

**An evaluation of the Team-Teach behaviour support training programme
in New Zealand**

James Griggs

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ABSTRACT

This thesis investigates the implementation of the 'Team-Teach' behaviour support training programme in New Zealand. This school-wide training package develops generalised skills in behaviour management and de-escalation for students who are exhibiting extreme and violent behaviour. The Team-Teach framework also provides training in physical interventions that are designed for use in schools, and with children. The legal issues associated with the use of physical intervention are also addressed during the training in addition to recommended best practice for the development of policies and procedures. Prior evidence suggests that behaviour support training with a physical intervention overlay can result in increased confidence and safety for staff members and a reduction in the levels of physical intervention and incidents.

The purpose of this study was to investigate participant opinion of Team-Teach training immediately after course delivery and further into implementation in addition to an investigation into the barriers and facilitating factors affecting the impact of Team-Teach within two New Zealand special schools.

The research employs a mixed method pragmatic paradigm utilising document analysis, questionnaire and interview survey to ascertain the impact and implementation issues related to Team-Teach training. Quantitative analysis of course feedback ratings and attitudinal scales were combined with the qualitative thematic analysis of written comments and interview transcripts to inform the discussion.

The results present a positive endorsement of Team-Teach training both immediately after the training course and further into implementation and compare favourably with the findings of previous international studies. Research participants reported a significant

increase in personal confidence and a perceived reduction in incidences of extreme behaviour and physical intervention. The perceptions of research participants to initial training in New Zealand varied considerably between training providers and there were also notable differences between groups in different work roles and with different levels of experience. Research participants expressed concern over the lack of adaptation of the Team-Teach syllabus to embrace the New Zealand context.

Research participants endorsed use of the ‘positive handling plan’ (PHP) as a way to legitimatise and standardise practice in difficult situations. It was however clear that neither school had developed genuine parental partnerships in either the creation or effective communication of these plans. There was a general agreement that parents should be able to access Team-Teach training but significant concerns were highlighted over how this could be achieved in practice.

Research participants endorsed the Team-Teach model of training ‘in-house’ tutors to provide contextual and responsive internal capacity. There was a general agreement that the physical interventions taught were effective and appropriate for use with children. Participants clearly expressed concerns related to the teaching of too many physical interventions that were not required and recommended that training in physical interventions should be in class teams and specific to actual need.

There was a clear indication that research participants believed this training should receive official recognition at the highest level as an acknowledgement that physical intervention is sometimes necessary in schools and that there is a legitimate way to achieve this.

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DEDICATION

For my wonderful boys

Carter and Taine

Dad is finished in the study now, break out the light sabres.

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CHAPTER 1

INTRODUCTION

The need for crisis management training in schools

New Zealand Ministry of Education statistics reveal that the number of assaults on teachers doubled between 2000 and 2008 and the proportion of exclusions for physical assault on staff have increased from 2.7 per cent in 2000 to 6.3 per cent in 2008 (Ministry of Education, 2010a). The New Zealand Education Institute NZEI (2007b) also reported a 2.8% increase in stand downs particularly as “students moved into years 7, 8 and 9” (p. 7). These figures clearly suggest that violence in schools is affecting both teacher safety and student access to their legal right to an education. Teachers working in mainstream and special education schools are “challenged to manage and reduce disruptive behaviour while continuing to deliver quality education to all” (NZEI, 2007b, p. 2) within a safe environment as required by law. There is no doubt that challenging behaviour affects all students in a school as it can often interrupt the “teachable moment” (NZEI, 2007b, p. 2) to the detriment of teachers teaching, and students learning.

A major change in New Zealand law has cemented the right of “all New Zealand children with disabilities to an inclusive education within their local community” (Education Act, 1989) creating a system whereby a local mainstream school is often the preferred choice for parents of children with special needs. As a result of this legislation students with special educational needs who have a far greater complexity of issues, and at times exhibit very challenging behaviour are now placed in schools across the country. This presents some teachers and schools with circumstances that are new and extremely challenging.

Mainstream integration is often successful, however an evaluation of 229 primary and secondary schools revealed about 20% of schools “were found to have few inclusive

practices” (Education Review Office, 2010, p. 1) when it came to educational provision for special needs pupils. This inconsistency within mainstream schooling may be a factor contributing to the on-going need for dedicated special education facilities to best meet the needs of these complex children.

In order to improve this provision teachers within all settings need access to training to enable them to manage challenging behaviour with all students and more specifically management of the inherent behavioural characteristics of special education students. This training must have a strong evidence base and be appropriate for the New Zealand context to be able to maximize the potential for learning of all children, regardless of educational needs, within ethical and legally sound practices.

Why this study is needed?

The New Zealand education system is not historically insular in its thinking. Overseas initiatives and ‘off-the-shelf’ programmes are often introduced, sometimes with success, but often with an initial rush of optimism followed by a slow demise. This disappointing trend may be due to an incompatibility with New Zealand systems and culture or inadequate attention to implementation. In some cases e.g. conductive education the imported programme proves to be “less effective than the traditional methods of teaching and therapy” (Hornby, Atkinson, & Howard, 1997, p. 117) with “not enough evidence of the potential or achieved success” (Hornby et al. 1997, p. 117) and is, upon reflection, a ‘fad’.

Within special education a particularly strong culture of innovation exists as educators and other professionals seek new ways to improve educational provision for the specific needs of their students. This dynamic culture can produce astounding successes. The Picture Exchange Communication System (PECS) as reviewed in Sulzer-Azaroff, Horton, Hoffman, Bondy and Frost (2009) is one such innovative success story whereby students learn to

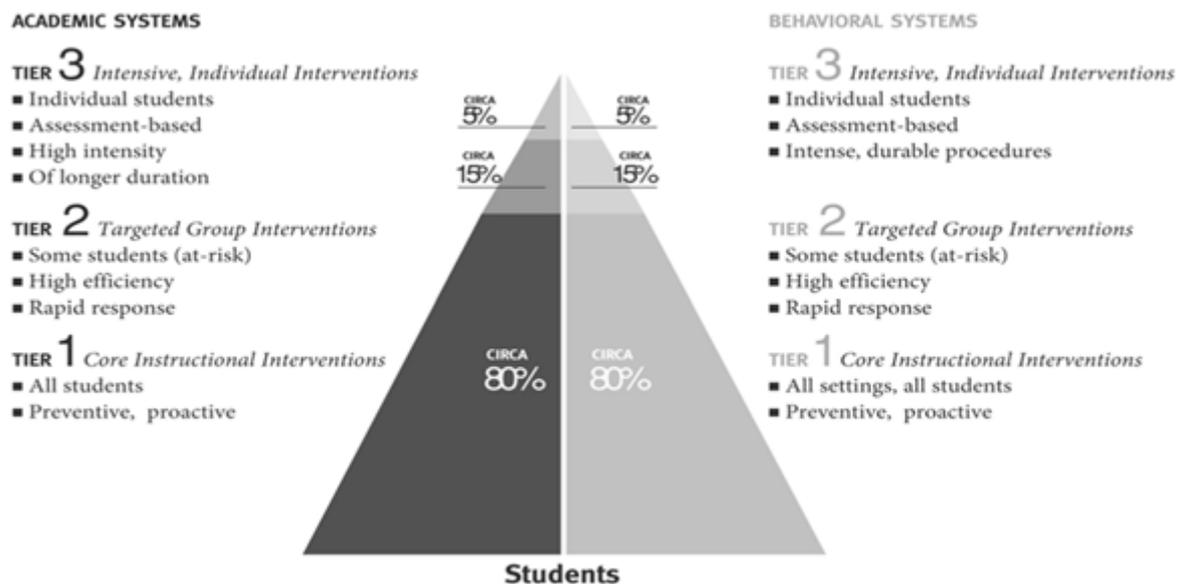
communicate with the use of visuals in a structured manner. This dynamic, innovative culture present within special education is also, by virtue of its very nature particularly vulnerable to fads and quick fixes.

Slavin (2010) discusses his vision of education 2020 driven by four key attributes for educational programme implementation.

- Teachers using proven programmes.
- Government supports the creation, adoption, dissemination of proven programmes.
- Incentive funding to schools using proven programmes.
- Constant development and evaluation of new models.

As a step in this direction the New Zealand government has funded, through the Ministry of Social Development (MSD), the Advisory Group for Conduct Problems (AGCP) tasked with identifying and endorsing evidence-based practice for the management of conduct problems for children at different stages of development. The AGCP group has successfully identified programmes that have a strong evidence base and have linked these programmes to the core, targeted and intensive tiers derived from the three-tier model of response to intervention (figure 1). The AGCP group have so far presented very few options for the most disruptive 5% of students who require the most intensive 'tier 3' interventions resulting in a continued lack of guidance and direction for schools in dealing with the most difficult students.

Figure 1: The three-tier model of response to intervention (Education Counts, 2010).



Why then is there a dearth of recommended programmes for this higher level of need? The AGCP group require potential programmes to have a specific evidence base in order to be included for consideration. It would appear that sufficient research of this quality or nature is lacking for potential tier three programmes making it difficult to ascertain whether they are genuinely effective, based upon evidence, or just a passing fad to be ignored.

Church (2003) identifies some more specific gaps in existing research expressing a need to:-

- Ascertain whether well developed overseas interventions can be adapted for use in New Zealand settings and, if so adapted, whether they remain effective interventions.
- Additional reviews of research into what works (a) for children with severe intellectual disabilities and (b) for children with autistic spectrum disorders who are also developing severe behaviour difficulties of various types. (p. 172)

One such “well developed overseas intervention” (Church, 2003, p. 172) that is widely used internationally within a special education context is the Team-Teach behaviour management programme. Team-Teach is defined as “training in positive handling strategies through a whole-setting holistic approach, working with leadership and management, actively committed to reducing restraint and risk” (Team-Teach, 2010). Founded by George Matthews in 1997 Team-Teach originated in the UK and was designed specifically for use with children in schools as a direct contrast to programmes that were designed for mental health or law enforcement settings. It has evolved to be one of the largest training providers in this field, particularly within the UK where there are currently over 2000 tutors and 500,000 people who have been trained since its inception. Team-Teach is accredited by the British Institute of Learning Disabilities (BILD) and has received commendable reports and approval from the UK Department of Education, Department of Health, The Office for Standards in Education and the Health & Safety Executive as well as being the recipient of a national training award in 2006.

In 2004 a UK special school headteacher founded Team-Teach Australia offering a variety of training options for schools in Australia and New Zealand. The introduction of Team-Teach into New Zealand has been quite slow with the first two Team-Teach tutors qualifying in 2005 expanding to 15 accredited tutors in 2010 and 473 people trained. Team-Teach Australia has rebranded to Team-Teach Asia / Pacific with tutors and training provided as far afield as Hong Kong.

There is a small amount of international research on the practice of using crisis management training and physical interventions within residential settings for adults with an intellectual disability yet there is very little research that is school based and none to be found within New Zealand. Research that is related to Team-Teach is also hard to uncover with

only two studies of note: Hayden and Pike (2004) and Cotton (2010) both completed within UK schools.

This lack of research may reflect a certain academic caution regarding the controversial nature of a topic that arouses considerable emotion. There are conflicting arguments, from those who “regard physically restraining children as inappropriate in all circumstances” (Day & Daffern, 2009, p. 1), to those who take a more pragmatic view and argue for the “need to safely manage behaviour that is extremely challenging” (Day & Daffern, 2009, p. 1) and reduce the risk of harm to the child and to others.

There is a need for research to be completed on the effectiveness of such programmes within a New Zealand context to either help them progress along the complex path to legitimacy or discard them as marginally effective fads. Legitimacy may enable national recognition, government support, and oversight. This could contribute to more effective implementation so that training and programmes can be delivered where needed in order to have an impact on student outcomes. Rejection is equally useful in that it prevents the wasting of precious resources and prioritizes the search for something better. It is intended that the current research specifically targeted at the Team-Teach programme, will initiate the beginning stages of this process of evaluation.

Team-Teach

A key concept within the Team-Teach philosophy is that 95% of crisis situations can and should be managed using non-physical de-escalation techniques and that staff need to be adequately trained in safe physical techniques for the remaining 5% of times where a physical intervention may be necessary.

It is important to note that although the 5% of children in tier three of the positive behaviour support framework that require intensive interventions are more likely to present behaviour that results in a physical intervention this is a different concept to the 5% Team-Teach target for the use of physical intervention in crisis situations. A combination of the two concepts may be best described as physical intervention used in a maximum of 5% of crisis incidents that involve a maximum of 5% of the school population. The reality is that the vast majority of children do go through their entire school life without the need for physical intervention at any time.

Within the Team-Teach programme, physical techniques are not taught in isolation but as part of a wider discussion on the management of behaviour. This is reflected in the course syllabus whereby only two out of eight training modules concentrate on the teaching of physical techniques.

Aims and course objectives of Team-Teach

The training programme has stated aims and course objectives that are presented to participants early in the training programme. Team-Teach aims are identified as:-

- Promoting the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised.
- Enabling services to develop acceptable and authorised (authorised locally in NZ context i.e. board of trustees) responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, by training in Team-Teach.

- Reducing the amount of serious incidents involving physical controls in all settings and to emphasise the importance of exhausting behaviour support strategies in the first instance.
- Increasing the awareness of staff concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling.
- Providing a process of repair and reflection for both staff and students/service users.

The course objectives are stated as:-

- To develop shared values which promote the attitudes, skill and knowledge needed to implement Team-Teach in the workplace.
- To develop positive handling skills in behaviour management including verbal and non-verbal communication, diversion and de-escalation and safe effective, humane physical interventions.
- To develop skills in positive listening and debrief.

(Team-Teach, 2010)

Training options

There are currently eight training options available thorough the Team-Teach framework (table 1) however the most widely utilized option within New Zealand and subsequently the focus of this study is the basic 12 hour course described as applicable for medium risk settings with a focus on “personal safety, specific risk reduction strategies, a range of positive handling and interventions, together with a focus on policy, documentation and legal guidance” (Team -Teach, 2010).

Table 1: Other courses available within the Team-Teach framework.

Title	Duration	Outline
Foundation course	6 Hours	Low risk: Personal safety, specific risk reduction strategies, positive handling and documentation/legal guidance.
Advanced modules	Specific to need	High risk: Personal safety, risk reduction strategies, a range of positive handling and interventions in response to dangerous behaviour. Areas covered: Everyday objects used as weapons, transport and safe ground hold positions.
Intermediate tutor	5 days	Successful participants will be licensed to deliver both the 6 hour foundation and 12 hour basic course to employees of their employer.
Advanced tutor	4 Days	Successful participants will be licensed to deliver a range of advanced modules to employees of their employer.
Positive listening and debrief (PLD)	6 hours	To provide skills to facilitate debrief within the work setting.
Positive listening and debrief (for non tutors)	3 Days	To provide 6 hour PLD de-briefers with a more in-depth opportunity to practice and reinforce the skills required by a de-briefer in a service setting.
Positive listening and debrief (tutors)	3 Days	To provide tutors with the knowledge, skill, understanding and resources to be able to lead their own 6 hour positive listening and de-briefing courses

The 12 hour basic course

The basic 12 hour course is split into eight modules, two of which develop staff competency in the use of physical intervention.

Module one, background to Team-Teach: This element introduces Team-Teach as an organisation, its history and the aims and objectives of the training.

Module two, legal framework: This aspect of the course content originates from the United Kingdom and little work has been completed to match this with New Zealand law and practice. The basic concepts of minimum force / shortest time, absolutely necessary, and using physical intervention as a last resort do however have sound basis within New Zealand law as do the training elements pertaining to ‘duty of care’ and ‘in loco parentis’.

Module three, understanding aggression: This module aims to develop an awareness of the causes of aggression with a focus on the behaviours of students that challenge staff and the behaviours of staff that provoke aggression in students.

Module four, how feelings drive behaviours: This module develops an awareness of the process of how feelings can drive behaviour and the stages of an escalating crisis with practical responses presented for application at each stage.

Module five, de-escalation and diffusion: This module develops practical steps to managing explosive behaviour by the use of C.A.L.M. (communication, awareness /assessment listening/looking and making safe) skills. Verbal and non-verbal communication skills including the impact of body language are considered.

