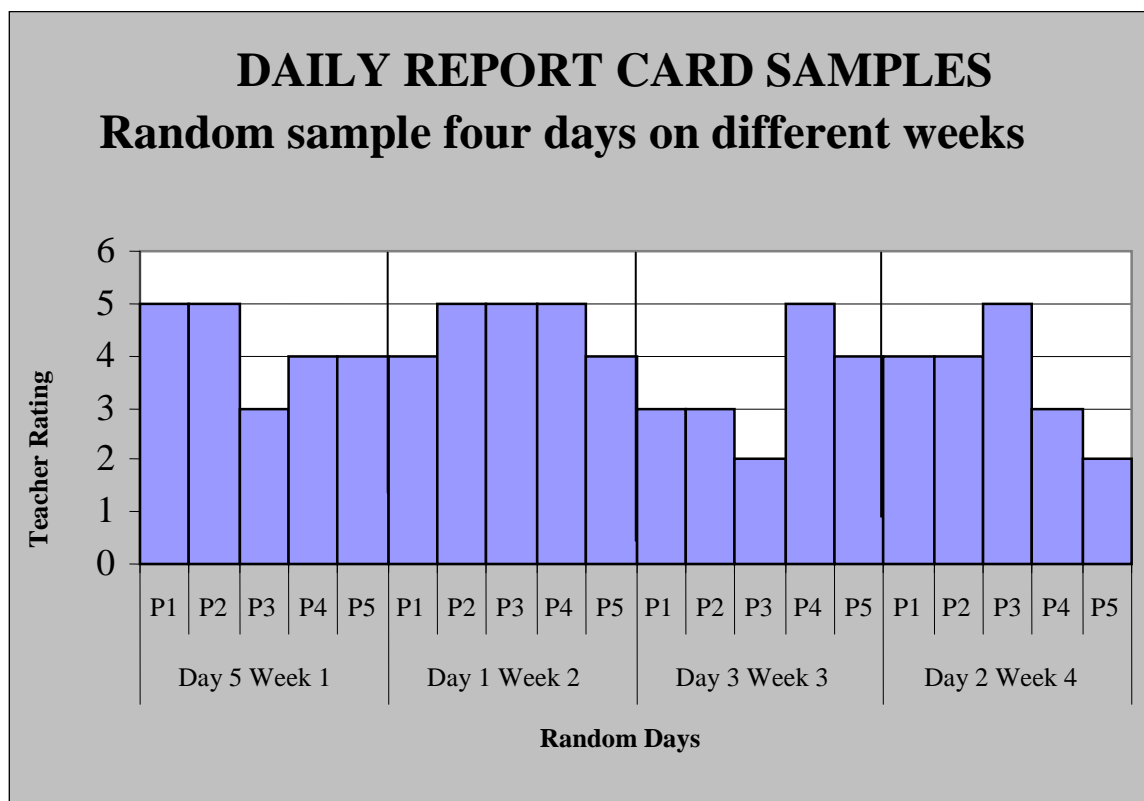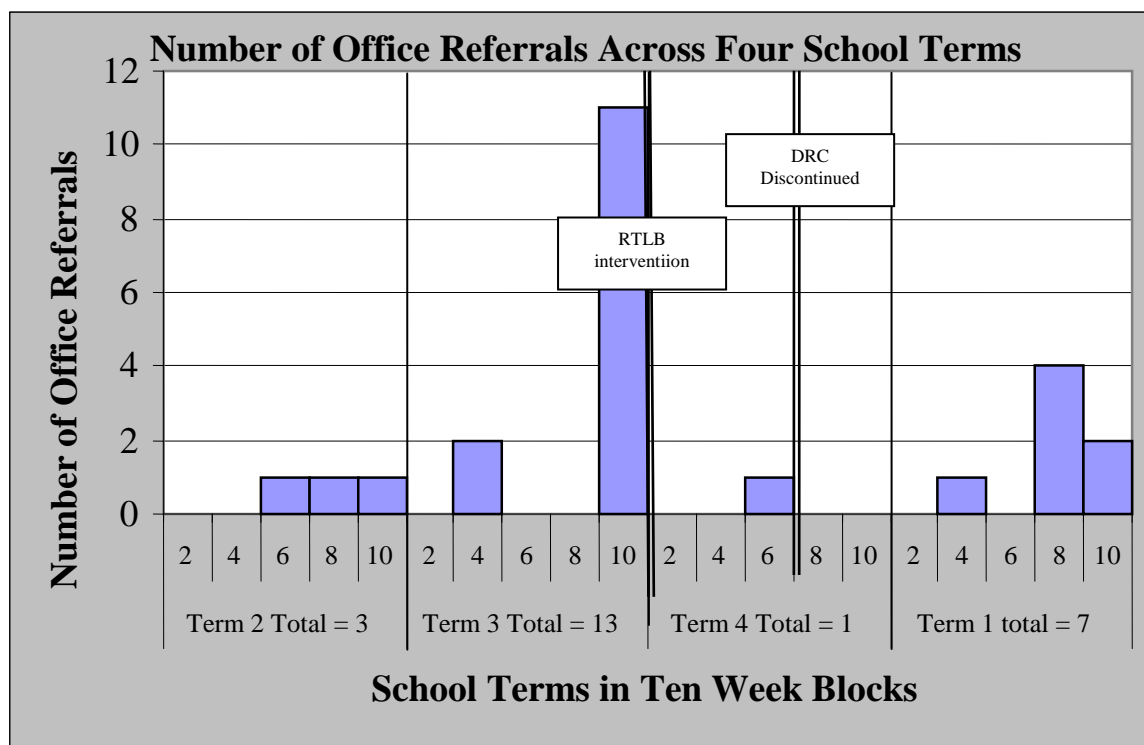

GOALS:

1   To complete homework.

2   To participate positively in class.

Achieved goals 23/25 = 92% time 4 day random sample over 4 weeks.

