



Briefing Note: CYWS Speaking Points 21 June Trauma Informed Practice and PB4L

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	16 June 2022	Priority:	Medium
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Summary

- This briefing note provides you with an update on the Positive Behaviour for Learning School-Wide (PB4L-SW) refresh and information about trauma informed practice to support your discussion at the Child and Youth Wellbeing Strategy Ministerial Group meeting on 21 June 2022.
- To support your attendance at this meeting, we have included an update on the direction and scope of the PB4L-SW refresh, information about how the refresh can support trauma informed practice, how the funding through Budget 22 will be used to strengthen the initiative, timeframes for the work and expected outcomes, as well as the known effectiveness of PB4L-SW.
- Talking points (see Appendix 1) and a detailed project plan (see Appendix 2) are attached to support you to lead discussion with your colleagues.

Proactive Release

- a **agree** that the Ministry of Education release this briefing in full once it has been considered by you.

☒ Agree / ☐ Disagree.



Dr David Wales
National Director Learning Support Delivery
Te Pae Aronui

16/06/2022



Hon Jan Tinetti
Associate Minister of Education

21/06/2022

Background

1. You have requested information on the PB4L-SW refresh and its links to trauma informed practice to support an agenda item for the Child and Youth Wellbeing Strategy Ministerial Group meeting on 21 June 2022. To inform discussion, we have included information in this briefing and attached talking points (see Appendix 1) and a detailed project plan for refreshing PB4L-SW (see Appendix 2).
2. This item follows on from discussion at the Child and Youth Wellbeing Strategy Ministerial Group meeting on 2 August 2021 (METIS 1264451) about the PB4L suite of initiatives, uptake and funding for PB4L-SW and the key opportunities for future work to strengthen PB4L-SW, which included funding requirements.
3. An Information Update provided to you on 13 May 2022 presented the detailed project plan for the PB4L-SW refresh [METIS 1285218 refers], which will be funded through Budget 22.

Overview of the PB4L-SW refresh

4. PB4L-SW provides a whole-school framework that enables schools, kura, families and whānau to create inclusive and supportive school environments that promote caring relationships, value diversity and encourage positive behaviour. PB4L-SW can be adapted to meet the specific needs and strengths of each school community. It creates a foundation for each school to provide more targeted support to meet individual needs.

Funding through Budget 2022 will support the refresh and enhancement of PB4L-SW delivery

5. The PB4L-SW refresh will better support schools to foster safe, inclusive environments in a culturally responsive way, particularly for ākonga and whānau Māori. It will also better meet the needs of Māori and Pacific students, LGBTQIA+ students, disabled students and students with additional learning support needs, including neurodiverse learners.
6. This initiative will provide stronger foundations for initiatives targeted to meet specific learner needs, enhance wellbeing, improve achievement and reduce negative outcomes such as bullying.

Budget 2022 funding

7. Funding through Budget 2022 provides \$11.2 million in operating expenses and \$0.3m in capital expenses over the next four years to strengthen PB4L-SW.
8. This funding will provide for a refresh and strengthened delivery of PB4L-SW in approximately 42% of primary schools/kura and 57% of secondary schools currently using the initiative.
9. This funding will also provide 14 FTE for additional School-Wide Practitioners from mid-2023, to improve the quality of support delivered. Each practitioner will be able to support an average of 28 schools compared with each practitioner supporting about 41 schools without this funding.