Module six, personal safety: This section of the training delivers specific physical techniques designed to ‘breakaway’ from an attack and retreat to a safer place. This is recommended as the primary physical response to an attack once non-physical methods have been exhausted. Specifics include arm and neck responses and the management of hair pulls and bites.

Module seven, positive handling: This section teaches course participants how to use guides, controls and escorts as a gradual and graded approach to manipulating student movement by physical intervention. Interventions progress from low impact/controls such as guiding the students elbows whilst walking together to full seated restraint by two or more staff members rendering the student completely immobile.

Module eight, repair, reflection and review: This is the simplified version of the PLD (positive listening and debrief course) discussing how to address the follow up to a violent or explosive incident. The emphasis is upon learning ‘better ways’ with the student learning more appropriate ways to express aggression and the staff member reviewing their actions for future improvements.

A defining characteristic of the Team-Teach training approach and therefore worthy of specific mention is the ‘help protocol’. This is a process taught within the course whereby staff members are encouraged to help each other in crisis situations with the use of predetermined prompts. This develops a team approach to behaviour management whilst reducing the isolation that is inherent when teachers and staff members are required to deal with incidents alone. The rationale is that supporting a colleague by ‘changing face’ can also be the quickest way to de-escalate a situation as it is often the immediate tension between the staff member and a student that fuels the fire.

There is an attempt within the course to direct policy development and reporting practices with a brief discussion on what best practice looks like and templates provided for tutors to distribute. There is no requirement on participant schools to implement these as part of the course. For students who require repeated physical or behavioural intervention ‘positive handling plans’ (PHP’s) are strongly recommended as best practice within the Team-Teach approach.

Course materials and on-going support provided

Course recipients receive a workbook that provides in-depth information concerning the course content. These have not yet been adapted fully for the New Zealand context in spite of a recent revision. By activating their online registration, course members are able to use resources on either the Team-Teach UK or Asia/Pacific website including resources,

discussion and streaming video of physical techniques. These resources can be accessed at <http://www.team-teach.co.uk/> or <http://www.team-teach.com.au/home.php>

Tutors receive a training manual, and the relevant resources they need to deliver courses on CD ROM. They also have access to additional online resources within protected 'tutor only' areas.

Quality control

After each course, participants complete a course survey that is collapsed to a master sheet and sent to the director for oversight. In the United Kingdom random observations of training are undertaken however this has not occurred in New Zealand to date largely due to the co-director of Team-Teach being based in Australia. Tutors are required to log in to the online resources once per month to keep current with new developments and regular email contact from the UK and Australia assists with on-going professional knowledge and development.

Intermediate tutors must deliver courses in pairs with restrictions on the tutor/participant ratio in place. Intermediate tutors are required to refresh within 12 months of initial training then within every 24 months thereafter. Advanced tutors deliver higher risk modules therefore they are required to refresh annually. The foundation six hour courses are valid for three years and basic 12 hour courses are valid for two years. This requirement to refresh and update practice assists tutors to achieve one of Slavin's (2010) key attributes for educational programme implementation with "constant development and evaluation of new models" (p. 4).

Australia and New Zealand have no formal accreditation system for courses of this kind. Team-Teach Asia/Pacific is however currently working with Australian state governments towards this end. In the absence of a local endorsement agency the Team-Teach

organisation presents their endorsement by the UK British Institute of Learning Disabilities (BILD) as an international accreditation.

Research question

What is the impact of the introduction of Team-Teach behaviour management training into New Zealand?

This overarching question will be answered by investigation into three main areas of interest.

1. What are the perceptions of New Zealand Team-Teach trained staff in schools regarding the usefulness of the training immediately after course delivery and further into implementation?
2. What perceptions and other evidence exist within New Zealand Team-Teach schools regarding the impact of Team-Teach on the professional practice of teachers and student behaviour?
3. What have been the facilitating factors and challenges to the implementation of Team-Teach within a New Zealand context?

Definition of terms in research question

Team-Teach: “Training in positive handling strategies through a whole setting holistic approach, working with leadership and management, actively committed to reducing restraint and risk” (Team-Teach, 2010).

Introduction: Team-Teach has been operating as a provider of training in New Zealand since 2005.

Behaviour management training: Training in school-wide policy and procedure development in addition to physical and non-physical techniques to manage and control severe and challenging behaviour in students.

Team-Teach trained staff: Any member of staff in the school who has received tutor training or has participated in the six or twelve hour course and remains within their refresher timeframe.

CHAPTER 2

LITERATURE REVIEW

Violence in schools

Violence in schools is a societal issue and the ability of schools in isolation to manage such behaviour, and to teach students better ways to behave is arguably limited. NZEI (2007c) maintain the problem of violence in schools “is complex and will not go away. It is linked to poverty. It is linked to home and family circumstances, sometimes to lack of parenting skills, and it is linked to medical syndromes” (p. 2) and laments at “a strong element of primary schools fixing up society but not being resourced to do so” (p. 2). The Post Primary Teachers Association, PPTA (2009) maintain that “the most difficult 5% of conduct disorders will not be able to be fixed by teachers, or in school” (p. 8) supporting the view that the “top 5% (of challenging behaviours) you should not be expected to manage in the same way as a general practitioner would not do heart surgery” (J. Langley, personal communication, November 1, 2010). Regardless of this perceived impotence, crisis management and student violence are a working reality within schools and in particular within special education schools.

In a study of secondary schools in New Zealand, Schagen and Hogden (2008), attempted to discover the nature and prevalence of violent and severely disruptive behaviour. They found that the prevalence of physical attacks on staff was very low, with only 0.2% of participants reporting being ‘often’ and 2.3% ‘sometimes’ attacked. The percentage of reported attacks on other students however was significantly greater, that is 3% ‘often’ and 19% ‘sometimes’. Another finding was related to damage to property, with 20% of teachers reporting this happening ‘often’ and 32% ‘sometimes’. When the prevalence of physical attacks on staff in the Schagen and Hogden study is combined with violent incidents against

other pupils and damage to school property a clearer picture emerges with a significant number of staff members affected.

Croft (2007) reviewed violent incidents from a primary school perspective using a sample of schools in New Zealand and discovered greater incidences in reported violence against teachers when compared to secondary school students. Within this report 15% of teachers and teacher aides reported being assaulted in 2006 with physical restraint being used in over half of teacher responses.

In terms of provision for crisis management, 63% of principals in the Croft (2007) study reported not providing training for staff to manage potentially violent behaviour, yet over 66% of these same schools had policies for handling physical assaults. Although principals, teachers and support staff generally reported that incidences of physical assault had a small to moderate effect on them personally, they did report a significant negative impact on their ability to perform their professional task. In terms of consequences for students 32% of students who perpetrated violence were stood down or suspended for their actions with 28% counselled and 24% referred to an outside agency.

The Croft (2007) and the Schagen and Hogden (2008) studies identified similar trends in the violence data. Low decile co-ed schools reported the highest levels of severe behaviour problems with boys being the major perpetrators of physical assault. There were significant differences in the types of severe behaviour problems reported by male and female teachers and that students were “more likely to be disruptive with a teacher of the opposite sex” (Schagen & Hogden, 2008, p. 20). Male teachers were more likely to report violence and teachers in the first years of teaching were reported to be significantly more likely to experience severe behaviour. As students progressed through the education system the level of violence decreased with the highest number of physical assaults perpetrated in primary school during years one to three.

Within a special education context the issue of violence becomes more complex. Matson and Boisjoli (2009) discuss how children with an intellectual disability that is often accompanied by an overlaying mental health disorder are “much more likely to present with challenging behaviours such as aggression” (p. 114). The Croft (2007) study identified a significant number of support staff in mainstream primary schools being assaulted by students with identified special educational needs. These findings raise questions related to the level of control and responsibility a student with an intellectual disability could have over their actions? With very low functioning students this lack of understanding of actions and consequence creates obvious challenges for a number of traditionally effective behaviour intervention techniques.

If we accept that challenging behaviour and violence is a working reality when dealing with students with an intellectual disability, we must then seek practical solutions that allow students to attend school, to receive an education and to do so in safety.

What then is happening in New Zealand to assist schools to manage these behavioural challenges?

Behaviour management in New Zealand

The New Zealand curriculum document encourages schools to be responsible for educating young people in both the curriculum areas and the social and behavioural skills inherent within the key competencies, principles and values in order to enable students to participate as contributing members of society. Support services for behavioural difficulties in schools available within New Zealand include resource teachers of learning and behaviour (RTLb), specialists from Group Special Education (GSE) and access to educational and clinical psychologists. These resources are however limited. They are sometimes difficult to access, and lack an element of responsiveness due to the lengthy application process, eligibility

criteria and waiting lists for such services. Schools across New Zealand clearly need to develop an internal capacity to manage behaviour at all levels. To this end and in the historical absence of clear guidance, schools across New Zealand use a wide variety of different behavioural strategies and programmes with varied levels of effectiveness.

In an attempt to achieve the goal of using evidenced-based practice in education, significant developments have been made within New Zealand in recent years in the field of behaviour management. In 2009 the 'Taumata Whanonga' or 'Behaviour Summit' in Wellington established a pathway to the formation of the 'Positive Behaviour for Learning Action Plan'. As a result of this plan the 'Positive Behaviour for Learning' school-wide behaviour management programme is forecasted to be implemented in 400 schools by 2015 "prioritized to secondary, intermediate and decile 1-3 schools" (Ministry of Education, 2009). There is a planned behaviour crisis response service with a target of a 48 hour response time however this is in the trial stage at this time. Improvements in initial teacher education and RTLB practice are among several other initiatives within this action plan.

An Advisory Group for Conduct Problems (AGCP) has been established to research and report on evidenced-based programmes for behaviour management. Identified programmes have been matched to the appropriate universal, targeted and intensive tiers within the positive behaviour support framework with the wider spectrum of behavioural needs met through "universal interventions" (Kalke, Glanton & Cristalli, 2007, p. 154) adequate for the needs of the vast majority of children in our schools. The three-tier model of responses to intervention (see figure 1 in introduction) advocated by the Ministry of Education is split into both behavioural and academic interventions thus highlighting the need to address both elements when planning interventions for challenging behaviour. In this model there is provision for intensive academic programme modification in addition to intensive behavioural interventions for the most challenging of students.

Crisis management is arguably more appropriate for the 1-5% of students requiring tier three “intensive individual interventions” (Kalke, Glanton & Cristalli, 2007, p. 154). This is not to say that the practices and skills taught within crisis intervention courses are not valuable as universal behaviour management tools only that they may not be able to stand alone to meet the needs of all students. As an example of this two pronged approach, Kalke, Glanton and Cristalli (2007) discuss the reduction in the use of safety holds as a result of a “combination of effects” (p. 170) utilising both the Positive Behavioural Interventions and Supports (PBIS) framework and a crisis management programme called Therapeutic Crisis Intervention (TCI) in partnership to effectively manage all students within the three tier model.

An effective crisis management approach is therefore generally applied as part of a wider school behaviour management framework. The need for crisis intervention is often only for a small minority of students who exhibit certain behaviours. Although such courses place a considerable emphasis upon non-physical de-escalation techniques and the positive management of behaviours it is not clear whether crisis management training alone is sufficient to manage the entire spectrum of behaviour in all schools. Herzberger (1996) argues against the ‘one size fits all’ approach stating that “for the same reason that violence is not caused by a single factor, prevention and intervention must involve a co-ordinated system of services, directed at individual, familial and societal levels” (p. 214).

In a study of effective behavioural interventions Church (2003) reported that effective behavioural interventions can succeed before the age of seven in “70-80% of cases” (p. 16) and supports the view that school interventions, particularly at an early age, can make a difference. In reference to older children Church (2003) identified “significant barriers to implementing interventions” (p. 16) and supports the PPTA (2009) view that “conduct

problems are harder to deal with, more expensive and take longer once students have reached secondary school age” (p. 3).

Church (2003) also questions the effectiveness of using paraprofessionals to manage young people with disruptive behaviour as these students arguably require the highest level of professional individualised interventions. PPTA (2009) believe “it is unreasonable to expect that using low paid, semi skilled staff will result in lasting improvements” (p. 9) yet increasingly New Zealand schools use teacher aides (sometimes referred to as behaviour support workers) as a relatively cheap stop gap measure to manage a disruptive student.

Schools in New Zealand are therefore being encouraged to implement school-wide programmes for the management of the wide spectrum of behaviours they will encounter. In order to manage this task schools will need to address the issues of:-

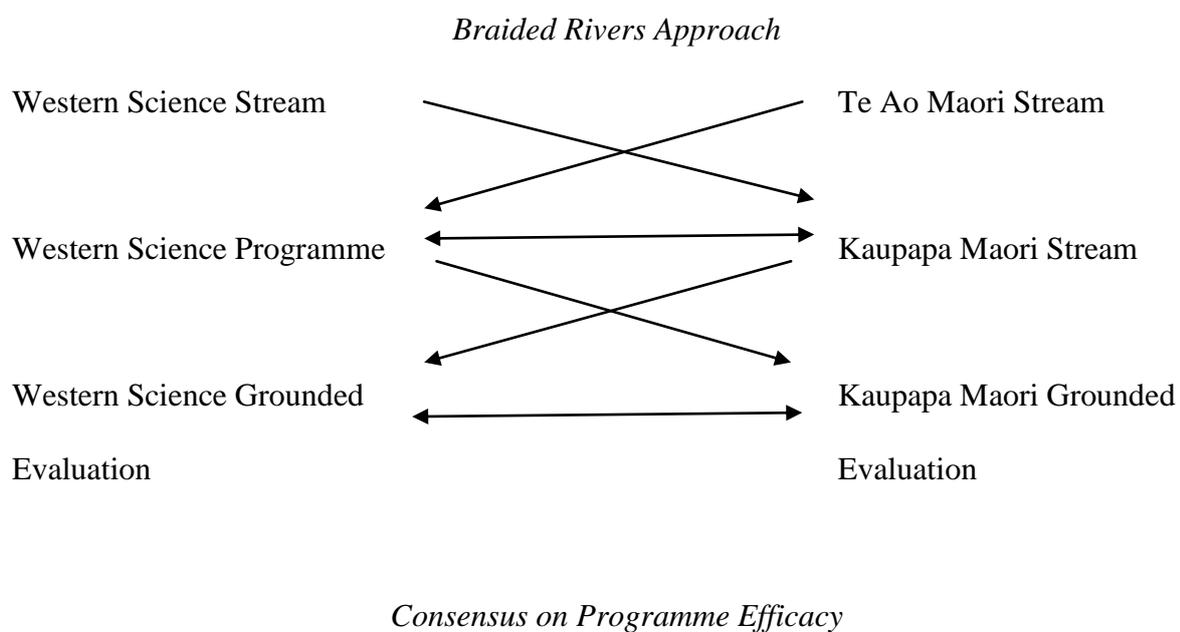
- 1) What school-wide systems to use?
- 2) What is the best way to implement these systems?
- 3) How will they know if it is working or not?

Best Practice for implementing and evaluating school wide programmes

The initial challenge for schools is to identify developmental needs and then source the “right outside provider with expertise and credibility” (Hill, Hawk & Taylor, 2001, p. 10) to meet those needs. Slavin (2010) portrays the educational profession as one that traditionally lacks respect for evidence-based practice and suggests that innovation in education is often as a result of word of mouth, tradition, politics, or marketing. The implication is that educators should use evidence-based programmes that work!

McFarlane (2010) suggests that when importing and endorsing behavioural programmes from overseas, consideration must be given to whether the programme has been adapted to meet the expectations of a bi-cultural society. He suggests that Maori “ways of knowing” (A. McFarlane, personal communication, November 1, 2010) regarding conduct disorders may be different and suggests a ‘braided rivers approach’ (figure 2) to evaluate programme efficacy.

Figure 2: Braided rivers approach to programme efficacy (McFarlane, 2010).