Student, S = 7

Table showing number office referrals across four school terms

(X axis school terms in ten week blocks, y axis shows number of office referrals.)

Number of Office Referrals Across Four School Terms

| Term 2 Total = 3 | Term 3 Total = 13 | Term 4 Total = 1 | Term 1 total = 7 |

RTLB interventiion

DRC Discontinued

School Terms in Ten Week Blocks

ANALYSIS OF OFFICE REFERRALS

Bullying	1
Theft	10
Unacceptable comments	2
	10 week total: 13

Total office referrals 10 weeks before start of intervention	13
Total office referrals 10 weeks after start of intervention	1
Total office referrals 20 weeks after intervention start	8

S = 7

ANALYSIS OF OFFICE REFERRALS AFTER INTERVENTION START

<u>10 weeks after</u> intervention start

1 referral - smoking

Total = 1

Analysis of office referrals

<u>20 weeks after</u> intervention starts

4   unacceptable behaviour

1   uniform breach

1   offensive language

Total = 7

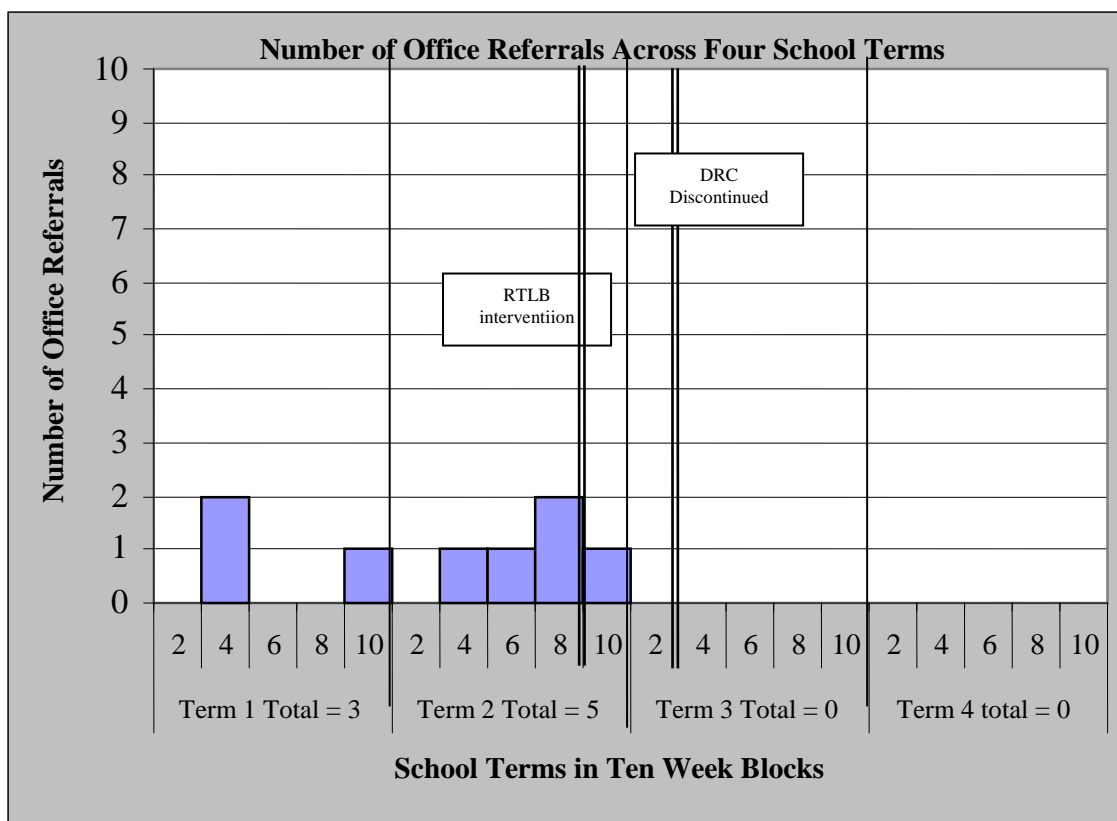20 weeks after intervention starts, n = 7 recorded 8 office referrals.

FURTHER CONSIDERATION:

Time period 3 (Term 4) and Time period 4 (Term 1) were separated by 6 week period between end of 1 year and the start of the next school year.

Student, S = 8

Table showing number office referrals across four school terms

(X axis school terms in ten week blocks, y axis shows number of office referrals.)

ANALYSIS OF OFFICE REFERRALS

Send outs	unacceptable behaviour	3	
	unsettled	1	
	uncooperative	1	10 week total 5
	disruptive behaviour	2	