Trauma Informed Practice and PB4L-SW

What we know about Trauma Informed Practices

10. We know that trauma-informed practices help teachers understand what happens when a student experiences distress and how to respond effectively. These approaches emphasise self-care practices and teachers working together to support trauma-informed environments for all students [METIS 1276473 refers].
11. We note that overly focusing on trauma is not helpful as it can conflict with ecological and strengths-based approaches. However, when approaches to trauma are informed by Te Ao Māori¹ and socio-cultural approaches, the conversations change from focusing on behaviour as sitting within the child towards understanding the child within the context of culture, relationships, and connectedness.
12. The school principals [METIS 1256279 refers] who have successfully implemented trauma informed practices in their schools have stressed the importance of embedding trauma informed approaches within the school culture in a way that relates culturally to their community. They took a holistic, wellbeing approach to teaching and focused on the partnership with students and whānau. Their approach involved a whole school staff and community in embedding the learning from the training. This increased the strength, resiliency, and connectedness of their communities. They described the training in trauma informed practice as a beginning of a transformational journey requiring school and community level shared understanding and commitment.
13. Although access to trauma informed PLD varies across the country, we know that Ministry Learning Support and RTLB staff implement trauma informed approaches as part of their day-to-day practice. There is one PB4L-SW working group related to working on embedding trauma informed practices within the PB4L-SW framework.

PB4L-SW has the potential to support trauma informed practice

14. The refresh of the PB4L-SW framework will provide schools with a foundation on which they will be able to implement other approaches and initiatives, including trauma informed practice.
15. PB4L-SW has the potential to support trauma informed practice in two key ways. Firstly, by supporting consistent processes for understanding behaviour that allow for tailored strengths-based responses, and secondly, the PB4L-SW framework is a process that supports and enables embedding of system change.
16. Trauma Informed practices highlight the importance of having environments which are consistent and clear about what is valued, and where social and emotional skills are explicitly taught. In addition, supporting staff understanding of biases and triggers is important to ensure responses are strength-based, reducing the risk of re-traumatising. These practices align with the PB4L-SW approach and can be further strengthened by tailoring the framework.
17. An opportunity within the refresh may also include developing the understanding of how the PB4L-SW framework principles of change can support schools/kura to implement and embed practices that are tailored to their specific needs.

¹ Pihama, L., Smith, L. T., Evans-Campbell, T., Kohu-Morgan, H., Cameron, N., Mataki, T., ... & Southey, K. (2017). Investigating Māori approaches to trauma informed care.

Direction and scope of PB4L-SW refresh

18. Three work streams will guide the refresh and enable achievement of the intended outcomes:
 - a. *Strengthening PB4L-SW within the LSDM.* We will explain and strengthen how PB4L-SW aligns within the LSDM.
 - b. *Strengthening the Integration of PB4L-SW with other local support.* He Pikorua, the practice framework for Ministry staff and RTLB will be used to explain and strengthen how PB4L-SW fits within the Ministry's integrated model of local support.
 - c. *Refreshing the PB4L-SW framework, through the seven essential features.* The PB4L-SW framework will be updated to ensure it is fit for purpose.

Timeframes for the work and expected outcomes

19. Work on the refresh of PB4L-SW will involve experts and education sector stakeholders and be delivered by mid-2023. Following this, training will begin for current and new School-Wide Practitioners. The refreshed initiative will begin to be implemented in schools by January 2024.
20. Ongoing development and research for PB4L-SW and evaluation of the impact in schools, will ensure the initiative can continue to be redefined.
21. Whole-school approaches can take between three to five years to embed, so medium-term impacts of this funding should be visible from about 2027.

Intended outcomes of this refresh

22. The high-level intended outcomes of this refresh are:
 - a. An updated PB4L-SW framework which is reflective of the New Zealand education sector today and is able to meet the diverse needs of schools/kura and ākonga
 - b. Strengthened functioning of PB4L-SW within the LSDM
 - c. Strengthened integration of PB4L-SW with other learning supports at a local level.

Intended output of this refresh

23. A key product of the refresh will be a revised tier one (universal) resource which reflects the changes made to the PB4L-SW framework. This resource will ensure that the refreshed PB4L-SW framework is well understood and implemented effectively. The resource will be used by School-Wide Practitioners and school staff to help guide delivery of PB4L-SW.