Behaviour management and in particular physical intervention is without doubt a potential minefield of legality. Walsh (2003) discusses the obligation for school boards of trustees to ensure the policies, procedures and systems of the school comply with the laws of New Zealand. Imported programmes must therefore be checked thoroughly and adapted as required to ensure they have a sound basis within New Zealand law.

Rogers (2000) discusses the benefits of introducing a school-wide approach to the management of behaviour and that when a school-wide approach is used “stress levels were lower” (p. 16) with reduced levels of suspension and incidents. School-wide development that has both success and sustainability is however notoriously difficult to deliver. Piggott-Irvine (2005) identified four critical factors impacting on development that included “the role of the principal, the passion of the staff, the number of development initiatives, and the depth of the focus” (p. 3) and discuss the need to strive for “deep learning, where the person is interested in the task and strives for understanding” (p. 6). Timperley, Wilson, Barrar and Fung (2007) discuss the need to address the issues of sustainability in the planning stages of staff development and identify school leaders as the catalysts for lasting change. They cite the development of a vision, and leading the professional learning as critical leadership functions for programme success.

Hill, Hawk and Taylor (2001) state that “professional development should make a difference to classroom practice” (p. 6), that there should be a focus on “doing less better” (p. 7) and “that quality professional development happens on-site, where teachers have access to the on-going support and encouragement of their colleagues” (p. 15). Crisis management training needs to embed through the culture and daily practice of the school in a meaningful way where it can be observed in action meeting the “real needs” (Hill, Hawk & Taylor, 2001, p. 6) of teachers and students.

The role of parents and caregivers in maximising the impact of school based programmes is well documented and has a strong evidence base. Lazar and Slostad (1999) discuss the need for teachers to “see families as important resources of support” (p. 206). Within New Zealand the Education Review Office maintain that “effective partnerships between schools, parents, whanau and communities can result in better outcomes for students” (Education Review Office, 2008, p. 1) and present the development of effective

partnerships and communication as critical elements to achieving this goal. Boulter (2004) suggests a direct link between the reduction of violence and home-school partnerships stating that strategies and programmes must involve home-school collaboration to “teach, model and reinforce pro-social behaviour” (p. 27) and reinforces the need for positive communication, and parental partnerships.

As an example of this partnership two of the programmes accepted in New Zealand as evidence-based best practice, ‘First Steps’ and ‘Incredible Years’ have strong school-family connections at their core. Walker (1998) endorses the home component of ‘First Steps’ where parents are enlisted as partners. Church (2003) supports this collaboration stating that “well designed home and school behavioural interventions are more effective than interventions in the home only or the school only” (p. 93) particularly in the early schooling years. For older students, home-school partnership remains an important component for success. There is however a need for more highly trained and experienced facilitators and specialists to deliver “multimodal, community based, skills orientated interventions” (Church, 2003, p. 5) to manage the complexity of the issues inherent with this age group.

Buying in a package behaviour management programme does not guarantee success with regards to its implementation. Blissett et al. (2009a) discuss the barriers to successful implementation of school-wide programmes and argue that practitioner training may fail to be effective if it is not supported by the work environment or sufficiently flexible to meet the needs of all the students. These barriers can be addressed by giving consideration to four major factors that contribute to programme fidelity.

- *Adherence*: The extent to which the programme is being implemented according to the specification of the programme as it was written or designed.
- *Exposure*: The provision of appropriate duration and intensity of programme delivery.

- *Quality of programme delivery*: The manner in which the programme is delivered by programme staff.
- *Participant responsiveness*: The extent to which the participants are engaged by, and involved in the activities and content of the programme.

(Blissett et al., 2009a, p. 35)

Having introduced a programme of school-wide development the next task is to ascertain if it is working. What components are working and who are they working for? Guskey (2002) identified five aspects to evaluate the effectiveness of school wide development:-

- *Level 1*: Evaluate participant's reactions.
- *Level 2*: Evaluate participant's learning.
- *Level 3*: Evaluate organisation support and change.
- *Level 4*: Evaluate participant's use of new knowledge and skills.
- *Level 5*: Evaluate student learning outcomes. (p. 48)

In summary, the programmes used for school-wide development in behaviour management require a sound evidence-base and need to be contextually and culturally relevant. Once implemented, such training must be evaluated to ascertain the effectiveness on students and their learning. There also needs to be involvement and contribution from parents and the wider community. Crisis management and in particular physical intervention is without a doubt controversial. It is therefore critical that any guidance provided within such training has a firm basis within New Zealand law.

Law and guidance for dealing with challenging and violent behaviour

Internationally there is a truly staggering amount of guidance relating to the management of violent students and the use of physical interventions. In New Zealand this is not the case.

New Zealand guidance is difficult to source and often refuses to deal with the hard stuff. In the United Kingdom the Department for Children, Schools and Families (2007) published ‘the use of force to control or restrain pupils’ in an attempt to provide clarity and guidance to schools. In stark contrast to its New Zealand counterpart the United Kingdom Education Act (1997) provides some clarity granting clear consent for school employees to use:-

“such force as is reasonable in the circumstances for the purposes of preventing pupils from:-

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property.
- Engaging in any behaviour prejudicial to maintaining good order and discipline at school or amongst any of its pupils.”

(Education Act, 1997)

The UK has arguably reached the stage of having too many conflicting guidance documents that cause confusion however there is clearly an attempt being made at the highest level of policy and law to clear up inconsistencies and provide clarity for schools.

New Zealand is a signatory to the United Nations Convention on the Rights of the Child (1989) and the International Covenant on Economic, Social and Cultural Rights (1966) thus accepting specific responsibility for the prevention of all forms of violence against children and that education “must be delivered in a spirit of peace, clearly anticipating non-violent and wholly supportive places of learning” (article 29) and provided in ways that reflect human dignity.

Carroll-Lind (2009) discusses the “strong human rights theme that runs through the New Zealand Education Act, National Education Goals, National Administrative Guidelines and curriculum statements” (p. 23). The Education Act (1989) prohibits “anyone employed by a board of trustees or supervising or controlling students from using force, by way of correction or punishment, towards any student or child” (s. 139a). The Bill of Rights Act (2000) confirms the right of all individuals “not to be subjected to torture or cruel, degrading or disproportionately severe treatment or punishment” (s. 9) and National Administration Guideline number five legally requires boards of trustees to “provide a safe physical and emotional environment for students”(Ministry of Education, 2010b).

In terms of physical interventions Walsh (1993) states that “a teacher may, of course, use necessary force to restrain a student who is causing harm to himself or herself, or others, or property” (p. 12). The New Zealand Education Institute (2006) notes that staff may be “required to act quickly and decisively to restrain children or remove them from danger” (p. 1) however the amount of force used should be “sufficient only to stop or prevent damage” (Walsh, 1993, p. 12). Walsh (1993) also provides some clarity for teachers in describing the fiduciary obligation within common law of ‘in loco parentis’ stating that “where a teacher student relationship exists the student should receive from the teacher the degree of care attributable to a reasonably careful and prudent parent” (p. 6).

This advice provides some direction but little in the way of firm guidance. In today’s world the very definition of a reasonable parent is open to interpretation as social norms have altered dramatically particularly with adults use of physical intervention with children. The multicultural and social mix within New Zealand culture itself provides a rich variation in parenting standards. Walsh (1993) highlights the individuality of each case by stating “the acid test in contemplating such action under this doctrine is whether a reasonable and prudent

parent in your circumstances would do the same thing. Whether you have reached this standard of care will be a question of fact in each case” (p. 6).

Walsh (1993) attempts to clarify the teachers position stating that ‘in loco parentis’ not only imposes a duty but also empowers the teacher with the “right to act” (p. 6). This empowerment allows the teacher to:-

- “Restrain a student in a dangerous situation if a request failed. E.g. fighting, bullying, destroying property, playing a dangerous game.
- Confiscate dangerous or illegal things.
- Impose punishments such as community service and detention.”

(Walsh, 1993, p. 6)

In a special education environment a student in crisis is often offered the opportunity to self remove or be physically removed to what is agreed to be a safer place. This could be a dedicated room or simply into the playground until help arrives to protect others in the classroom. Care must be taken in overuse of this technique as this may contravene section three of the Education Act (1989) that provides entitlement to a free education from the fifth birthday. Continuous removal of the student from the teaching environment could be seen to deprive the student of their right to an education. Walsh (1993) supports the use of timeout as an effective disciplinary technique to “diffuse a major incident and allow people to calm down” (p. 13) yet stresses the need to “deal with the problem more directly and permanently” (p. 13) if this becomes a regular occurrence.

Often the alternative for schools struggling with a student who displays explosive behaviour is suspension or expulsion. In order to suspend or expel the principal must believe that:-

- a) “The student’s gross misconduct or continual disobedience is a harmful or dangerous example to other students at the school.
- b) Because of the student’s behaviour, it is likely that the student, or other students at the school, will be seriously harmed if the student is not stood-down or suspended.”
(Education Act, 1989)

It is interesting to note that damage or harm to staff members is not specifically mentioned in this section of the act. The safety of staff members is perhaps better addressed within the Health and Safety in Employment Act (1992) charging schools with responsibility for the safety of all persons permitted to be on school grounds. New Zealand Education Institute (NZEI) disruptive student behaviour guidelines for members (2007a) summarise this legislation succinctly stating that “every NZEI member has the right to expect a safe working environment” (p. 1). Post Primary Teachers Association (2009) reinforce this view stating teachers have a right to workplaces that meet health and safety regulations and that “schools have an obligation to provide” (p. 5) such working conditions including any training that is required to maintain safety.

Carroll-Lind (2009) noted that incidents of serious assault against staff are rarely referred to the Police and that serious incidents are being dealt with ‘in house’. The reasons for this make for an interesting debate and perhaps particularly in the field of intellectual disability whereby prosecution or any meaningful consequence for a criminal act is notoriously difficult to accomplish.

In summary, New Zealand is some way behind other countries in providing clear guidance to educators in dealing with violent behaviour. There is a void of clear guidance from the Ministry of Education or within the Education Act itself. From the limited amount of guidance to be found it is clear that training and professional judgement are both key

factors in maintaining legality and ethical professional conduct with violent students. There is a suggestion that there are times when physical intervention by a teacher is required, indeed there are specific circumstances where a failure to act may be a dereliction of the teachers legal and moral responsibilities. What then are the issues for teachers with the crisis management of students in a special education environment?

Crisis management and the use of physical intervention in special education.

Team-Teach training maintains a strong focus on the use of non-physical de-escalation techniques. This focus is reflected in the amount of training time devoted to non-physical techniques and the core belief within Team-Teach that 95% of severe challenging behaviour can be addressed effectively using non-physical techniques. This emphasis on non-physical intervention within crisis management programmes can help to sooth concerns and counter the “widespread reluctance to honestly describe what we are talking about” (Hayden & Pike, 2004, p. 21).

Hard data on the use of non-physical de-escalation techniques is difficult to find. In practice the successful use of these strategies leads to a non-physical de-escalation and a continuance of the class routine. Such events rarely merit recording or incident reporting and as such become part of the teacher’s violence prevention toolbox that is internally monitored and moderated.

It is important to consider the use of de-escalation and physical restraint within the wider context of behaviour management and to appreciate that “interventions of this type are a comparatively small component of effective intervention plans for children with intellectual disability” (Adams & Allen, 2001, p. 241). They are only used in specific isolated circumstances to “decrease the risk or harm to self or others when other behaviourally based methods are not effective” (Matson & Boisjoili, 2009, p. 113). Holden and Gitlesen (2006)

and later Matson and Boisjoli (2009) found the prevalence of aggressive behaviour towards others and self injurious behaviour increased significantly for individuals with an intellectual disability and that these behaviours were utilized as “powerful ways to communicate and to control ones environment” (Matson & Boisjoli, 2009, p. 111) both at home and at school. Support for students with intellectual disability arguably requires a combination of “proactive, behaviour change strategies and reactive behaviour management plans” (Adams & Allen, 2001, p. 335).

The argument continues over whether these techniques should be employed at all with many schools internationally and within New Zealand opting for a ‘no touch’ policy however this often proves to be ineffective in dealing with the working realities teachers and carers face as they are forced by institutional denial to remain untrained and unplanned for “what is likely to transpire in real world situations” (Matson & Boisjoli, 2009, p. 115).

The working reality within a special education environment is that there are isolated times when physical intervention is used and is required to be used. Existing research into the estimates of the use of physical restraint on people with intellectual disabilities vary to such an extent Kiernan and Kiernan, (1994) 3%, Jacobsen and Ackerman, (1993) 100%, McGill, Murphy and Kelly-Pike, (2009) 68% that it is difficult to arrive at any meaningful conclusions as the manner in which data is collected varies considerably.

What is clear however is that physical interventions are widely used within all situations where individuals with intellectual disability cohabit and that “failure to plan for an emergency situation is likely to undermine the implementation of positive behavioural interventions” (Adams & Allen, 2001, p. 342). Matson and Boisjoli (2009) consider the available options in these emergency situations and advocate that “physical restraint in most circumstances should be preferred to chemical restraint” (p. 115) and should be used “as a last resort, part of a planned programme, and implemented by trained people” (p. 111).

Another working reality for special educators is the modification of techniques to meet the needs of very small five year old children through to very large 21 year old adults. It is important that any training programme addresses the issue of age appropriateness and is size specific to the target population of the school to provide the safest possible strategies for implementation.

McGill, Murphy and Kelly-Pike (2009) gathered data on 268 individuals identified as having an intellectual disability and having experienced some form of physical intervention. 87% of participants had demonstrated physical aggression with physical restraint used in 74% of these incidences as the primary management technique. Self injurious behaviour was evident in 57% of participants with physical restraint used on 41% of occasions. Of particular interest in this study was the report of the use of physical restraint for demanding excessive attention, inappropriate vocalizations, repetitive behaviours, over activity and even lying and cheating. This raises some serious ethical and legal questions regarding justifiable grounds for restraint. Matson and Boisjoli (2009) emphasise that “staff understanding the parameters of physical restraint is important” (p. 113) to maintain a firm legal footing.

As is the case in many studies it is appropriate to present seclusion figures as a separate entity to physical restraint however it is important to note that the very act of moving a child into seclusion may often involve some form of physical intervention and indeed temporary restraint. There could be significant overlap in the findings between these two grey areas whereby a child is placed into a one or two person restraint to be moved or to enable a room to be cleared and then left in seclusion. McGill, Murphy and Kelly-Pike (2009) recorded seclusion as the third most common form of crisis management technique used after physical restraint and PRN (pro re nata) medication.

If we therefore accept that the management of crisis situations and violence in special education schools is a working reality, there is a resulting obligation to provide training, support and guidance for staff members who work in such environments. In light of this issue NZEI (2007b) request the development of national guidelines setting out the rights of school staff taking into account that:-

- “Teachers or support staff may be required to physically restrain children and young people in specific circumstances.
- Teachers and support staff are protected against unfair accusation.
- The rights of children to be protected” (p.10).

NZEI (2007b) also recommend that the effectiveness of a health and safety committee should be judged by a number of factors including the provision for maintaining personal safety in withdrawal situations and training in safe handling and restraint of children and young people.

Matson and Boisjoli (2009) discuss the ideal scenario of “planned and formal” (p. 112) restraint. They maintain that “unplanned restraints are more likely to result in injuries to the person exhibiting challenging behaviour and the person implementing the restraint” (p. 112) and that “many people applying these methods are poorly trained” (p. 113). In a study of physical restraint in residential settings Adams and Allen (2001) found that physical interventions by carers had in “all but a few cases, been improvised” (p. 341).

Studies conducted on restraints applied by parents of disabled students present some significant concerns. Allen, Hawkins and Cooper (2006) investigated the use of physical techniques in the home and found that 87.5% of parents had used restraint in some way and 20.8% did so frequently. Only 25% of these parents reported having received any formal training to manage these behaviours. Parents in this study were quoted as saying “we did not

know what to do, so we tried wrapping him in a duvet to protect us and him” (p. 359). In another reported incident a parent tied the “child’s shoelaces together to prevent them kicking out” (p. 359). This cannot be seen as a criticism of parents but a reflection of the difficulties they face without the benefit of specialised training and support. They do what they believe they must with the tools they have! Formal physical intervention training is offered almost exclusively to professionals and perhaps is considered too socially risky to pass onto parents over whom the school has no control.