Total office referrals 10 weeks before intervention start   5

Total office referrals 10 weeks after intervention start   1

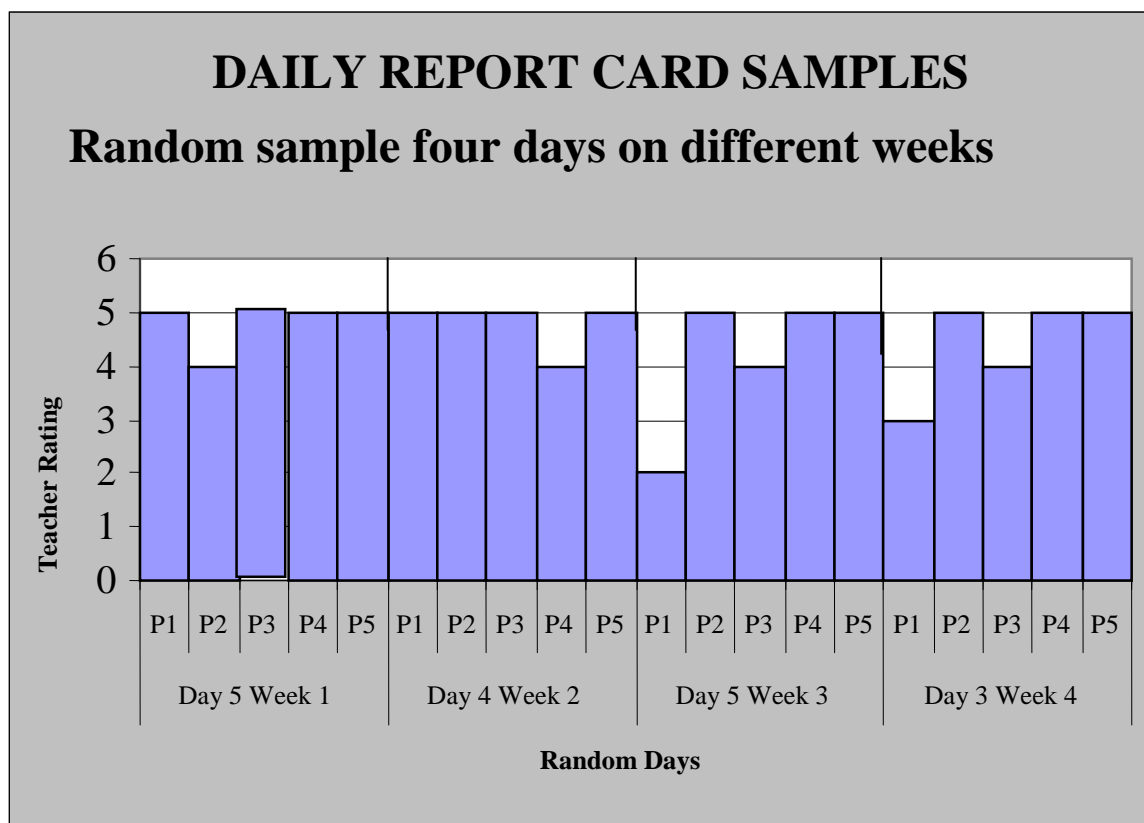Analysis of office referral after intervention start

1 send out reason: unprepared - no homework book
                                        not enough output

S = 8

DAILY REPORT CARD RATINGS : random sample four days on different weeks.

Range: 1-5   Teacher rating

1 and 2 = not achieving goals	3 = achieving goals	4 and 5 = exceeding goals

DAILY REPORT CARD SAMPLES
Random sample four days on different weeks

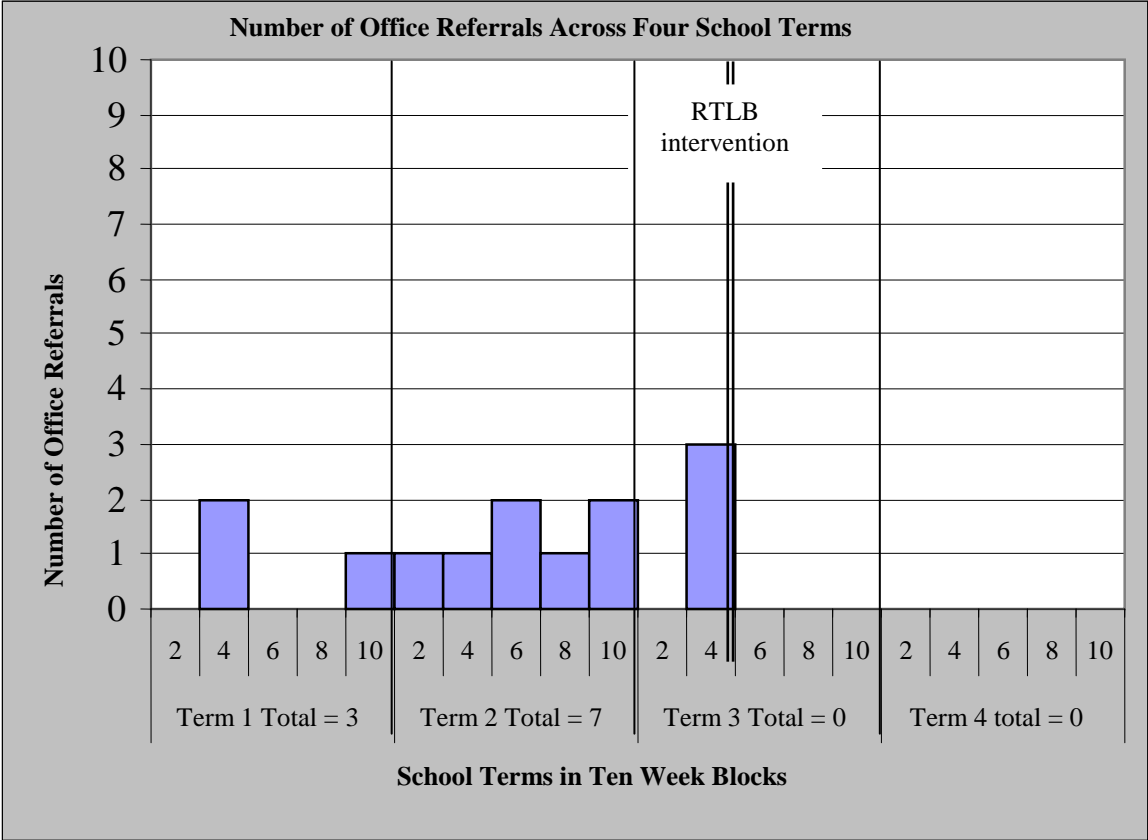Goal: **To manage my calling out behaviour.**