What is known about the effectiveness of PB4L-SW

24. PB4L-SW is already in over 40% of all schools and has shown it can deliver good outcomes, such as reductions in aggressive behaviours.
25. International evidence has highlighted the effectiveness of approaches such as PB4L-SW in improving behaviour and learning outcomes for children.² The PB4L suite builds on international researched and best practice, as it is an adaption of a model which is used successfully in a number of countries, including the USA and Australia.
26. Findings from a 2015 evaluation included that PB4L-SW was supporting positive changes to school culture, safety and inclusion, alongside a decrease in major behaviour incidents.³ A 2020 report from the New Zealand Council for Educational Research (NZCER) stated that overall, PB4L-SW schools are making better progress at reducing aggressive behaviours than a non-PB4L-SW comparison group.⁴

Next Steps

27. Work on PB4L-SW provides a powerful opportunity to improve how we support schools to collaboratively create safe and inclusive environments tailored to their needs. It encourages data-based decision making, consistent practices and system level support to increase positive behaviour in schools.
28. We will continue to update you on the PB4L-SW refresh.

Appendixes

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| Appendix 1: | Talking points |
| Appendix 2: | Positive Behaviour for Learning School-Wide (PB4L-SW) Refresh Project Plan |

² Sugai, G., & Horner, R.H. (2009). *Responsiveness-to-intervention and school-wide positive behavior supports: Integration of multi-tiered system approaches*. *Exceptionality*, 17 (pp 223-237).

³ Available at: <https://www.educationcounts.govt.nz/publications/series/pb4l-school-wide/a-positive-culture-of-support-pb4l-school-wide-final-evaluation-report>

⁴ *What can Wellbeing@School data tell us about change in PB4L-SW school outcomes?* Mohamed Alansari, Elliot Lawes, and Sally Boyd, September 2020. Note that this paper is pending updates which will include additional teacher and administrative data findings. However, student findings will remain the same.

Appendix 1: Talking points

- I appreciate the opportunity today to update you on our work in education on the Positive Behaviour for Learning School-Wide initiative. This follows on from our discussion of PB4L School-Wide and the PB4L suite of initiatives in August last year.
- PB4L School-Wide (PB4L-SW) is a whole school framework that enables school communities to create inclusive behaviours that encourage positive behaviour.
- It is part of the PB4L suite that provides a range of support to children, young people and schools. This ranges from universal to strengthen practices across a whole school community, to more targeted group or individualised support to meet the needs of children.
- PB4L-SW was first introduced in 2010. Delivery to schools has grown over time to now cover about 42% of primary schools/kura and 57% of secondary schools. PB4L-SW needs a refresh to more effectively support schools to create and sustain safe and inclusive environments and better meet the needs of all learners, with a focus on cultural responsiveness for ākonga Māori.
- Funding provided through Budget 2022 gives us the opportunity to update the initiative, so it better meets the needs of all learners, particularly for ākonga and whānau Māori, and really emphasises to schools how they can build the kinds of safe and inclusive environments that promote good wellbeing outcomes.

Direction and scope of PB4L-SW refresh

- We have created a plan to strengthen the alignment of PB4L-SW within the Learning Support Delivery Model (LSDM).
- This plan specifies 3 work streams for the PB4L-SW refresh – strengthening PB4L-SW within the LSDM, strengthening the Integration of PB4L-SW with other local support and refreshing the PB4L-SW framework, through the seven essential features.

Budget 2022 funding

- Budget 2022 provides \$11.2 million in operating expenses and \$0.3m in capital expenses over the next four years to strengthen PB4L-SW.
- A refresh of PB4L-SW will better support schools already using PB4L-SW to build and sustain safe and inclusive environments.
- With this investment one of our priorities is to strengthen support with implementation in schools already using PB4L-SW to ensure these schools receive high-quality support to implement PB4L-SW to the best of their ability.
- 14 additional School-Wide Practitioners will help provide more high-quality, tailored implementation support to each school from mid-2023. Each practitioner will have more time to support an average of 28 schools (compared with each practitioner supporting about 41 schools without this initiative).

Timeframes for the work and expected outcomes

- Work on a thorough refresh of PB4L-SW will involve experts and education sector stakeholders and be delivered by mid-2023. Following this, training will begin for current and new School-Wide Practitioners. The refreshed initiative will begin to be implemented in schools by January 2024.
- Ongoing evaluation of PB4L-SW delivery will assess impacts over time and funding for research and development will allow the Ministry to keep the initiative up-to-date and continue to refine it.
- Whole-school approaches can take between three to five years to embed, so medium-term impacts of this funding should be visible from about 2027.
- Intended outcomes of this refresh are: an updated PB4L-SW framework able to meet the diverse needs of schools/kura and ākonga, strengthened functioning of PB4L-SW within the LSDM and strengthened integration of PB4L-SW with other learning supports at a local level.
- Intended output of this refresh will be a revised tier one (universal) manual reflecting the changes made to the PB4L-SW framework.