Matson and Boisjoli (2009) also provide three essential criteria for ‘formal’ restraint.

- “The plan used must have professional input.
- It must be in written form.
- It must be continuously monitored and evaluated” (p. 112).

Exactly what is professional input is certainly cause for some discussion. There are many self appointed experts on restraint and self defence. The training from one provider to another can vary to a great extent. The suitability of the techniques for children and for schools is of great importance as techniques designed for the police, prison service or even medical field can be most inappropriate for use in schools.

Poor training, bad judgement, and inappropriate use of physical techniques have contributed to numerous deaths in the application of physical interventions. When staff are forced to use physical interventions and lack adequate training to do so, or when staff members make poor judgements on the initiation and the continued application of physical intervention, the risk to the child increases exponentially. Such tragedies are highlighted by Ferlenger (2008) who compiled a list of worst case stories that include the case of Isaiah Simmons who died in 2007 due to staff members sitting on him for three hours.

Cornell University (2010) reported on an investigation into fatalities in residential settings, particularly those related to physical restraint. This enquiry uncovered 14 fatalities as a result of physical intervention with positional asphyxia cited as responsible for eight of the deaths. The study also concluded that half of the fatalities occurred during a physical intervention applied by a lone staff member. The quality (or lack thereof) of staff training and the provisions for on-going support were cited as significant factors in many of these deaths.

In 2004 Gareth Myatt was killed by staff members in a secure detention facility using a technique that “had been approved for use on children by the Home Office and the Youth Justice Board as part of a series of techniques known as Physical Control in Care” (Smith, 2007). There was shown to be a strong element of poor judgement in the application of the technique, however the Youth Justice Board subsequently “withdrew the ‘seated double embrace’ from use” (Inquest, 2007, p. 2) highlighting the risks of using physical interventions even when trained and using approved techniques. Paterson (2004) maintains that 60% of restraint related deaths in learning disability have involved “prone restraint” (p. 228) and that the response of many organisations in banning such practice has merit but more research is needed to ascertain if the alternatives that have been presented i.e. supine or seated restraint are indeed any better.

In summary there is a strong argument that staff members in a special education environment need crisis management and physical intervention training to protect them physically, emotionally and legally. Leaving staff untrained and unprepared for incidents that are likely to happen increases the risk to staff, and to students. What training programmes are therefore available within New Zealand, and what is the evidence base for these programmes?

Crisis management programmes and associated research

There are several training options internationally for teaching the de-escalation of severe and challenging behaviour with a physical intervention overlay. The British Institute of Learning Disabilities (BILD) is the accreditation agency for such training in the UK and recommends some 32 registered and accredited providers. There are of course a plethora of differences between the services offered by each provider and many have been established to provide a service exclusively to a specific provider of services e.g. a National Health Service Trust, however the range of choice from an international perspective is vast.

From a New Zealand perspective, deciding which programmes are credible in the absence of an identified best practice framework or accreditation system is problematic. It is perhaps prudent to accept the BILD accreditation as the next best alternative and an indication of the international credibility of the training programmes on offer. There may well be independent providers working with schools in New Zealand that have not been identified however without any formal accreditation system to monitor their practice there may be concerns over quality, consistency, and how up to date and relevant to children the training is.

BILD accredited and internationally recognised providers that claim to have a worldwide presence include:-

- CALM: Crisis Aggression Limitation and Management Training International.
- NAPPI: Non-Abusive Psychological & Physical Intervention.
- Studio III.
- SCIP: Strategies for Crisis Intervention and Prevention.

Research into these providers has been unable to discover a presence within New Zealand or Australia. The budget of most schools would not extend to training courses in

Europe or the USA therefore it is necessary to ascertain the programmes that are actually available to New Zealand schools. Of the major crisis intervention providers only three appear to be established within Australia and New Zealand.

1) NVCI. Non-Violent Crisis Intervention delivered by the Crisis Prevention Institute. NVCI run courses in NZ annually in Auckland and Christchurch. Trainers arrive from international destinations including the USA.

2) TT. Team-Teach delivered by Team-Teach Asia / Pacific. Team-Teach Asia/Pacific is based in Brisbane with the trainer making 1 -2 extended visits to New Zealand each year. Courses are also available in all major Australian cities.

3) SCM. Safe Crisis Management delivered by Pack Education services. This appears to be centred in one South Island Special school. When additional information was requested it was not supplied.

Within Australia there is a fourth provider:-

4) PART. Rebranded from Professional Assault Response Training to Predict, Assess & Respond to challenging/aggressive Behaviour delivered by MTU Training Concepts. PART is not currently active in NZ in any capacity that has been discovered.

In determining which training option to use there is little guidance in New Zealand for schools to work with. There is no Ministry of Education recognition of any programmes or attempt to “tackle the issue of whether particular methods or ‘brands’ of intervention are preferable to others” (Murphy, Kelly-Pike, McGill, Jones & Byatt, 2003, p. 115). This leaves schools in New Zealand with the daunting task of evaluating the choice of NVCI, Team-Teach, SCM or nothing at all in relation to their specific needs. Towl (2007) presents Non-

Violent Crisis Intervention (NVCi) as part of a best practice framework toolkit for secondary schools in New Zealand however this a brief mention and only included in the appendixes. Often the choice selected is to do nothing with 64% of mainstream principals reporting that “no professional development was provided to assist staff to manage situations that may result in physical or verbal assault” (NZEI, 2007b, p. 6).

Couvillon, Peterson, Ryan, Scheurmann and Stegall (2010) completed a review of 13 crisis intervention training programmes for schools. This study was more concerned with the nature of the training and the elements contained within the course rather than the perceptions of the stakeholders. There is no information on the effectiveness or suitability of the training and Team-Teach was not included in the courses represented. This comparison did however highlight that although the courses all contained similar elements for training purposes, the amount of time allocated to specific areas varied. For example the percentage of time spent on listening and debrief ranged from 2.5 to 15% and time spent on restraint training from 0 to 32%. There were also significant differences in the types of restraint used. Only eight of the thirteen courses taught seated restraint as per the Team-Teach approach and there was a general lack of consensus on what are appropriate elevated risk techniques with different courses advocating either prone, supine or side floor restraint. All courses involved 12 hours or more (up to 36 hours) of training.

Table 2 presents the information from Couvillon et. al (2010) as they apply to NVCi and SCM to compile the percentage of course time used on specific “crisis intervention training components” based upon the standard NVCi (12hour) and SCM (18 hour) courses.

Table 2: Comparison of time allocated to training modules between Non-Violent Crisis Intervention and Safe Crisis Management courses (Couvillon, Peterson, Ryan, Scheuermann, & Stegall, 2010, p. 10).

	General Information Definitions	Crisis antecedents De-escalation	Restraint procedures	Restraint monitoring procedures	Debriefing and follow up	Additional training
NVCI 12 Hours	4% (.5hr)	48% (5.75hr)	25% (3hr)	8% (1 hr)	15% (1.75hr)	0%
SCM 18 hours	5% (0.9hr)	40% (7.2hr)	25%(4.5hr)	5% (0.9hr)	10%(1.8hr)	15% (2.7hr)

It should be noted however that these broad categories disguise some important differences between courses. Personal safety (breakaway) techniques do not fit clearly into any of these headings and are therefore placed awkwardly and arguably misleadingly within the restraint procedures column. The exact nature of the content covered within the ‘additional training’ column may also be a major influence in decision making. A Team-Teach 12 hour suggested course outline provides a clearer breakdown (table 3) of the time allocation.

Table 3: Time allocation to course modules in a 12 hour Team-Teach course (Team-Teach, 2004, p. 12).

General Information Definitions	Crisis antecedents De-escalation	Breakaways and personal safety responses	Restraint procedures	Restraint monitoring procedures	Debriefing and follow up	Legal Guidance and Policy
8% (1hr)	34% (4hr)	17% (2hr)	17% (2hr)	8% (1hr)	12%(1.5hr)	4% (0.5hr)

There has been a small amount of research into crisis management programme effectiveness. Calabro, Mackey and Williams (2002) evaluated staff perceptions of training in Non-Violent Crisis Intervention (NVCI) in the mental health field. Results of this study showed training participants demonstrated “significant, short term improvement for knowledge, attitude and self efficacy” (p.12) and that within four months of programme implementation the frequency of restraints had decreased to “historical levels” (p. 13). This study highlights the issues of attempting to isolate the impact of any particular programme as the NVCI training was introduced concurrently with internal structural changes to enhance safety and these changes may have impacted on the results.

Day and Daffern (2009) reported that “the introduction of Non-Violent Crisis Intervention training package appears to have significantly reduced the number of reported restraints” (p. 3), however challenges the educational value of restraint stating “there is no evidence to suggest that restraint effectively reduces either the frequency or intensity of challenging behaviours” (Day & Daffern, 2009, p. 2). This study also recommended mandating debrief with all concerned in an incident. Another recommendation within this study was that “physical restraint should not be done by a single staff member for children over 10 years of age” (p. 4). This is sound advice given the number of fatalities recorded for restraints applied by a lone staff member however the reality of life for staff members and in particular for parents is that they are often left alone with a child. Team-Teach and indeed NVCI teach course participants single person escorts for situations where help is not immediately on hand.

The manner in which crisis management training is introduced into schools will have an enormous impact on the potential for change. Carroll-Lind (2009) found that the success of NVCI was “dependent on management support and the degree to which the methods taught are embedded into practice” (p. 100). Moore, Adair, Kruiswijk and Lysaght (1997) define

the “key player in the school” (p. 19) as a critical element contributing to the success of the ‘Eliminating Violence in Schools’ project and maintain that “without this commitment it is unlikely that the impetus for change would be maintained” (p. 19).

When a school chooses to train staff members to perform physical interventions alongside non-physical de-escalation techniques it is generally reported that incidences of restraint are reduced. Whether this reduction is due to the effectiveness of the non-physical techniques being used or the increased confidence of the staff members in their own physical capabilities has not been effectively explored however in a review of crisis management training programmes Adams and Allen (2001) found that “such training has been shown to have a variety of positive effects, including the reduced use of physical interventions and emergency medication, reduced carer and client injuries” (p. 336).

A specific case study of ‘Therapeutic Crisis Intervention’ (TCI) reported by Kalke, Glanton and Cristalli (2007) reported the child’s “episodes of aggression greatly reduced with fewer physical interventions” (p.169). Kaye and Allen (2002) noted that the introduction of staff training in physical interventions in a unit for persons with learning disabilities and challenging behaviours resulted in “reduced levels of injuries to staff and service users” (p. 129) and reduced incidences of restraint.

Cornell University (2010) completed an intensive experimental study into the implementation of TCI within a residential setting over an 18 month period using pre-implementation incident reports, learning and confidence tests, and interviews. They repeated this data collection process after the programme had been delivered. The study reported an increase in staff confidence and consistency in crisis situations and a significant reduction in recorded incidents of violence and restraint. Leidy (2002) also conducted a study into the implementation of TCI into two residential homes for children over a two year period. Six months into the implementation phase the incidences of restraint in each house

had dropped by 85% and 88%. This study also found that two years after implementation incidences in one house had increased back to pre-implementation levels.

As a contrast to the largely supportive evidence regarding the reduction in the use of restraint post training Baker and Bissmire (2000) reported that the implementation of Strategies in Crisis Intervention and Prevention (SCIP) had resulted in “no significant effects on the number of incidents and an increased tendency to use a physical intervention” (p. 38). It should be noted however this follow up study was completed only three months after the training and studies that have provided follow up over a longer period of time consistently reported significant reductions.

Kaye and Allen (2002) discuss the teaching of too many unnecessary physical techniques concluding that the training was “over the top” (p. 131) and that only 36% of the physical interventions taught in an unspecified physical interventions training course were actually used by staff in reality. Blissett et al. (2009b) discuss this practical application stating that training should be “sufficiently straight forward to be implemented by the workforce” (p. 35).

In a study of the delivery of a six hour course in ‘Strategies of Crisis Intervention’ (SCI) to parents by Allen, Hawkins and Cooper (2006) some significant limitations were discovered including the training being too basic, little guidance on how to stop the behaviour from escalating and that the techniques taught were impractical in the real world of parents who are often alone with the child and have nowhere to remove the child to.

These issues aside the research evidence pertaining to crisis management programmes consistently demonstrates that the number of recorded restraints reduces and staff confidence in dealing with violent behaviour increases following formal training in crisis management.

In summary the options for such training within New Zealand special schools include Non-Violent Crisis Intervention, Safe Crisis Management or Team-Teach as internationally

recognised and accredited providers of crisis intervention training. The lack of formal recognition or accreditation for such training within New Zealand necessitates the reliance upon international accreditation agencies such as the British Institute for Learning Disabilities to ensure the training provided is of a high quality and continuously monitored and adapted as required. What then is the evidence base for Team-Teach?

Team-Teach research to date

A study into parental use of physical interventions conducted by Allen, Hawkins and Cooper (2006) makes a brief mention of Team-Teach as an “identifiable branded approach” (p. 360) noting that 93% of participants rated the training as useful or very useful. Two individual special school based case studies, Cotton and Sellinan (2004), and Stevens (2008) provide very positive endorsements of the Team-Teach approach reporting a significant reduction in incidents of challenging behaviour (90% and 82% respectively) and the number of exclusions reduced to zero.

In a more substantial study, Cotton (2010) compiled 379 course evaluations (table 4) in addition to conducting a case study within four schools in an attempt to ascertain the effect of training staff in Team-Teach. The course evaluation data in the Cotton (2010) study demonstrates a very positive picture of the perceptions of the training with the majority of participants consistently rating aspects of training as excellent.

Table 4: Team-Teach course evaluation data collated in the Cotton (2010) study.

	Fully	More or Less	Some	None
Value of training	74.6%	21.96%	3.44%	0.26%
Pertinence to work Role	64.97%	28.61%	5.08%	1.34%

	Excellent	Very Good	Good	Fair	Poor
Objectives achieved	54.69%	35.12%	8.85%	1.34%	0%
Positive /holistic strategies	63.37%	28.07%	7.22%	1.07%	0.27%
Safety as a paramount concern	74.87%	21.16%	3.44%	0.53%	0%
Trainers attitude and approach	80.64%	17.51%	1.86%	0%	0%
Trainers knowledge of subject	77.04%	20.84%	2.11%	0%	0%
Trainers preparation and organisation	76.62%	21.69%	1.59%	0%	0%

(Cotton, 2010, p. 7)

This study reported a significant reduction (between 54% and 93%) in incidents of challenging behaviour in the four case study schools and a subsequent reduction in the use of physical intervention. Factors for success were identified as:-

- “Pupils were given the opportunity for listening and learning following most incidents.
- The school had a member of staff with overall responsibility for behaviour.
- The whole team was trained in Team-Teach and embraced the whole ethos of the approach”.

(Cotton, 2010, p. 18)

The main findings of the Cotton (2010) study endorsed the Team-Teach approach and identified a need to further develop listening and learning as major implications for future practice.

Hayden and Pike (2004) completed the most comprehensive review to date of the implementation of Team-Teach into schools in the UK compiling course evaluation data from 10,000 trainees over a period of three years. This study presented “overwhelmingly positive ratings for the various aspects of Team-Teach” (Hayden & Pike, 2004, p. 27) with ‘excellent’ ratings from course participants for specific components ranging from 52-85%. 86% of participants found the training to be ‘of value’ and 74% pertinent to their work role. Significantly less than 1% of participants indicated ‘none’ of the training was of value or pertinent. The predominant issues raised by course participants were:-

- The need for refreshers and additional training.
- Aspects of the training course, i.e. resources, cost, logistics.
- The establishment of clear policies and documentation.
- The need for a whole school approach to behaviour management.
- The need for a risk assessment of the working environment.
- The use of physical techniques with very small or very large students.

A second component of the Hayden and Pike (2004) study involved an in-depth investigation into one particular group of 32 trainees after initial training and three months into implementation.