Achieved Goals 23/24 sample periods 4 random days over 4 weeks: 96%

Daily reporting card discontinued after 4 weeks

Student, S = 9

Table showing number office referrals across four school terms

(X axis shows number of office referrals, y axis school terms in ten week blocks.)
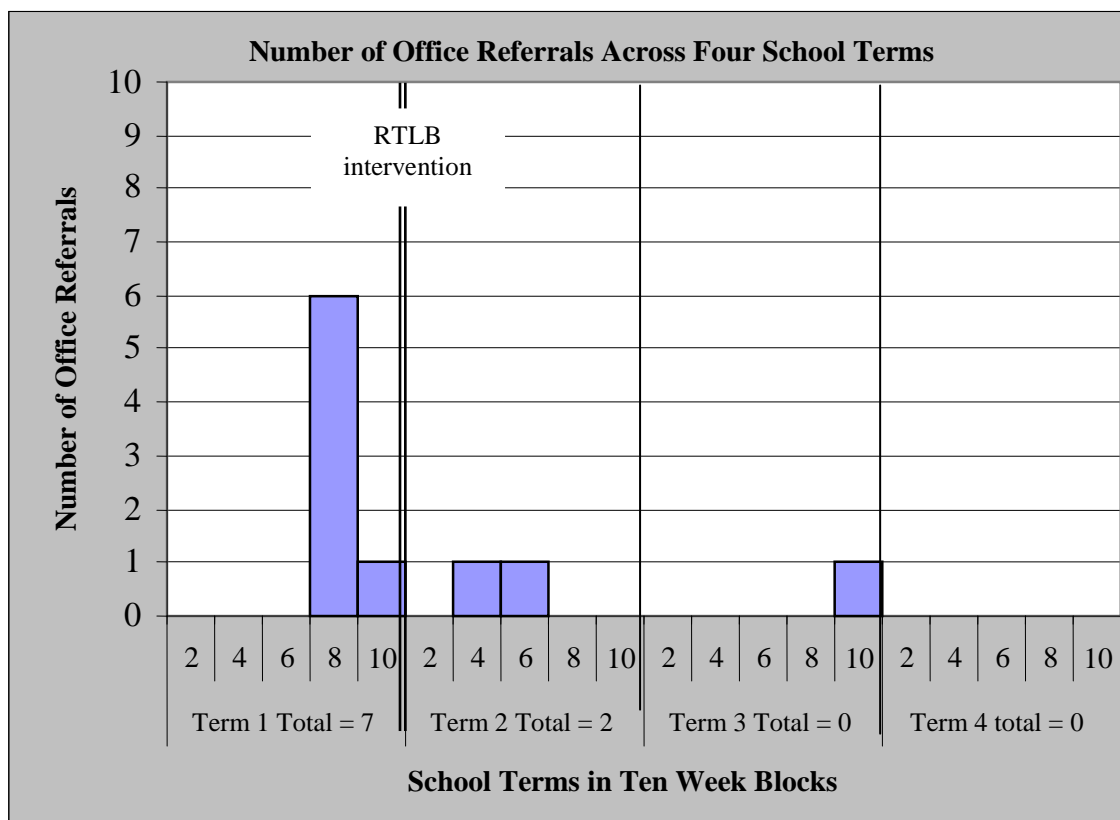

Number of Office Referrals Across Four School Terms

ANALYSIS OF OFFICE REFERRALS

Offensive language	1	
Send out unacceptable behaviour	5	
Homework not completed	2	10 week total 8
Talking	2	
Disruptive behaviour	1	
Send out - no reason recorded	2	
Total:	13	

Total office referrals 10 weeks before intervention start	8
Total office referrals 10 weeks after intervention start	0

Table showing number office referrals across four school terms

(X axis school terms in ten week blocks, y axis shows number of office referrals.)

Number of Office Referrals Across Four School Terms

RTLB intervention

Y axis: Number of Office Referrals (0–10)

Term 1 bars: 6 (at week 8), 1 (at week 10)
Term 2 bars: 1 (at week 4), 1 (at week 6)
Term 3 bars: 1 (at week 10)

X axis: 2 4 6 8 10 | 2 4 6 8 10 | 2 4 6 8 10 | 2 4 6 8 10

Term 1 Total = 7   Term 2 Total = 2   Term 3 Total = 0   Term 4 total = 0

School Terms in Ten Week Blocks

ANALYSIS OF OFFICE REFERRALS

Physical assault	5	(stand down to office 5 periods)
Slow to settle	1	
Off Task	1	10 week total 7
Unacceptable behaviour	1	
Out of bounds	1	

Total office referrals 10 weeks before intervention start	7
Total office referrals 10 weeks after intervention start	2
Total office referrals 20 weeks after intervention start (cumulative)	3

Second sweep interventions (students S =8, S =7, S =10)

Data : Student , S =8 second cycle

Subject S =8 was re-referred 4 weeks after intervention start due to concerns in one particular subject. The daily reporting card had been discontinued for all subjects at the end of week 4.

A second problem solving cycle was engaged and new goals were set between the student, the teacher and the RTLB.