Trauma informed practice and PB4L-SW

- We know that trauma-informed practices help teachers understand what happens when a student experiences distress and understand how to respond effectively.
- As a result of the refresh, the PB4L-SW framework will provide schools with a foundation on which they will be able to implement other initiatives such as Trauma Informed Practice.
- PB4L-SW has the potential to support Trauma Informed Practice in two ways – by supporting processes for understanding behaviour and by providing a framework to support and embed change.

What is known about the effectiveness of PB4L-SW

- We know that wellbeing, learning and behaviour are interlinked.
- International evidence over the last 30 years has highlighted the effectiveness of positive behaviour support approaches – to improve behaviour and learning outcomes for children.
- School-Wide is already in over 40% of all schools and has shown it can deliver good outcomes, such as reductions in aggressive behaviours.
- Strengthened delivery of PB4L-SW will promote positive relationships and a sense of belonging for learners, which improves wellbeing outcomes, such as engagement in learning, and reduces negative outcomes such as bullying.

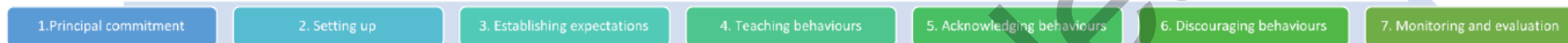
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Positive Behaviour for Learning School-Wide (PB4L-SW) Refresh Project Plan

Background

Positive Behaviour for Learning School-Wide

Positive Behaviour for Learning School-Wide (PB4L-SW) is a framework designed to create positive school environments and strengthen relationships, wellbeing, inclusion and belonging. PB4L-SW begins with universal support across the whole school and wider community, becoming increasingly targeted and tailored as needs are identified through data. There are 7 essential features which underpin the PB4L-SW framework, as shown below:



The Learning Support Delivery Model

The Learning Support Delivery Model (LSDM) brings together local early learning services, kōhanga reo, schools and kura as a learning support community, to identify and respond to the learning support needs of all ākonga and their whānau. PB4L-SW fits well within an integrated model of support and allows for flexible support for ākonga, whānau and those working in education as part of the LSDM.

Positive Behaviour for Learning School-Wide evaluation

An evaluation of PB4L-SW was recently undertaken, with the purpose of identifying the strengths, enablers, and barriers to effective implementation of PB4L-SW, and understanding how we can strengthen delivery of PB4L-SW. The evaluation also aimed to provide insights about how to better-align PB4L-SW within the LSDM, so strong, foundational universal support is maintained. Following on from this evaluation, several next steps have been identified, which will form the basis of a refresh of the PB4L-SW framework. Recent feedback from the Minister, on the plan to strengthen PB4L-SW within the LSDM, has also been incorporated into the project plan.

Te Tuapapa o He Pikorua

A foundation for inclusive learning communities for all mokopuna and their whānau.



Problem definition

PB4L-SW was adapted from the American Positive Behavioural Interventions and Supports (PBIS) model and introduced to New Zealand in 2010. Over the past 12 years, the education sector has changed and evolved, as has the way the Ministry delivers supports and services. In this time the Ministry has introduced the LSDM, He Pikorua, an updated Ka Hikitia-Ka Hāpaitia, a Plan for Pacific Education, the Child Youth and Wellbeing Strategy, the NELP and a new Education and Training Act 2020. School-Wide Practitioners have evolved their practice in response to the changes in the education sector, however, no updates have been made to the PB4L-SW framework or manual. The purpose of the refresh is to update the PB4L-SW framework and manual to reflect changes in New Zealand and internationally. A key part of this refresh will be embedding PB4L-SW within the LSDM as the Ministry's Learning Support operating model.