At the three month follow up point over half of the 32 trainees had used both the de-escalation and positive handling techniques. 86% of trainee respondents within this study rated ‘all’ of the training as being pertinent to their work role and almost all indicated they would recommend the training to others. Three quarters of trainees reported being more

confident in their own ability across all aspects of the training. In terms of understanding the law trainees identified a clear shift from uncertainty to clarity however concerns over the legal perceptions of non-trained people, i.e. parents remained. Trainees alluded to an “increase in confidence, better communication with other staff and a more consistent approach” (Hayden & Pike, 2004, p. 79).

At the three month review trainees identified clearly that they believed the initial training had included far too many physical techniques and that they had, by and large forgotten them. Some expressed concern over the effectiveness of positive handling strategies with specific students and lamented at a lack of support from the school. They also indicated that they would have liked more training in both non-physical de-escalation strategies and debrief. As a result of this the study recommends that “the Team-Teach courses need to be more tailored for the specific needs of the schools involved” (Hayden & Pike, 2004, p. 72). Some trainees had become to think of Team-Teach as synonymous with positive handling and failed to make the connection to de-escalation skills.

From the review of literature it is clear that more research is needed into the implementation of imported crisis management systems into New Zealand to ascertain their suitability for the New Zealand context. Discovering how course participants rate the training immediately after course delivery and comparing this with the existing data from the United Kingdom and then asking about the impact of the programme further into implementation will provide an insight into the appropriateness of the training for this country.

There is potential value in discovering how the school-wide development has impacted on professional practice and student behaviour to ascertain if the training has reached the classroom/student level. It will also be valuable to investigate the process of implementation itself and outline the barriers and facilitating factors that contributed to the implementation of

the programme into New Zealand special schools and use this information to provide recommendations for improved course delivery and systems change to make training more accessible, legitimate, and relevant.

CHAPTER 3

METHOD

Overview

This mixed method research was conducted with the use of questionnaires, semi-structured interviews and document analysis. The study presents an overall evaluation of Team-Teach training feedback in New Zealand and a more specific investigation of implementation within two schools. Quantitative analysis of survey data is combined with qualitative coded analysis of semi-structured interview transcripts and narrative to inform the discussion and recommendations.

Design

Epistemological stance and the use of a mixed methods paradigm

Teddlie and Tashakkori (2009) describe pragmatism as “a deconstructive paradigm that debunks concepts such as ‘truth’ and ‘reality’ and focuses instead on ‘what works’ as the truth” (p. 7) as a counter to the purist incompatibility thesis. They argue that positivist quantitative research is compatible and indeed complimentary to its constructivist qualitative relation. Burke-Johnson and Onwuegbuzie (2004) support the use of a pragmatic approach as a “useful middle position philosophically and methodologically” (p. 17) as the “practical demands” (Rocco et al., 2003, p. 596) of answering the research question take precedence over the paradigmatic philosophical assumptions to allow the researcher to maximise “situational responsiveness and a commitment to an empirical perspective” (Greene & Caracelli, 1997, p. 9).

Burke-Johnson and Onwuegbuzie, (2004) maintain the “basic pragmatic maxim” (p. 17) of using the “combination of mixture of methods or procedures that works best for answering your research questions” (p. 17) whilst accepting the limitations of the pragmatic approach is preferable to a ‘paradigm war’ philosophy. Teddlie and Tashakkori (2009) support this “pragmatic paradigm” (p. 15) strengthening the argument by expressing a view that “in many instances both forms of data are necessary” (p. 16) to address the research question.

The design of this study embraced this “epistemological and methodological pluralism” (Burke-Johnson & Onwuegbuzie, 2004, p. 15) with the use of a “parallel mixed design” (Teddlie & Tashakkori, 2009, p. 26) using participant interview, questionnaire and qualitative document analysis to discover “how people construct their realities” (Taylor & Bogden, 1998, p. 11) combined with the “hard generalizable data” (Burke-Johnson & Onwuegbuzie, 2004, p. 14) of quantitative survey and statistical analysis. The mixed method approach allowed the research to quantify and group sets of data relevant to the implementation of Team-Teach whilst providing a forum for personal input to identify perceptions at a much deeper level to “supplement and compliment the strength of design and general robustness of the findings” (Rocco et al., 2003, p. 599).

In summary the epistemological stance of this research is reflected in Danforth (2006) in that “disability researchers should worry less about whether their methods of social inquiry are backed by an authoritative and widely accepted epistemological foundation and worry more about how that inquiry contributes to the improvement of democratic schools and communities that accept and support all students” (p. 342).

Inference quality and inference transferability

In advocating for mixed methods research to have its own language Teddlie and Tashakkori (2009) use the terms “inference quality and inference transferability” (p. 27) as terms specific to mixed method research to combine the quantitative benchmarks of internal and external validity and the qualitative elements of trustworthiness and transferability.

In terms of “how the study was done” (Lichtman, 2006, p. 192) the methodology and method is presented clearly and directly related to the research question. The findings are presented in a manner that is in keeping with the original data and supported with examples and evidence within the text. The triangulation of sources of information, survey, document analysis, and interview along with member checking allows the study to reveal an accurate picture that is evidenced in multiple ways.

In an attempt to present a “convincing argument” (Lichtman, 2006, p. 192) the use of multi method approaches with a range of individuals that work in different schools allowed the findings to show a wider representation of teacher opinion than if the research was focused upon one person or one school. The tools were structured to allow participants freedom of input and for participant responses to inform the direction of the study.

Significant consideration has been given to the design and validity of the questionnaire with clear objectives articulated within the process of ‘operationalizing’ the guiding questions and a predetermined focus for data analysis based upon measures of central tendency using proven statistical software. A clear and well proven process of thematic coding was used throughout for all qualitative data leading to the formation of major themes that reflect the complexity of the data.

Snook (2003) states that “unless there is some possibility of generalization, little good can come from the research” (p. 164). The limitations of the study would reduce the potential for widespread generalization however the intention was to present the findings and

discussion in a way that resonates with most teachers leading them to “trust processes and believe findings” (Mutch, 2005, p. 113) and if nothing else provide the stimulus for enthusiastic debate. The overarching goal is for the work to be “convincing” and to “make a contribution” (Bogdan & Biklen, 2007, p. 217).

The section of the study pertaining to the initial perceptions of training within New Zealand contains data from 100% of all people trained in the last five years. This may be seen to be a fair reflection of opinion and as such could be generalised across special school settings as the training package is a generic model and would be presented in similar fashion if repeated elsewhere. The lessons to be learned in the form of implementation successes and barriers could arguably be of value to any school introducing such a programme in addition to potential relevance in terms of implications for transferring imported educational related package solutions into the New Zealand context.

Participants

Criteria for selection and access

Participant schools were required to be a dedicated special education school that has implemented the Team-Teach programme into their behaviour management framework.

Individual participants were selected using non-probability sampling techniques by a combination of purposive and expert sampling. Participants were required to meet at least ONE of the following criteria:-

- A staff member in a participating school who has completed Team-Teach training.
- Principal or board chair of participant school.
- A co-ordinator/tutor for the Team-Teach programme within a participating school.
- Co-Director of Team-Teach Asia/Pacific.

There are three organisations in New Zealand that met the school based criteria for this study. School A and B were selected as they are both similar schools in terms of pupil age range, size and setup. The third school, referred to in this study as ‘residential’ contributed course evaluations but did not participate in either the questionnaire or interview components of the study.

Access was achieved by telephone and formal email approach to the principal and board chairperson supplemented with follow up telephone discussions. Team-Teach Asia/Pacific co-director was approached by email and then Skype call to gain support for this study.

Ethical considerations

Informed consent and voluntary participation: The participant must know the aims of the research and the process that will take place to be “fully informed about the purposes, conduct, and possible dissemination” (Mutch, 2005, p. 78) of information. A clear participant information letter outlining the research and stating that participation is voluntary was provided for all participants with a signed consent form to verify understanding and consent. Information letters were also provided to principals and boards of trustees.

Confidentiality and anonymity: If “New Zealand is a small town” (Tolich & Davidson, 1999, p. 78), the special education community is yet smaller. The specific location of the schools and any distinguishing details were not revealed and every attempt was made to preserve anonymity. Participant identity was protected throughout the study by the use of anonymous surveys. Aggregated information remained confidential to the researcher and was presented as a shared response as part of a “concomitant obligation to safeguard ” (Tolich & Davidson, 1999, p. 69) what was revealed.

Although not named at any point, the co-director of Team-Teach is in a unique position as the only person in this role within the southern hemisphere. This issue has been addressed within his specific consent and information letter and as an additional control this specific interview transcript was presented for ‘member checking’ with the right to withdraw, adapt or add prior to analysis.

Dissemination: The consent form informed the participants that the study may be distributed to a wider audience and the study will be submitted to the University and to Team-Teach Asia/Pacific. Raw data was exclusively viewed by the researcher, stored in a secure location on a password protected computer and will be deleted in full after 5 years

Insider research and coercion: In one of the schools the researcher was an insider and a senior manager. There was a possibility that the participants involved from this school would have felt coerced into participating and would find giving honest responses difficult with “power disproportionately on the side of the researcher” (Glesne & Peshkin, 1993, p. 119). As an additional safety measure anonymous survey was the primary tool used with face to face interviews reserved for managers, tutors, Team-Teach director and the board chair of participant schools.

One identified person in the ‘insider school’ being interviewed is subordinate to the researcher in the normal working situation and as such was at risk of coercion. Care was taken with this person to ensure they did not feel coerced into taking part and they were able to answer truthfully. The principal of the school was asked to check in with this staff member and verify a willingness to freely take part.

Right to withdraw and deception: All participants had the right to withdraw at any time prior to the submission of the thesis as stated in the information and consent forms. The focus of the study was not to discover how effective the teacher or school is in managing behaviour but to utilize an “overt approach” (Bogdan & Biklen, 2007, p. 84) to understand perceptions and ideas. Data was not used in a manner that would appear critical of the teachers’ actions in the classroom or their views and attempts to present their perceptions in a neutral manner to ensure participants do not feel “deceived about the purposes and methods of the research” (Mutch, 2005, p. 78) and to remain respectfully within the parameters of the research question. There was no use of deception during this study.

Participant / researcher safety. A duty of care: Discussing violence is a sensitive issue and care must be taken not to “harm people in ways that may not be immediately apparent” (Tolich & Davidson, 1999, p. 71). There was care taken to “deal sensitively and constructively with any unresolved feelings, without taking on the role of analyst” (Glesne & Peshkin, 1993, p. 25).

Brief description of participants

The two participant schools are state special education schools each consisting of a base school and multiple satellite units that are located largely within mainstream schools. Students are aged from 5-21 years and are classified as having either high or very high needs under the on-going reviewable resourcing (ORRS) entitlement scheme. Both schools employ a large number of staff (in excess of 60) including teachers, therapists and support staff. School A is located in the South Island of New Zealand and school B is located in the North Island.

School A, has three Team-Teach intermediate tutors on staff including the principal, deputy principal and a member of the teaching staff who also works as a behaviour support facilitator throughout the school. All staff in school A have received the 12 hour Team-Teach course and participate in refresher courses every 12 months. Team-Teach tutors also provide in class support for specific students and assist in the creation of handling plans. Team-Teach has been an integral part of staff development for five years and is firmly embedded into policy and practice. School A has received favourable reviews from the Education Review Office in recent years with regards to its behaviour management systems.

School B, has completed full training of all staff and the first refresher within the last year and a half. There is a multidisciplinary team of six intermediate tutors including the principal, deputy principal, teachers and therapy professionals. Staff in school B received a 12 hour training course initially however new staff have since received the shorter six hour course running in tandem with refresher courses. Team-Teach tutors work in teams to provide in class support for specific students and assist in the creation of handling plans. School B is in the process of formalising systems, policy and procedures to support the implementation of Team-Teach and has yet to be inspected since implementation.

Questionnaire respondents were predominantly female (85%) reflecting the gender make up of staff within the participant schools. The majority of questionnaire respondents also indicated having five years or more experience within special education (table 5) and having completed their initial Team-Teach training within the last 2 years (table 6). Research participants who were interviewed were also predominantly female (7 out of 11).

Table 5: Research participant experience in special education.

	Frequency	Percent
Less than 1	5	6.7
1-3 Years	13	17.3
3-5 Years	12	16.0
5-10 Years	24	32.0
10 Years plus	21	28.0
Total	75	100.0

Table 6: When research participants completed their first Team-Teach training.

	Frequency	Percent
Over 4 Years	13	17.3
Over 3 Years	12	16.0
Over 2 Years	7	9.3
Over 1 Years	20	26.7
In last 12 months	22	29.3
Total	74	98.7

Very few respondents (4%) identified themselves as being managers/administrators with support staff (55%) and teachers (35%) being the largest groups and the remaining 6% classifying themselves as ‘other i.e. therapist’.

Interview participants were selected key players within the two participant schools. This included board chairperson, senior management and all Team-Teach tutors. The Co-director of Team-Teach Asia/Pacific was also interviewed. All were given pseudonyms for the purpose of reporting direct quotes in the results.

Sample size and response rate

Table 7 presents the sample size and response rate for the research tools used within this study.

Table 7: Sample size and response rates for this study.

Organisation	Data Source	Sample Size	Response Rate %
Team-Teach	Summary course evaluations.	34/34	100%
School A	Staff questionnaire.	44/57	77%
School B	Staff questionnaire.	31/59	52%
School A+B	Staff questionnaire.	75/116	64%
School A+B	Team-Teach tutor interviews.	7/7	100%
School A+B	Principal and board chair interviews.	4/4	100%

Materials

Staff questionnaire design

Cox and Brayton (2009) maintain “the success of the entire enquiry rests on the clarity and relevance of the questions” (p. 3) and that establishing and operationalizing the guiding questions is the first “essential stage” (p. xii) of questionnaire development. Frazer and Lawley (2000) describe this first stage as “determining the required information” (p. 19).

The initial research questions were articulated into 15 specific statements with the variables contained within these statements used as the foundation for building questions. The completed questions were cross referenced by use of an “alignment check” (Cox & Brayton, 2009, p. 24) to ensure all required information was included.

Consideration was given to the type of data / response most appropriate to each question. From the “alignment check” (Cox & Brayton, 2009, p. 24) it became evident that a combination of “nominal and ordinal” (Fink, 2003b, p. 19) responses were required. The bulk of the areas of interest were noted as being related to attitudes and feelings that are “difficult to define and measure (Fink, 2003a, p. 68). Heise (1970) states that “bipolar adjective scales are a simple, economical means for obtaining data on people's reactions” (p. 235) with widely

used rating scales such as the Likert (1934) scale or the Osgood (1957) semantic differential scale commonly used within educational research.

Garland (1990) found that there were “no significant differences” (p. 1) between responses to labelled, unlabelled and numerical formats of the semantic differential scale. The survey used in this study (Appendix A: Staff questionnaire) utilises the seven point numbered semantic differential scale as recommended by Al-Hindawe (1996) with “the advantages of allowing neutrality with enough gradation to give meaningful data, yet not be too tedious” (p. 7). Also considered was the view of Cox and Brayton (2009) that the survey design should attempt to “avoid a response set” (p. 15) by intermixing question styles whilst ensuring the polarity of sets of scaled questions are consistent to avoid confusion.

Frazer and Lawley (2000) relate the length of questionnaire to the amount of data required however they warn that “lengthy questionnaires may result in a reduced response” (p. 22). The survey in this study follows the recommendation of Cox and Brayton (2009) that a survey should take “10-12 minutes to complete” (p. 17). Spaces have been provided at the end of each section for additional comments to compliment the narrative from participant interviews and provide a forum for a large number of participants to identify any themes that may have been missed in the design process.

As recommended by Cox and Brayton (2009) there was a request for demographic information at the end of the survey that asks only what was relevant. An attempt has been made throughout to “build trust” (Cox & Brayton, 2009, p. 24) with clarification of anonymity and the intended use of the information provided.