Subject S =8 goals were: 1. To use appropriate comments in class. 2. To be responsible for completing class work to an acceptable standard.

It was decided by the teacher and student to re-introduce the daily reporting card. The daily reporting card was used for a further 6 weeks, over this time the teacher recorded 15 periods out of a possible 24. After this time the daily reporting card was discontinued by agreement between the student and teacher.

No further office referrals were generated during this time in other subjects, no office referrals were generated from target subject.

S =8
Analysis of Office referrals

NO FURTHER OFFICE REFERRALS WERE GENERATED
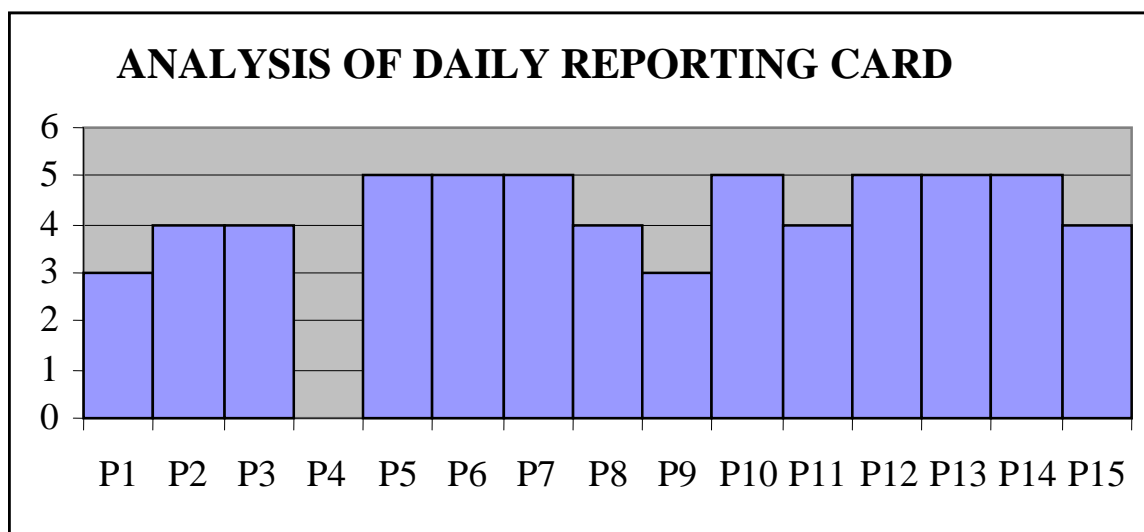
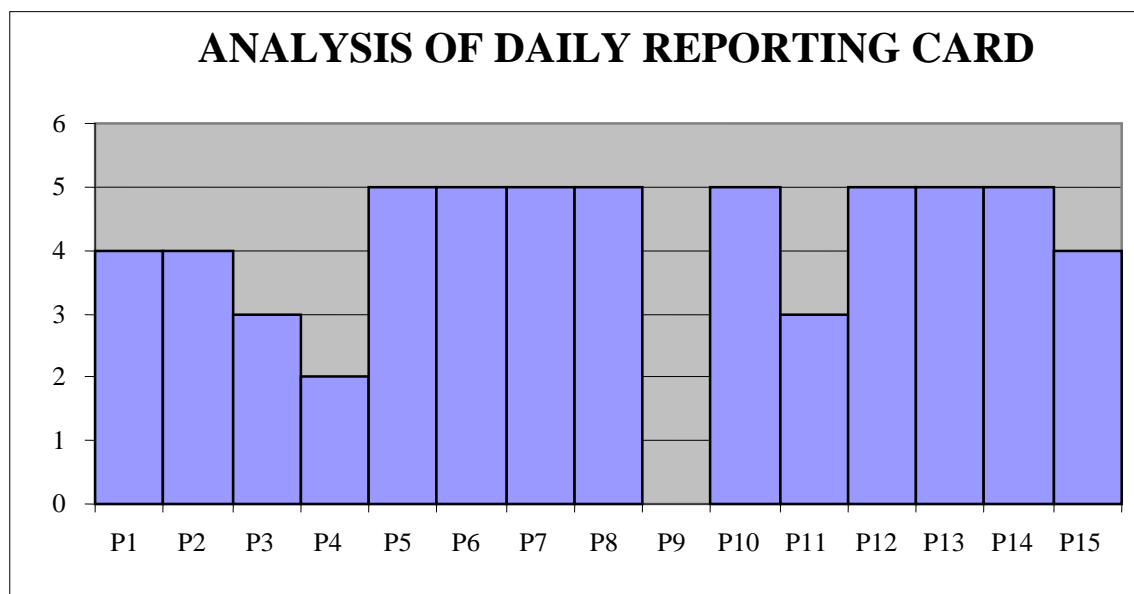# ANALYSIS OF DAILY REPORTING CARD

Range: 1-5   Teacher rating

1 and 2 = not achieving goals	3 = achieving goals	4 and 5 = exceeding goals

Goals: 1   Appropriate comments
**   2   Class work**

Goal 1:

Goal 2:

Subject teacher retained card and used a total of 15 periods out of 6 weeks. Teacher use card 15 times out of a possible 24 periods.

Goal 1   Appropriate comments

     Achieved goal 14/15 periods targeted by teacher = 93%

     1 period recorded as not achieving goal

Goal 2   Completed class work to a reasonable standard

     13/15 periods = 86%

     1 period was record as not achieving goals

     1 period was unmarked.

No further problem solving or goal setting requested.