Refresh purpose statement

The purpose of the PB4L-SW refresh is to strengthen the PB4L-SW framework so that it is reflective of the New Zealand education sector today, and best practice from an international perspective. Enabling PB4L-SW to better support positive school relationships and safe and inclusive environments, which enhance engagement and wellbeing for all. An updated framework will be flexible to be able to support local school and community values, and responsive to meet the diverse needs of ākonga. The PB4L-SW framework will provide schools with a foundation on which they will be able to implement other initiatives. This will help to support ākonga being provided with the right support, in the right place, at the right time, within the LSDM.

A key focus of the PB4L-SW fresh will be to ensure the updated framework and accompanying guidance is reflective of Te Mahau, and supports relationships and collaboration between national office staff, regional staff and the sector. To enable this, each phase of the project will weave together the skills and experience of Te Mahau. Representatives from across Te Mahau will form an advisory group and guide the direction of the refresh and the updated PB4L-SW framework. The refreshed manual will highlight the importance of this Te Mahau relationship and working collaboratively with the sector.

Intended outcomes

The high-level intended outcomes of this refresh are:

1. An updated PB4L-SW framework which is reflective of the New Zealand education sector today and is able to meet the diverse needs of schools/kura and ākonga.
2. Strengthened functioning of PB4L-SW within the LSDM
3. Strengthened integration of PB4L-SW with other learning supports at a local level

Intended output

A key product of the refresh will be a revised tier one (universal) manual which reflects the changes made to the PB4L-SW framework. This resource will ensure that the refreshed PB4L-SW framework is well understood and implemented effectively. The resource will be used by School-Wide Practitioners and school staff to help guide delivery of PB4L-SW.

Work streams

There will be 3 work streams which will guide the refresh and enable achievement of the intended outcomes:

1. Strengthening PB4L-SW within the Learning Support Delivery Model (LSDM). We will explain and strengthen how PB4L-SW functions within the LSDM. This will support:

- a. better understanding of how PB4L-SW works within the LSDM, and complements other initiatives within learning support
- b. clearer communication to the sector and the regions about how PB4L-SW fits within the LSDM

2. Strengthening integration of PB4L-SW with other local support. He Pikorua, our practice framework, will be used to explain and strengthen how PB4L-SW fits within the Ministry's integrated model of local support. This will help enable:

- a. deliberate consideration of the use of PB4L-SW alongside other learning support being delivered for schools/kura, ākonga and their whānau
- b. implementing reporting systems which will support local decisions to be informed by data
- c. School-Wide Practitioners to be more confident to work together with other learning support staff to codesign and delivery learning support across the integrated support model.

3. Refreshing the PB4L-SW framework, through the seven essential features - *Principal commitment, setting up, establishing expectations, teaching behaviours, acknowledging behaviours, discouraging behaviours, monitoring and evaluation.*

The PB4L-SW framework will be updated to ensure it meets the needs of the education sector. The key focuses of this review will be on:

- a. ensuring the 7 essential features can meet the cultural and diverse needs of New Zealand schools/kura and ākonga. This includes actively expressing the principles of Te Tiriti o Waitangi and aligning with a te ao Māori perspective. As well as having stronger reflection of Māori and Pacific students, LGBTQIA+ students, disabled students, and students with additional learning support needs, including neurodiverse learners, and a focus on trauma informed practice and social cohesion
- b. supporting schools to be able to establish consistent processes for collecting, monitoring, and evaluating data
- c. supporting consistent processes for understanding behaviour that allow for tailored strength-based responses to behaviour
- d. building the capabilities and capacity of School-Wide Practitioners to enable them to effectively support schools to implement PB4L-SW
- e. updating the tier one (universal) manual and communicating this to key stakeholders
- f. Reviewing the processes for becoming a PB4L-SW school, and how schools progress through implementing the tiers of support. With a focus on enhancing fluidity between universal, targeted, and tailored support.
- g. Undertaking an international scan of best practice related to PBIS (on which PB4L-SW is based). To understand if there are any PBIS elements missing from PB4L-SW that could be integrated to address current needs.

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