Semi-structured interview design

The research process utilized semi-structured interview to “make sense of, or to interpret, phenomena in terms of the ‘meanings’ people bring to them” (Snape & Spencer, 2003, p. 3). This qualitative approach created opportunity for investigation into “small areas in a great deal of depth” (Davidson & Tolich, 1999, p. 123) from the detailed narrative and rich data to facilitate a “guided conversation” (Bogden & Biklen, 2007, p. 104) and develop a perspective of the impact of Team-Teach in a way that may not have been possible by exclusive use of the quantitative paradigm.

Interview schedules commence with “introductory questions to get the informant talking” (Davidson & Tolich, 1999, p. 148) and “open questions to get general feelings on the matter” (Davidson & Tolich, 1999, p. 145). Mutch (2005) describes the use of “an interview guide” (p. 126) to facilitate a free flowing conversation and Davidson and Tolich, (1999) suggest compiling “a list of recurrent themes that represents the projects research interests” (p. 148) in the form of keywords or questions. In this study a series of open ended questions were used to overcome the potential for the interview to go stale as a result of the inexperience of the researcher and to ensure essential ground was covered in the allocated time. Interview schedules (appendix, B,C,D) were custom made for the type of participant with new and unforeseen topics of conversation noted and followed up during the interview process.

*Data collection overview**Table 8: Data collection overview.*

What will be collected	Supporting Information	Link to Research Question
Statistical data from Team-Teach Asia/Pacific regarding demographics and number of people trained within NZ.	473 participants attending 34 courses conducted in NZ since 2005.	1) Perception of training.
Collation of post course feedback data from all participants trained within NZ from 2005 to 2010.		
Use of statistical information presented to board of trustees in one of the participant schools regarding violence and restraint.	This information is presented as public information to the board of trustees in an aggregated form and cannot be used to identify individuals.	2) Impact on practice and student behaviour.
Use of statistical information presented to board of trustees of staff perceptions and frequency of incidents from one participant school.		2) Impact on practice and student behaviour.
Survey of staff opinion regarding the impact of Team-Teach training from the two participant schools.	Collected by targeted survey 75 participants.	1) Perception of training. 2) Impact on practice and student behaviour. 3) Facilitators and challenges.
Semi-structured interviews with principals, board chair and tutors from the two participant schools.	Eleven participants interviewed in person .	1) Perception of training. 2) Impact on practice and student behaviour. 3) Facilitators and challenges.
Semi-structured interview with Team-Teach Asia/Pacific director regarding NZ implementation.	One interview using Skype technology specifically regarding implementation of Team-Teach into New Zealand.	1) Perception of training. 3) Facilitators and challenges.

Measures and assessment

Mixed method data analysis

A six stage process for mixed method data analysis has been used to combine the use of quantitative and qualitative data and produce meaningful conclusions.

<i>Data reduction</i>	Reducing qualitative data via analytical memo and thematic analysis. Reducing quantitative data via statistical analysis.
<i>Data display</i>	Pictorial representation of both qualitative and quantitative data.
<i>Data correlation</i>	Quantitative-qualitative and qualitative-quantitative correlation of data.
<i>Data consolidation</i>	Quantitative-qualitative data combined to create new data sets.
<i>Data comparison</i>	Comparing the data from the quantitative and qualitative data sources.
<i>Data integration</i>	Qualitative and quantitative data are integrated to produce a combined harmonious totality or separate sets within the whole.

(Burke-Johnson & Onwuegbuzie, 2004, p. 22)

Staff questionnaire analysis

Qualitative statements obtained from open ended questions were coded to reveal 39 initial topics of interest. These were then combined with the 84 topics of interest that resulted from the interview data for thematic analysis as a whole.

‘Other strategies’ related to behaviour used by research participants identified in question 12 of the staff survey were prioritized based upon prevalence and grouped into four thematic categories.

SPSS version 16 was used for quantitative processing of rating responses and demographic data with a focus on measures of central tendency. Demographic information was used to identify differences and similarities between groups based upon school, gender, position, years of experience in special education and time elapsed since initial training.

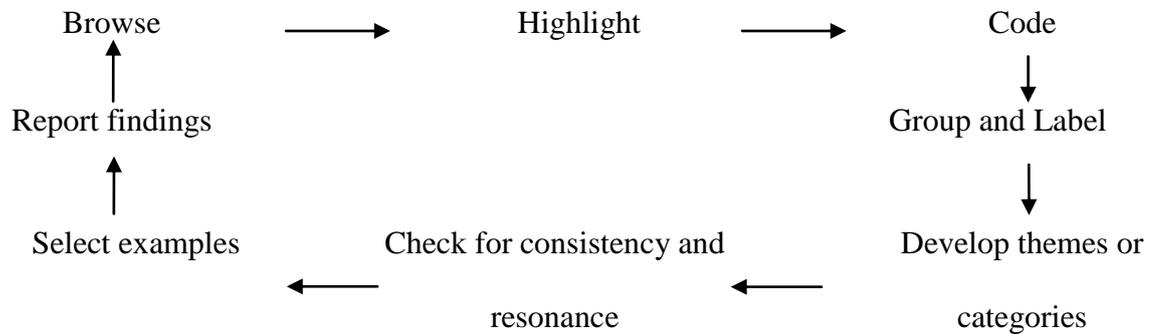
Semi-structured interview analysis

Interviewees were given pseudonyms for the purpose of reporting direct quotes anonymously in the results. A process of “data analysis and interpretation” (Bogden & Biklen, 2007, p. 159) of document and interview evidence was used to “to generate ideas and broader conceptual frameworks” (Coffey & Atkinson, 1996, p. 48) within a process of “thematic analysis to determine categories and themes” (Mutch, 2005, p. 123) and create a “decisive link” (Coffey & Atkinson, 1996, p. 27) between the raw data and the theoretical discussion (figure 3).

Initial coded analysis of interview transcripts highlighted 84 specific areas of interest which were combined with the 39 initial topics of interest from the questionnaire data and through “data reduction” (Coffey & Atkinson, 1996, p. 30) the major themes for discussion were identified.

The themes from the interviews highlighted areas of consistency and the “exceptions, misfits and negative findings” (Coffey & Atkinson, 1996, p. 47) of interest. At the end of the data collection process the raw data was revisited to seek “themes not recognized earlier” (Guerin, 2008, p. 31) due to the nature of the inductive process.

Figure 3: Process employed for coded thematic analysis.



(Mutch, 2005, p. 131)

Document evidence analysis

The four providers currently delivering Team-Teach courses within New Zealand are: Team-Teach Asia / Pacific, the two participant schools, presented as school A and B and a residential school in the North Island of New Zealand presented as ‘residential’. These four providers have trained a combined total of 473 individuals up to December 2010.

Team-Teach course reviews (appendix, E) provide an opportunity for course participants to rate the effectiveness of the course on a five point Likert scale from ‘Excellent’ to ‘Poor’ and to rate the value and pertinence of the training on a four point scale from ‘Yes Fully’ to ‘None’. The combined percentage of responses for each question of each course were entered into an Excel spreadsheet with the mean responses calculated for courses taught by each of the four current training providers in New Zealand. This data was then combined to identify the mean response for each question for all courses conducted within New Zealand in the last five years. This process created information specifically relevant to participating schools and permitted a direct comparison with the Cotton (2010) study of UK based training.

478 Comments made on the course evaluations based upon strengths, weaknesses and future developments as perceived by course participants were initially condensed into 143 like statements and then using coded thematic analysis these statements were reduced to produce four major themes for presentation.

School A has collected and graphed prevalence and staff perceptions to violence data over a period of five years and this information has been presented in this paper as per the internal report to the board of trustees.

Procedure

Questionnaires were distributed throughout school A by attending a staff meeting and giving a short presentation and then requesting teachers to distribute questionnaires to support staff in their rooms. Participants were given the opportunity of returning the responses to the school office or leave them at a set time and date on the teachers' desk in each room for collection by the researcher. Interviews were arranged individually during the on-site visit over a period of three days. School A provided scanned images by email of all course evaluations and the collated violence data over a period of four years since the implementation of Team-Teach.

In school B, questionnaires were posted prior to the on-site visit and distributed individually by the deputy principal to be returned by postage paid envelope or handed to the school office to be collected by the researcher. Interviews were scheduled by the deputy principal during the on-site visit over a period of two days. School B provided scanned images by email of all course evaluations within the 18 months since the implementation of Team-Teach.

Interviews varied in length from 30 minutes to 1 hour, were recorded digitally and transcribed using voice recognition software to Microsoft Word. Some interviews were followed up with telephone or email communication to clarify points of understanding or request additional information.

Team-Teach Asia / Pacific provided full co-operation and consent for this study providing condensed New Zealand course evaluations from 2005-2010 via scanned email and the co-director of Team-Teach Asia/Pacific participated in an interview using Skype technology.

The third school, presented in the study as 'residential', although not selected as a case study school provided scanned images by email of all course evaluations in order to complete the New Zealand training data.

CHAPTER 4

RESULTS

This chapter presents research findings related to the three main research questions.

- What are the perceptions of NZ Team-Teach trained staff in schools regarding the usefulness of the training immediately after course delivery and further into implementation?
- What perceptions and other evidence exist within NZ Team-Teach schools regarding the impact of Team-Teach on the professional practice of teachers and student behaviour?

and

- What have been the facilitating factors and challenges to the implementation of Team-Teach within a New Zealand context?

What are the perceptions of New Zealand Team-Teach trained staff in schools regarding the usefulness of the training immediately after course delivery and further into implementation?

The majority of New Zealand research participants rated the training from all providers very positively with significant differences in ratings between the four training providers. They endorsed the ease and relevance of the training and in particular the capability of the Team-Teach tutors and suggested that the course provided a sense of empowerment and legitimacy. Almost all research participants endorsed the physical and non-physical techniques as being appropriate for their setting, and for the children concerned.

A small number of research participants indicated concerns over the legal aspects of training not being adapted for the New Zealand context and many feared that they would forget physical techniques in times of crisis. They indicated that the core training course provides too many unwanted physical techniques leaving more specific and much needed techniques and questions unanswered. They suggested tutors should come into classes to teach techniques as required.

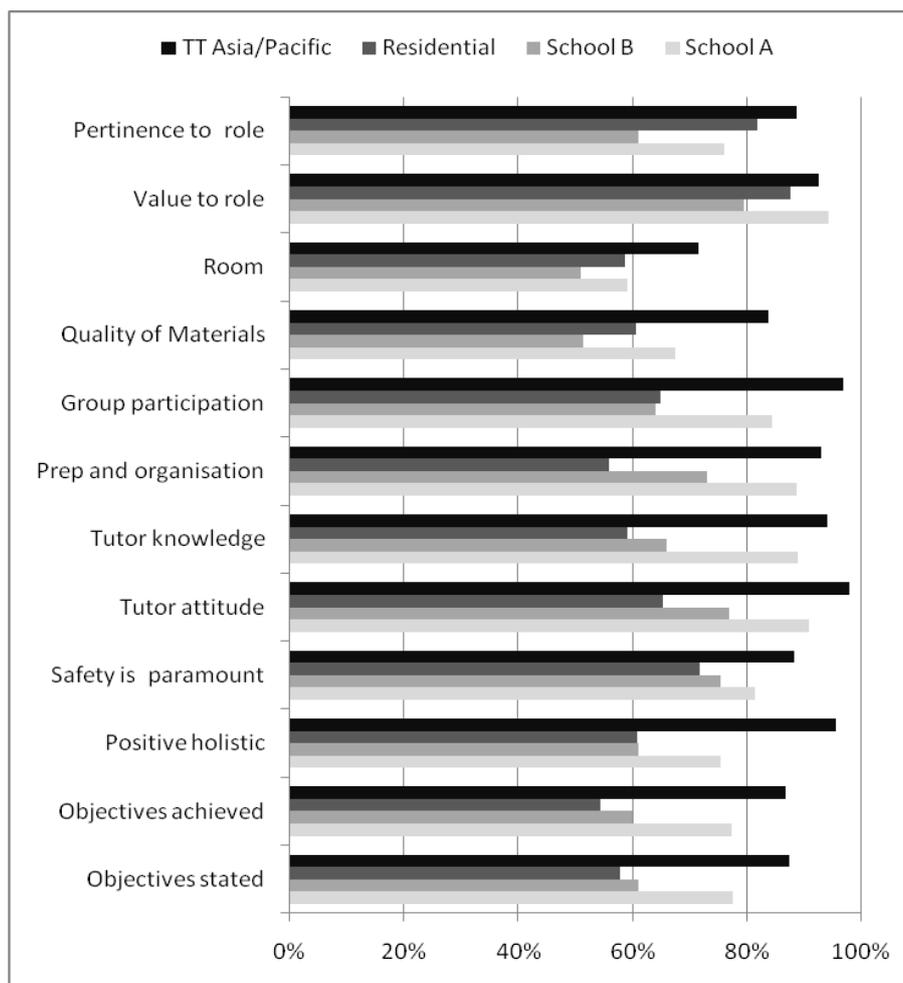
New Zealand Team-Teach trainees as a whole generally rated the training more positively than those represented in the UK Cotton (2010) study however this overall rating is heavily dependant upon the high scores for two of the four training providers.

The majority of New Zealand research participants continued to regard the initial training highly further into implementation in particular as a way to formalise common approaches to behaviour. More experienced teachers regarded aspects of the training most positively. Teachers of multi-disabled non-ambulatory students found it hard to find relevance and some participants recalled the training in physical interventions as the primary learning.

Perceptions of training immediately after course delivery.

The majority of research participants in New Zealand rated all elements of the training positively (see figure 4) with the number of ‘excellent’ and ‘yes fully’ responses between the four providers ranging between 51% and 98%. There was a consistent trend throughout the data indicating a hierarchy in terms of which training provider achieved the highest number of ‘excellent’ or ‘yes fully’ evaluations, with Team-Teach Asia/Pacific rating the highest, school A rating next, and school B and ‘residential’ alternating for the lower ratings.

Figure 4: Percentage mean of ‘excellent’ and ‘yes fully’ responses for eleven key questions on course evaluations from research participants within New Zealand for each of the four training providers.



Feedback related to the quality of materials received the lowest mean score. Although 66% of all New Zealand research participants rated the materials as excellent it should be noted that this score is the lowest NZ mean score for any of the evaluation questions with a greater distribution across the less positive responses.

When asked about the course presenting a holistic response, a comparatively large variation (range 61% to 96%) exists between 'excellent' responses awarded to New Zealand training providers. In response to whether safety was a paramount concern a greater consistency among providers is evident with a range of 'excellent' responses between 71-88%.

For responses to the 'value of training' question there is a variation in the overall trend of data as 'school A' reported a higher mean percentage score in the 'yes fully' response than that of Team-Teach Asia/Pacific. Up to 5 % of participants found the training 'only some' pertinent to their work role and 'school B' registered the only research participants in New Zealand who reported that the training had no pertinence whatsoever.

In rating the level of group participation the variation between groups is significant with a 34% difference between school B and Team-Teach Asia/Pacific and a 22% difference between schools A and B.

Thematic analysis of the comments provided on course evaluations identified four major themes:

- Attitudes to general course delivery and content.
- Attitudes to the physical and non-physical intervention component of training.
- Administration, logistics and resources.
- The importance of relevance and context.

Theme 1: Attitudes to general course delivery and content.

Comments related to the course were very positive overall endorsing the training as clear, easy to follow, comprehensive and holistic. The majority of research participants also considered the training to be child focused and to support the maintenance of dignity and humanity.

There were concerns over the direct relevance of legal aspects of training. Some participants appreciated the shift between practical and legal aspects to reinforce the connection, whilst a small number of participants maintained that this section needs to be addressed more deeply as it lacks understanding of the New Zealand context.

The most prominent concept arising from course evaluation comments was an appreciation of the knowledge, skills and ability of the Team-Teach tutors. These tutors were regarded as knowledgeable, well presented and able to be understood clearly with the use of relevant case examples from students at the school. Many research participants appreciated the time for co-workers to become familiar with each other and discuss real problems in the work place with many research participants positively endorsing the care taken with the physical and emotional safety of participants within the course. There was an indication that a small number of respondents required more information to support debrief for both students and staff members.

Theme 2: Attitudes to the physical and non-physical intervention components of training.