Data: Student, S = 10 Second Cycle

Student self referred. Requesting problem solving cycle in relation to keeping focus on school work and returning to daily reporting card to help maintain discipline.

RTLB engaged in problem solving cycle with student and referred request to support services team.

Initial information indicated some subject teachers expressing a level of concern. Full subject report requested. Goal setting meeting with parents, student, RTLB and Dean was initiated.

Analysis of office referrals showed no further referrals since the 2 referrals in Term 2. In Term 3 there were no office referrals recorded.

 A daily reporting card for Term 4 across subjects of concern and weekly goal setting and review with RTLB for Term 4 was decided on by support services team.
Data for 4 weeks from the daily reporting card indicated student was meeting goals more than 95 % of the time.

S = 7 is a student who was referred in the last term of a year. This meant the last 10 weeks of the 20 week follow-up period comprised of the first term of the next year.

Number School referrals Year 2

NUMBER OF SCHOOL OFFICE REFERRALS

Number of Office Referrals Across Four Terms
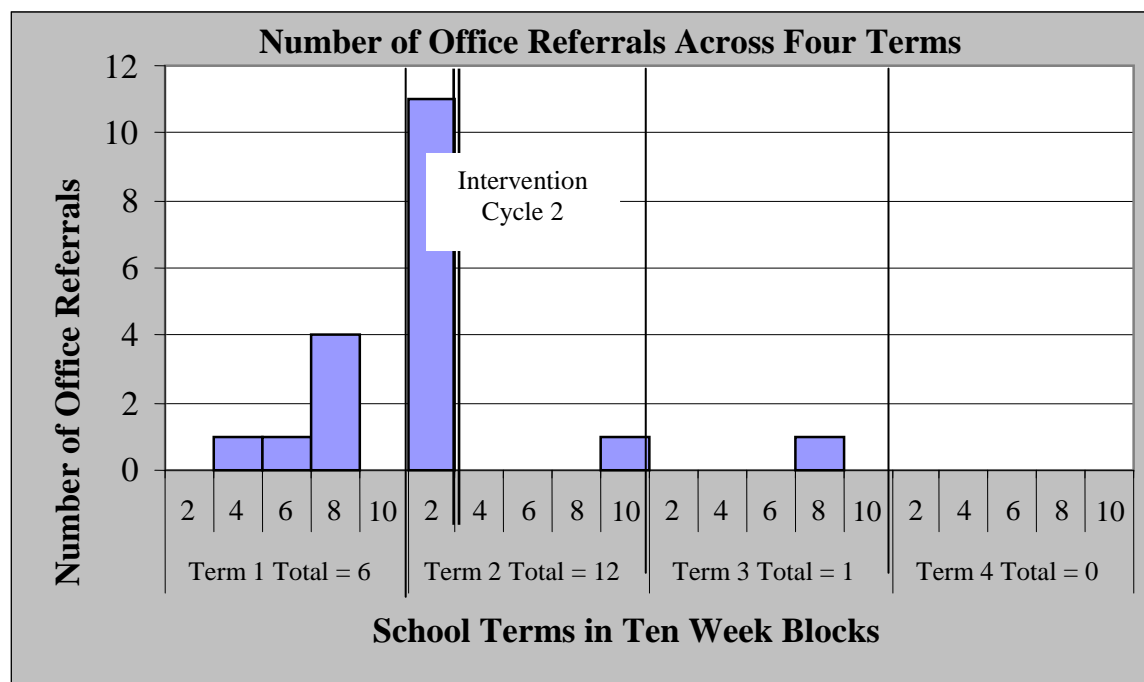
ANALYSIS OF OFFICE REFERRALS

Disruptive	2	
Unacceptable behaviour	4	
Uniform breach	1	
Abuse of another student	10	2 day stand down
10 week total before start of second intervention :	17	

Out of bounds	1	After second intervention
Talking (yawning)	1	
10 week total:	2	

Total referrals to office 10 weeks before intervention start:	17
Total referrals to office 10 weeks after intervention start:	2

S =7

Intervention 2

IEP reconvened.   Homework help timetabled in school time.
 	
                            Work experience programme
 	
                            Correspondence (subject: automotive)
 	
                            Daily Report Card / RTLB review and goal setting

Learning Support Department comments:
 	
                            Improving - much more positive
 	
                            More positive attitude

Second sweep cycles

The second sweep cycles of intervention were able to be implemented quickly, students and teachers were familiar with procedures.

The duration of intervention and monitoring was much reduced as compared to the first cycle.

APPENDIX F

PRE-RTLB REFERRAL SURVEY

RTLB PRE-REFERRAL SURVEY

Name: _____ H/TG: _____

Please indicate student functioning on the scale.
Add comments as necessary.

ACADEMIC ACHIEVEMENT: Completes tasks with … *(Please circle as appropriate)*

High achievement------------Average---------------   Has difficulty   -----------------   Doesn't
                           achievement   completing tasks   attempt
                                                                           tasks

WORK STANDARDS: Presents books/work

Neatly -------- Satisfactory ---------- Poor standard ------------   Doesn't bring books

HOMEWORK: Completes set work

Always -------   Usually ----------------   Sometimes ---------------- Never

ACADEMIC ORGANIZATION: Has books/equipment/diary

Always -------   Usually ---------------   Sometimes --------------- Never

TEACHER INSTRUCTIONS are complied with

Quietly and quickly ----------------- Reasonably ------------ Slowly with comment -----   Not followed

SOCIAL SKILLS: Works well with others

Always --------   Usually -------------   Sometimes -------------   Never

STAYS ON TASK:

Always -------- Usually ------------- With supervision ------------- Only with frequent checking

GENERAL INFLUENCE TO CLASS CLIMATE:

Positive ------- Satisfactory ------- Non involved --------------------- Destructive

GENERAL COMMENTS:

Thank you for taking the time to complete this profile.
David Hill, RTLB

APPENDIX G

PARENT LETTER CLASSROOM INTERVENTION

18 October 2005

Ms A BCDE
1002 WXYZ Road
ALEXANDRA

Dear Parent/Caregiver

We are currently focusing on learning and achievement in 10MX.

Part of this process is David Hill, Resource Teacher of Learning and Behaviour, working with students to develop successful learning strategies.

David Hill has spoken to students as a group and has goal set individually with students.

The basic themes we are developing are:

       self motivation
and   taking responsibility for our own learning

In class this means: finishing tasks
                            completing homework
                            developing high standards

In a homework check, we found ABC had not completed homework. ABC was given until the end of the week to complete this work.

When this was not achieved – learning support was provided for Tuesday 18 October.

ABC failed to show. The school views this as defiance and it attracts 3 demerit points.

Follow up is on Tuesday 25 October 2005. Attendance is required.

Yours sincerely

David Hill
RTLB

APPENDIX H

TIES II TEMPLATE

INSTRUCTIONAL MATCH Instruction is matched to the identified needs of the student Clear measurable goals are set	☐ ☐	**Look for – Can they do it what's happening?**
TEACHER EXPECTATIONS Students are active and involved Realistic but high academic standards are set and (unwilling to settle for mediocrity) Accountability for completion of work	☐ ☐ ☐	**Look for - Clear communication - Efforts to complete quality work**
CLASSROOM ENVIRONMENT Advance organisers, well developed lessons Teacher cues, prompts and models Active teaching with a variety of materials and strategies	☐ ☐ ☐	**Look for - active, responsive, enthusiastic delivery**
TEACHER PRESENTATION Climate is positive, friendly, supportive Time is used productively Routines in place and observed Students are self managing	☐ ☐ ☐ ☐	**Look for cooperative atmosphere, high student participation**
COGNITIVE EMPHASIS Students understand tasks Thinking skills, strategies embedded in their work Students demonstrate use of strategies	☐ ☐ ☐	**Look for – 'wait time', explicit strategy use.**
MOTIVATIONAL STRATEGIES Teacher enthusiastic/encouraging/positive interactions Routines vary/materials interesting and age appropriate Process skills emphasized and valued Reinforcement effective/conferencing and feedback exists Students self monitor/believe they can achieve goals Student involvement in planning Progress monitored/students accountable	☐ ☐ ☐ ☐ ☐ ☐ ☐	**Look for – examples of intrinsic motivation**

INSTRUCTIONAL ENVIRONMENT

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RELEVANT PRACTICE		Look for – help without telling
Help given with prompts, cues, fading	☐	On task/Tasks relevant to purpose
Higher ordered thinking skills demonstrated/expected	☐	
Students know what to do/Materials @ skills level	☐	
Measures reflect what is taught	☐	
Format and completion demands clear and appropriate	☐	

ACADEMIC ENGAGED TIME		Look for – help without telling
Attention gained, focused, maintained/monitored	☐	On task/Tasks relevant to purpose
Students attend, participate & complete work	☐	
Students active/little down time/ Active responses promoted	☐	
Questioning carefully targeted for development	☐	
Corrective feedback given	☐	
Teacher active and interactive to get success	☐	
Alternative options for uncertain/finishing students	☐	

INFORMED FEEDBACK		Look for – immediate feedback/ Cues and prompts for error correction
Performance monitored continuously	☐	
Feedback timely, corrective, frequent, encouraging	☐	
Process as well as product emphasised	☐	
Re-explanations, specific suggestions for correction	☐	
Practice follows correction	☐	
Prompts and cues provided, students correct own errors	☐	

ADAPTIVE TEACHING		Look for – all students active and included
Diagnoses errors, prescribes alternatives and checks	☐	
Lesson plans include adaptations for special needs	☐	
Elements of task set @ students' skill level	☐	
Range of materials & alternative teaching strategies used	☐	

PROCESS EVALUATION		
Evaluation from teachers	☐	
Evaluation from students	☐	
LEOTC Self Evaluation	☐	

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PROCESS EVALUATION continued …
Teacher expectation matched to delivery ☐
Management of class linked to classroom ☐
teacher.

Look for – high success rates

STUDENT UNDERSTANDING
Student understands ☐
- purpose, tasks and steps ☐
- quality required ☐
- appropriate strategies ☐
- actions when uncertain ☐

QUESTIONING
- Active ☐
- Initiated by students ☐
- Explanation/challenges ☐
  compared to telling
- Dialogue – brings students
  experiences into ☐
  learning

APPENDIX I

TIES II EXAMPLE

Detail of TIES II analysis
Note only relevant elements have been included in this example.

| INSTRUCTIONAL ENVIRONMENT |

INSTRUCTIONAL MATCH
Instruction is matched to the identified needs of the student ☒
Clear measurable goals are set ☒

Look for – Can they do it what's happening?

[handwritten] Need to set and review goals esp students self select in obs.

TEACHER EXPECTATIONS
Students are active and involved ☐
Realistic but high academic standards are set and (unwilling to settle for mediocrity) ☒
Accountability for completion of work ☒

Look for - Clear communication - Efforts to complete quality work

[handwritten] academic engaged time is the issue here.