Many research participants generally endorsed the non-physical de-escalation aspects of the training with support for the gentle way crisis situations can be handled and the special emphasis upon understanding with empathy, diversion, diffusion, and de-escalation. There was a wide acceptance of the concept of non-physical intervention as the first option in

addition to a clear validation of the 'behaviours that challenge' module that focuses on how the actions of staff members can cause anxiety and aggression in students.

The physical interventions were received positively by the majority of school staff members as tools they needed and relevant to the work role. A large number of research participants positively endorsed the range and ease of physical options with an appreciation of the gradual and graded responses, and that holds were not pain-compliant with safety as a paramount consideration. The tutors' ability to link the practical techniques to an operational context and specific students featured positively.

Some research participants were not confident they would be able to remember the physical techniques and maintain that training needs to be more frequent to cement operational usefulness as they feared they would forget techniques in times of crisis.

Theme 3: Administration, logistics and resources.

Suggestions for the time period of refreshers vary from the weekly practising of specific techniques to bi-annual whole staff development. The timing of the course itself was also an issue with some participants indicating that having training at the end of a year or term leaves too long a break between the training and application in the workplace. There was also a suggestion from a large number of course evaluations that staff members were concerned whether existing and new staff would also be trained to promote the shared team approach.

There was concern expressed by a few participants over developing supporting paperwork and documentation. They identified that they would require help filling out the paperwork after an incident and highlighted concerns that 'support from the top' would be insufficient. They also reported some concern that the time and resource to implement and communicate positive handling plans would be lacking. There was apprehension that there

would be insufficient time to debrief and provide sufficient support for staff members post crisis.

There were isolated suggestions that the workbook should follow the flow of course delivery and a request for supplementary readings. Several research participants suggested that the sound and picture quality of video clips needs to be improved and for the video clips that are used to be more focused on the children and adults encountered within a special education environment.

Theme 4: The importance of relevance and context.

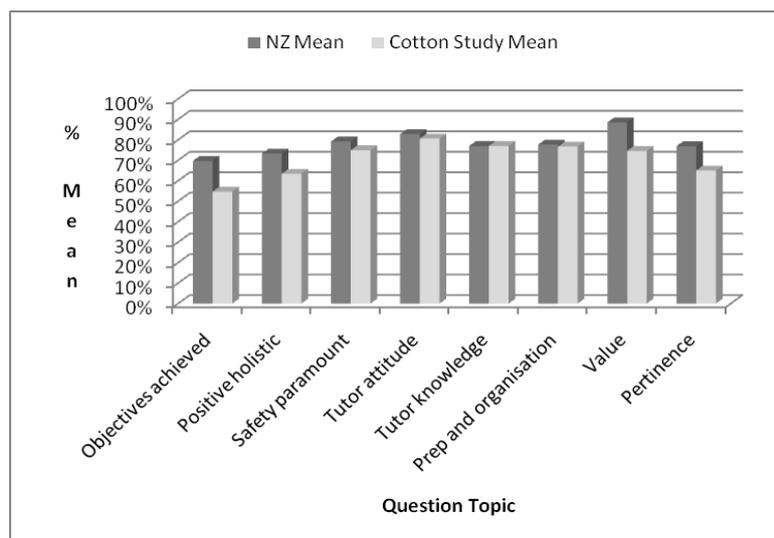
Almost all research participants stated clearly that the training provides empowerment, control, confidence, and a sense of personal safety and generally indicate that the training is relevant to their setting. For some trainees the physical interventions selected for the practical training component lacked specificity for their operational contexts. Although the greater Team-Teach package has a wide range of physical interventions, within a generic course only a selected few can be taught in the time allocated leaving participants with unresolved issues post training.

There was an identified need from a few participants for specific (usually physical) interventions for specific situations and students in a number of areas such as weapon removal, dealing with self abuse, or dealing with physically larger students. Although there were many favourable comments regarding the use of 'in house' tutors who know the students, some research participants suggested the training should be implemented into the real world of the classroom with tutors coming into classes to observe and advise more closely using class or house meetings as a forum to communicate plans to staff as required.

How does the New Zealand course feedback immediately after course delivery compare with a similar UK based study?

The NZ mean for ‘excellent’ and ‘yes fully’ responses was consistently equal to or greater than the mean scores presented in the Cotton (2010) study from the UK (see figure 5). When the ratings were isolated into individual training providers a different picture emerges whereby Team-Teach Asia/Pacific and school A strongly outperformed the UK data with school B and ‘residential’ generally scoring lower.

Figure 5: Comparison between the percentage mean of ‘excellent’ and ‘yes fully’ responses for New Zealand trainees and the results of the Cotton study (2010) in the United Kingdom.



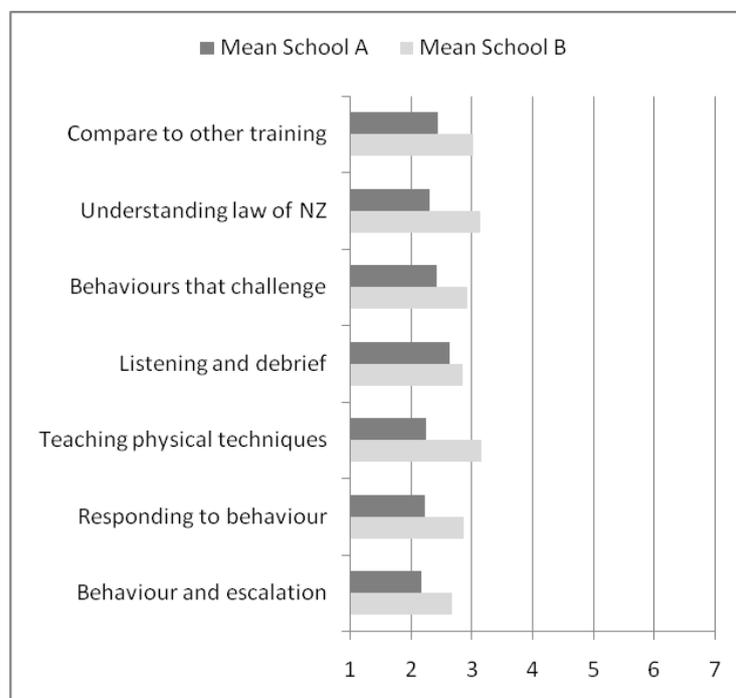
When compared to the UK data up to 15% more New Zealanders rated objectives achieved, value of training and pertinence of training as ‘excellent’ or ‘yes fully’. The elements involving tutor attitude, knowledge and preparation had the least variance with a maximum of 2% variation between the New Zealand and UK figures.

When the mean responses are combined, the New Zealand Team-Teach trainees found aspects of the training to rate as ‘excellent’ or ‘yes fully’ 78% of the time when compared to the UK Cotton study figure of 71%.

The perceptions of staff in schools A and B regarding the usefulness of the training further into implementation

A significant majority of research participants remained positive about the usefulness of course further into implementation with neither institution scoring within the negative end of the scale (see figure 6). School A received a more positive endorsement of the training (mean= 2.33) than school B (mean=2.94) for a combined mean of 2.59.

Figure 6: Mean ratings for research participant perceptions of the initial training further into implementation. (1 being the most positive response and 7 the most negative)



The more experience a staff member had, the more useful they noted the training as being. Managers and then teachers found the training to be most useful with support staff and those identifying as 'other' finding the training somewhat less useful. As an example of this, in the training related to the understanding of law, staff members with ten years plus experience rated the training very positively (mean= 2.23) whereas new staff members with less than one year of experience in the job rated this far more negatively (mean= 5).

All interview participants reported that the feelings of disempowerment and anxiety amongst staff brought about by being unaware of what they can and cannot do are reduced by formalising the physical and non-physical de-escalation strategies. Team-Teach training has for some "formalised an approach or intervention they were doing already" (Pete). Both schools reported receiving multiple enquiries from local schools to provide training. "No one else is prepared to give them a system, GSE (Group Special Education) isn't, so they are approaching us"(Charles).

A small minority of research participants tended to recollect the physical aspects of the training as the primary element. Tutors from school B reported that in spite of what they thought was a major emphasis on the 95% of non-physical responses many trainees focused on the physical elements. Staff members in school B reportedly found the physical interventions "very daunting" (Kerry) and tutors addressed this in subsequent courses with a reduction in the teaching of physical techniques and focused on "things that were really applicable" (Kerry) to the school.

Interview participants who had been trained in, or had compared other similar programmes (Non Violent Crisis Intervention, Calming & Restraint, Safe Crisis Intervention and Prevention) strongly believed Team-Teach was more effective and "really directed at this environment" (Jo) being "far more conscious of handling students without the need for physical intervention" (Pete).

There was a suggestion that teachers with multi-disabled, non-ambulatory students found connecting the physical intervention training to their work role difficult in spite of quite serious injuries reported in school A that were inflicted on staff members by this very cohort of students. There were suggestions that the generic course should focus on the non-physical aspects of training with physical interventions delivered as required to class teams and staffing groups in context.

What perceptions and other evidence exist within New Zealand Team-Teach schools regarding the impact of Team-Teach on the professional practice of teachers and student behaviour?

The mean scores of all employees from the two participant special schools consistently rated the impact of Team-Teach within the positive end of the scale with school A consistently rating more positively than school B. School A has collected data over 5 years that demonstrates a significant drop in student on staff violence but little change in student on student violence. 52% of all participants from schools A and B reported dealing with violence rarely or never.

All tutors reported a significant increase in staff confidence and a reduction in the intensity and frequency of violence. They maintained that they were comfortable legally and ethically with the range of techniques used. They supported the development of positive handling plans to safely manage students in times of crisis and advocated for the use of the help protocol as a way to promote cultural change and support. School staff members reported using a variety of additional strategies to complement Team-Teach however the most frequently used technique was timeout or a variation on that theme.

Managers viewed the impact of Team-Teach more positively than other staff members. More experienced staff members had more positive views on the 'help protocol' and the ability to teach better ways but were less positive in rating their personal safety and the appropriateness of techniques. Male staff members rated the effectiveness of physical techniques more positively than females.

There was a clear indication that parents were not sufficiently informed in, or involved with the plans in place for managing their child's behaviour. The process for presenting positive handling plans to parents was reported to be inconsistent and lacking in any transition to the home environment. There was a general agreement that parents should be able to access formal Team-Teach training however there was some concern over the legality and liability implications of such an endeavour.

Research participant ratings of specific areas of impact in Team-Teach.

The mean scores of all school employees consistently rated the impact of Team-Teach within the positive end of the scale with school A consistently rating more positively than school B (table 9). In school A the perception of personal safety was the only element to rate over a mean of 3 (1 being the most positive possible response and 7 being the most negative possible response). Staff in school A rated particularly favourably on the effectiveness of their school documentation and the effectiveness of the physical techniques used to manage students in crisis.

Table 9: Mean ratings for school A and B for specific areas of enquiry related to Team-Teach. (1 being the most positive possible response and 7 being the most negative possible response)

Question Topic	School A Mean	School B Mean	A + B Mean
Rate your personal ability to safely manage incidents.	2.97	3.06	3.01
How effective is the 'Help Protocol' in your setting?	2.45	3.27	2.78
You feelings on your personal safety.	3.15	3.38	3.25
Effectiveness of school policy/documentation.	2.04	3.16	2.50
Effect of training on incidences of violence.	2.56	3.48	2.95
Effect of training on incidences of restraint.	2.47	3.13	2.74
Effect of training on intensity of violence.	2.79	3.24	2.98
Ability of Team-Teach to teach students better ways.	2.64	3.86	3.15
Impact on the safety of students.	2.36	3.03	2.66
Appropriateness of physical techniques for students.	2.65	3.40	2.97
Effectiveness of physical techniques in a crisis.	2.15	3.42	2.69

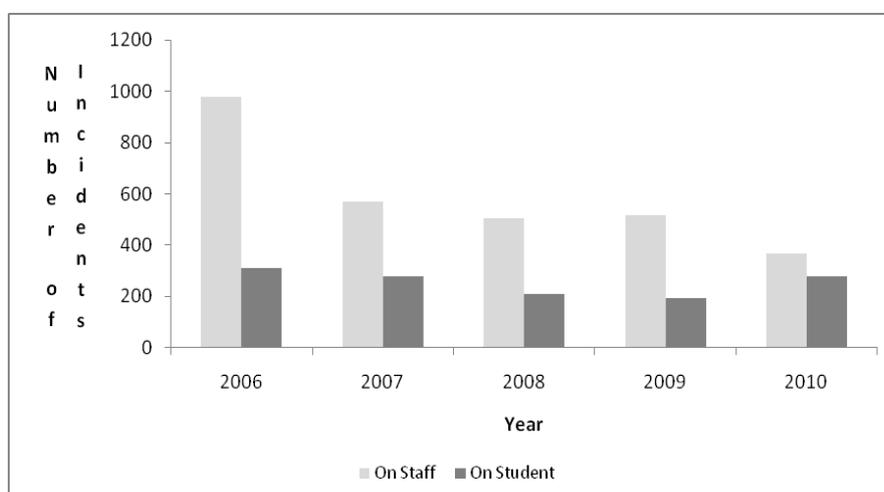
School B rated consistently lower in the 3-4 range with a near neutral rating for the ability of Team-Teach to teach better ways. Staff in school B rated the impact on student safety and their personal ability to manage incidents more positively than all other areas. There was a consistent view among the interviewees that the implementation of Team-Teach had reduced the frequency and intensity of violent incidents within the school and the use of physical intervention. Senior management from both schools reported a “definite decrease in violent, big violent incidents” (Charles) and less incident reports “requiring that level of intervention” (Monica) going to board meetings combined with a feeling of reduced tension and aggression throughout the school.

Prevalence data

The majority (52%) of survey respondents noted having to physically intervene ‘very rarely or never’. Less than 5% of staff members reported multiple daily use of physical intervention. The staff members who had reported using a physical intervention also reported on their legal justification for action. 19% cited prevention of self harm, 40% prevention of harm to others, 17% prevention of damage to property and 3% cited ‘other’ causes usually related to removal of a disruptive student.

School A presented ‘hard data’ over 5 years to indicate a 50% reduction in violent incidents towards staff members (figure 7) and a notable change in staff perceptions and attitudes towards behaviour and that the ‘big holds’ are no longer being used within the school. They report little change however in recorded student on student violence. School B had no easy way of collating any hard data on restraint or violence and in spite of very thorough accident and incident reporting systems “don’t have that evidence yet” (Pete). School B tutors expressed the perception of a “huge reduction in incidents that are violent from child to child or child to teacher” (Kay).

Figure 7: Number of incidents recorded in a series of two week blocks over five years in school A.



Impact on professional practice

Increased confidence amongst staff members was the strongest theme present from the interview feedback. There was a general feeling that overall anxiety amongst staff had reduced with staff members feeling “more secure dealing with violent behaviour” (Charles) by “knowing they have the skills to deal with potentially violent situations and proven techniques for calming and diffusion before they get into a violent confrontation” (Paul).

Some respondents alluded to “changing peoples thinking” (Paul) and perceptions towards behaviour and that the training has altered the “way they see behaviour from special needs students” (Paul) from the label of naughty child to a more informed analysis of the origins and triggers of the behaviours the child is exhibiting.

Tutors reported being comfortable with the physical techniques and described them as respectful and supportive of students. They endorsed the rejection of pain compliant techniques and the gradual and graded approach to interventions. Some interviewees expressed past discomfort working with other programmes that were not designed for schools where “children have been under a reign of terror” (Kay) with the use of pain compliant techniques and expressed strongly that this was a clear diversion from their own beliefs that centred on teaching “young people ways of controlling their own behaviour” (Kay). They expressed a clear view that although “children may behave very well” (Kay) with pain compliance they are not learning to behave intrinsically.

Some tutors were very clear about what they regarded as unacceptable methods for dealing with crisis situations. One interviewee reported his serious concerns over a known school in New Zealand trained by an ex-policeman currently using inappropriate pain compliant techniques and stated “the government may not know those things are happening, they may know those things and not want to do anything about it, but it is very sad” (John).