CLASSROOM ENVIRONMENT
Advance organisers, well developed lessons ☐
Teacher cues, prompts and models ☐
Active teaching with a variety of materials and strategies ☐

Look for - active, responsive, enthusiastic delivery

TEACHER PRESENTATION
Climate is positive, friendly, supportive ☒
Time is used productively ☐
Routines in place and observed ☒
Students are self managing ☒

Look for cooperative atmosphere, high student participation

[handwritten] Climate of social attention is dominant. A lot of ans - leaving occurring!

ACADEMIC ENGAGED TIME
Attention gained, focused, maintained/monitored ☒
Students attend, participate & complete work ☒
Students active/little down time/ Active responses promoted ☒
Questioning carefully targeted for development ☐
Corrective feedback given ☐
Teacher active and interactive to get success ☒
Alternative options for uncertain/finishing students ☐

Look for – help without telling On task/Tasks relevant to purpose

*[handwritten] Call outs, moving around
very little of completion
do off task record - seems like a lot of off task behaviour
Q marking cycle - books in when?*

STUDENT UNDERSTANDING
Student understands
- purpose, tasks and steps ☒
- quality required ☒
- appropriate strategies ☒
- actions when uncertain ☒

Look for – high success rates

[handwritten] difficulty is academic engaged time and task completion mean students are not scaffolded in learning?

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APPENDIX J

UNIVERSITY ETHICS DOCUMENTS

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wananga o te Upoko o te Ika a Maui

School of Education
Te Pūtahitanga o te Mātauranga

14 November 2002

David Hill
Galloway RD3
Alexandra

Dear David

RE: Your application (AARP 2002/17) to the Victoria University of Wellington School of Education **Human Ethics Committee** received 15 October 2002.

I am pleased to advise you that your application has been approved by the committee. All the best for the completion of the research.

Yours Sincerely

Dr Jane Gilbert
Convenor, School of Education Human Ethics Committee

Our Ref:	**AARP 2002/17**
Project Title:	**A Systemic Approach to Behaviour Management**
Course:	
Supervisor:	Don Brown
Student/ Investigator:	David Hill
Date:	15 October 2002

It is my considered opinion that the above Application Form should be:
(Please indicate 1 category)

- Approved: ~~following~~ modifications   ....

- Declined: ....

- Resubmit to Full Committee: ....

- Resubmit to _____ :   ....

....

....

....

Comments: The full committee approved
this application subject to minor
changes which have now been
attended to

Convenor:	*[signature]* (B.L. McDonald)
Date:	4 – 11 – 02.

Dear colleague

As you know the school is developing a Positive Support programme for students who are referred to the school executive for behavioural difficulties. You will know the details of the programme as it is now being established.

The school will be evaluating the programme over the next two school terms. So that we can learn as much as possible from this new programme, I have gained approval to collect programme information for a Master's thesis at Victoria University of Wellington. In this way I will be able to study the programme carefully and report to the school on its success rate.

Before I can include some of the details of the programme, which would include elements of the programme where you are involved, I will need your permission to do so.

No names will be used, nor will it be possible to identify any students or staff in my thesis. All I shall record is the progress each student makes while in the programme by giving them a number. I will be the only person who knows that number and all the numbers will be destroyed when I have written my thesis. Teachers will be referred to in general terms with no one teacher being the focus of the study. Feedback will be given to both teachers and students involved during the study.

When the study is completed I will report to the school on the success of the programme. I will also publish a report for other educators who may be interested. None of these reports will contain any details that would identify students, or the teachers involved. The school will not be named in any outside publication.

Once the study is completed and the reports presented, any data collected for the thesis, and not part of the normal school records will be destroyed. During the study, all data will be kept in a secure fashion in the school.

If you agree to be part of this study you will follow the usual procedures set out for the programme. I will record data in the usual way in your classroom and within the school generally. For the purpose of the thesis, I will keep any data related to your contact with students in a coded record by assigning a letter of the alphabet to your name. I shall be the only person who knows that code

If you agree to allow me to include data relating to your work in my thesis would you please sign the attached consent form.

If you would like any further information you can contact my supervisor at Victoria University of Wellington. His address is Mr Don Brown, RTLB Programme, Victoria University of Wellington, PO Box 600, Wellington. His telephone number is 04 364 5679

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wananga o te Upoko o te Ika a Maui

Information Letter to parents/guardians

Dear

I am pleased to be able to tell you that your daughter is now being assisted by the school's Positive Assistance programme.

So that we can learn as much as possible from this new programme, I have gained approval to collect programme information for a Master's thesis at Victoria University of Wellington. In this way I will be able to study the programme carefully and report to the school on its success rate.

Before I can include in my study the progress your daughter makes during their time in the programme, I will need your permission to do so. Regardless of whether you give this permission, your daughter will be fully included in the positive behaviour change programme.

This letter is to give you the opportunity to decide if I can include your daughter's progress in my study.

No names will be used, nor will it be possible to identify any of the students in my thesis. All I shall record is the progress each student makes while in the programme by giving them a number. I will be the only person who knows that number and all the numbers will be destroyed when I have written my thesis.

When the study is completed I will report to the school on the success of the programme. I will also publish a report for other educators who may be interested. None of these reports will contain any details that would identify students, or even the teachers involved.

If you would like more information before making your decision I would be pleased to speak with you about it.

If you agree to allow me to include your daughter's progress in my report, would you please sign the attached form. You will see from this form that you can withdraw your permission at any time up until I write my report.

If you would like any further information you can also contact my supervisor at Victoria University of Wellington. His address is Mr Don Brown, RTLB Programme, Victoria University of Wellington, PO Box 600, Wellington. His telephone number is 04 364 5679

Many thanks