All tutors in school A advocated strongly for the power and contextual relevance of the 'help protocol'. They maintained that this has positively affected school culture and combats the feelings of isolation by providing a support network for all staff members and in turn provide better behaviour management for the child. Team-Teach tutors in school B reported that implementation of the 'help protocol' is "not good enough" (Kay) and that there had been a recent scenario where this should have been used and was not. Tutors in school B reported early signs of a cultural shift whereby "staff are not seeing someone offering help as, you don't think I can do this properly" (Kerry).

All Team-Teach tutors in both schools presented strong support for specific students to have a positive handling plan (PHP). In school A, only students who require regular physical intervention have current and updated plans. In the early stages of implementation in school A it was decided that PHP's should always be presented in person with physical interventions demonstrated to parents however there had been recent incidences of document plans being sent home to parents 'cold' with parents calling to ask "what does all this mean?" (Charles). Team-Teach tutors in school A identified a need to return to the previous good practice that has been lost. There was also a suggestion that one on one meetings can be intimidating and that more general parent meeting for discussion around Team-Teach would be beneficial.

Staff members in both schools reported using a wide variety of strategies in addition to Team-Teach to compliment their behavioural toolbox, many of which are actually included in the core Team-Teach training package. There was strong support for the use of redirection, positive reinforcement, planned ignoring and the teacher remaining calm in addition to providing verbal advice, support and reassurance. The use of reward systems i.e. token economy and integrating sensory strategies into the classroom routine featured prominently with aspects of classroom culture such as high expectations and individualized learning

featuring to a lesser extent. Classroom systems such as the use of ‘basket structures’, ‘first and then’, ‘visual rules’ and ‘teaching social skills’ were reported but infrequently.

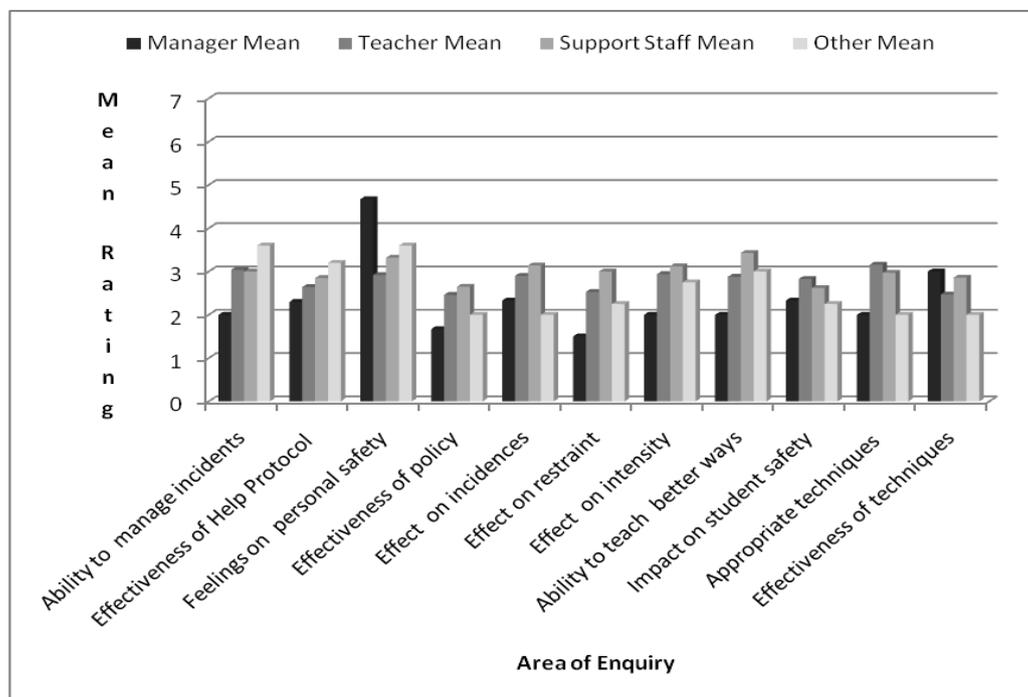
Very few research participants identified behavioural strategies that have an element of student control such as ‘student self withdrawal’ and ‘having choices’ in contrast to ‘time out’ in various forms that featured as the strongest response with almost twice the number of responses than any other aspect. This exclusion was described in many ways, such as a reflection room, time to sit and think, exclusion from the classroom yet all involved a student being removed from the teaching environment at the direction of a staff member.

How participants rated the impact of Team-Teach by work role, experience, when they were trained and gender.

Managers / administrators provided the most positive ratings across the majority of areas (figure 8) with the exception of feelings of personal safety, the effect on incidences and the effectiveness of techniques. Staff identified as ‘other, i.e. therapist’ alternated from most positive to most negative responses when compared to other work roles dependant upon the question asked. They were the least confident (mean=3.6) in their ability to manage incidents yet rated the effect on incidences, the effectiveness of policy, and the appropriateness and effectiveness of techniques very optimistically.

Figure 8: Mean ratings to specific areas of enquiry by position in the organisation.

(1 being the most positive response and 7 the most negative)



The ratings of teachers and support staff were more reserved as they reported less positive but consistent ratings generally falling within the mean scores of 2.5 and 3 across most areas. Support staff generally provided more negative ratings than teachers with the exception of the impact on student safety and the appropriateness of techniques. Teachers did however report the greatest level of confidence in their personal safety when compared to all other positions.

The responses from veteran staff members (10 years plus) ranged from the most positive to the most negative dependent upon the area of enquiry. This cohort has the most negative perceptions of their personal safety (mean=3.42) and the appropriateness of techniques for children (mean=3.61) yet they did rate the potential to teach students better ways and the 'help protocol' far more positively. Staff members with less than one year of experience rated the 'help protocol' very poorly, particularly in school A.

Research participants who had attended their first course over four years ago were more positive about the effectiveness of school policy and documentation (mean=1.62) and staff members who had been trained over one year ago expressed the most negative perceptions (mean=3.47) on the effectiveness of physical techniques. It should be noted that these statistics could be heavily biased by the fact that all research participants trained over four years ago are from school A and the majority of those trained over a year ago are from school B.

When compared to females, male staff members rated the physical techniques as being more appropriate for children (male mean = 2.1, female mean = 3.12) and effective in a crisis, (male mean = 2.3, female mean = 2.77) and that Team-Teach was more complimentary to other behavioural strategies (male mean = 1.5, female mean = 2.62).

The Role and Involvement of Parents

The majority of interviewees from both schools indicated that they did not consider that parents were sufficiently informed and consulted regarding behaviour management programmes in place within the school. Although there was an acknowledgement of the critical role of parents in managing student behaviour both schools identified this as an area that needs to be developed and there was at times a “distinct separation between what goes on at home and at school” (Pete). School A has historically reached a stage of having a very robust process for the implementation of positive handling plans where parents “have been involved really well” (Charles). In the fifth year of implementation this process had lost some of its strength with one interviewee stating “if you were to ask a number of parents about Team-Teach they would look at you and go what’s that?” (Monica). Within school A the procedures are in place for parents to be informed, however “it’s a bit inconsistent at the

moment” (Paul) with the flow of information driven by the involvement and curiosity of the parent and not the systems of the school.

School B was in the beginning stages of implementation and had sent home supporting information, and were attempting to present plans in person however they had not chosen at that time to demonstrate physical techniques to parents with some tutors in school B seeing this as a future step. They expressed difficulties with the translation of handling plans to parents maintaining that “for some this means nothing to them and for others they get it” (Claire). School B was yet to establish a common approach to communicating handling plans to parents with some disagreement among tutors as to how this is completed in practice.

There was a strong commitment to develop more active partnerships with parents with information from home contributing to handling plans however this was not yet evident with one Team-Teach tutor in school B remarking that handling plans can be “useful in both settings but we are about managing it here” (Jo).

There was a general agreement from all interview participants that parents should be able to access Team-Teach training however there was concern over how this training should be delivered and the on-going legal ramifications. Whilst some participants supported the training of parents by school tutors there were suggestions that this would be “stepping out of our mandate” (Monica) and that they would only support this development if there were some manner of endorsement and funding through a government organisation such as the Ministry of Health to limit the exposure to the school. One interviewee suggested parental training should predominantly focus on the non-physical de-escalation and personal safety / breakaway aspects of the course and that there were significant practical issues regarding the relevance of two person Team-Teach techniques with parents who are often home alone with the child and other siblings. These logistical concerns were shared by teachers and staff within smaller satellite units.

What have been the facilitating factors and challenges to the implementation of Team-Teach within a New Zealand context?

Although all interviewees indicated violence in any form was unacceptable, many expressed a belief that tolerance levels are and should be higher in a special education environment and that within special schools there are “unpredictable” (Jo) “natural, more explainable behaviours that go on” (Bill) and a societal expectation that a special school will manage. One participant described an increased complexity of “kids with mental health difficulties” (John) evident in today’s education system that had not been present in past years. There was a clear view that even within individual special schools tolerance levels varied dramatically and that “what a certain body of the staff would put up with would be absolutely shocking to someone else” (Pete).

There was a clear view expressed by all interviewees that Team-Teach training provides some reassurance over the potential legal implications of using physical interventions in schools. Many interviewees acknowledged the role of the media in raising awareness and the perception of an increased prevalence in school violence. There was a strong element linking the action of physical intervention to the school becoming “the headline” (John) and “splashed all over the front page” (Monica) for all the wrong reasons and a general endorsement of Team-Teach as a “real risk mitigation approach that we have trained people and if a physical restraint is needed we have done everything we can to avoid that” (Bill). The principal of school A reports being “100% secure” in the legality of the policy and procedures of the school and 95% secure in their staff members application of them.

Interview participants reported a belief that there is a significant need for some acknowledgement to “say these techniques or programmes are legitimate”(Charles) and “meet legal and ethical standards”(John) from government agencies. There was a suggestion

from many interviewees that the accreditation and endorsement of Team-Teach and/or other similar programmes is a critical next step in this process of legitimacy. They reported that no clear, functional advice or support for dealing with violent behaviour has been provided to either school. They also reported that in spite of recent developments there was a general lack of recognition of school violence (particularly against staff members) at the highest levels of administration and policy.

Both schools cited cost as a significant barrier to implementation. School B reported being “extremely lucky with funding” (Jo) to cover the initial set up costs that were in excess of \$20,000 and school A resorted to sourcing the funding from their operational grant. Continued staff development and the requirements to refresh staff incur significant expense and an on-going financial commitment. There was a suggestion that some of this cost (in particular the training of tutors) should be met at ministry level and “flexibility around how we spend ORRS” money (Bill) should be extended to the professional development of support staff and therapy professionals and not restricted to salary alone.

Although Team-Teach was described as a good “first line capability” (Bill), some interview participants strongly supported the need for specialist input into student behaviour programmes notably occupational and physio-therapy support for “the huge sensory component” (Tina) and mobility needs. A need for clinician support with mediation, communication support and improved access to educational and clinical psychologists was also noted. One interviewee commented, “I have not seen any of my children with psychiatric input at all and I find that very surprising” (Pete). Team-Teach was endorsed by the majority of research participants as being complimentary to behavioural strategies such as restorative justice and as an effective strategy within tier 3 of the Positive Behaviour For Learning framework with a suggestion that Team-Teach is “obviously tier three but a lot of it is certainly tier two without a doubt” (John).

Having a multidisciplinary team of 'in house' tutors was generally regarded as the best model for implementation. All interview participants endorsed the implementation model whereby the school has its own on-site tutors as the best way to implement Team-Teach in a lasting way. The barriers presented by interviewees were related to the on-going implementation and the development of systems, policy and reporting all of which occur long after the initial 12 hour training course as part of an on-going process of improvement. It was widely held that having an on-site tutor was the best way to promote sustainable change and to provide timely and effective support to members of staff and students.

All interviewees from school B advocated for their choice to have a large multidisciplinary team of tutors to share the load and bring in skills and expertise from across the school. This view was supported within school A, who identified the need to "spread the load across three of four trainers" (Charles) and were open to a more multidisciplinary approach. Both schools were very positive about having trained tutors in the senior management team as the people who would "push the culture through the school" (Kay) and cited this as a critical element for the future success of the programme. There was however an identified disadvantage in having senior managers as tutors as it was believed certain staff would not be able to open up to them in a debrief situation as there may be a confusion over what is debrief and what is disciplinary. There was a clear indication that having on-site tutors provided real contextual training and support from "someone who actually knows what you are dealing with on the ground" (Pete).

There was an acknowledgement that the on-site tutor model for implementation would be impractical and financially unviable for smaller mainstream schools and that the choice of having a lead person as opposed to a trained tutor would be the next best alternative. There was a strong feeling however that this implementation model would render the maintenance of sustainable change, the monitoring of quality and the provision of responsive support very

difficult and that there would need to be trained tutors available to the school at a local level that could be called upon to support the programme between scheduled refresher courses. It was suggested that this could be an expansion of the natural role of Resource Teachers of Learning and Behaviour in a similar model to that used in Western Australia or that special schools could play a lead role in providing this support.

A large number of staff members in school B wanted a quicker transition from training to classroom practice. Staff members in school B consistently identified speed of implementation as an issue as they believed that it had taken too long from initial training of staff to the practical implementation into classes. This delay was reportedly due to the new tutors finding their feet and developing confidence in their own abilities in addition to developing systems and supporting documentation with one respondent suggesting the need for a “three month lapse” (Kerry) between tutor training and whole staff training to get the systems, documentation and confidence in place first. There was also a suggestion in school B that opportunities for refreshers and staff cohesion regarding the implementation of Team-Teach had been too few and far between.

The majority of tutors from both participant schools suggested tutor training should include a greater focus on the on-going school-wide implementation. Team-Teach was described as “a very whole package where you can take the relevant parts as well as the core and be able to tailor to your staff and make it much more pertinent” (Pete) and not a “McDonalds model” (John). There was a suggestion however that the Team-Teach package could come with some standard marketing and reporting tools for schools to use in addition to more development and resources to assist with the on-going implementation phase within initial tutor training. There was also a view that it was disappointing that Team-Teach had expanded to New Zealand yet they had not adapted the legal presentation from the standard UK syllabus.

All Team-Teach tutors in school A advocated for teaching less physical techniques on a general course and provide physical techniques as and where required to make training relevant and useful. All school A tutors maintained that refresher courses should not be a rehash of the 12 hour course but specifically tailored to meet the needs of the school at that time whilst providing time for staff to discuss, review and plan. Some research participants from school A also identified training in structures for effective debrief as being a future consideration.

In terms of a wider perception of implementation New Zealand was reported to compare favourably on the international stage with school A and B described by Team-Teach Asia/Pacific as having “embraced it in a significant way, probably better than anywhere individually” and “probably the most well implemented in Asia/Pacific.

CHAPTER 5

DISCUSSION

The usefulness of the training

It would appear that introducing Team-Teach into New Zealand has not affected the perceived usefulness of Team-Teach training as reported by course respondents. Research participants have been quick to endorse this approach as a means to address the difficulties they are encountering. The research participant ratings for initial training in this study match or exceed the “overwhelmingly positive ratings” (Hayden & Pike, 2004, p. 27) reported in previous studies in the United Kingdom. Views collected from participants one to five years after initial training continue to provide a positive endorsement of the training suggesting that the initial course has been found to be relevant in the real working environment.

There was however a large variation between participant feedback for initial training for the four providers within New Zealand suggesting different levels of success. This is perhaps directly related to the stage of implementation of Team-Teach within each institution, the “quality of programme delivery” (Blissett e.al, 2009b, p. 35) or may be related to the confidence of internal tutor trainers to deliver the material.

It is perhaps of little surprise that the Team-Teach Asia/Pacific trainer received the most positive endorsement from initial training reviews. This trainer works full time across the Asia/Pacific region delivering Team-Teach training up to tutor level and is by far the most experienced trainer in the southern hemisphere. For training participants in New Zealand schools he may be regarded as the “right outside provider with expertise and credibility” (Hill, Hawk and Taylor, 2001, p. 10). School B received tutor training for a sizable number of tutors and then immediately went into delivery of full staff training without

time for the assimilation of their own learning and this may account for the differences in ratings between school A and B.

Another point of note is that in school A, the initial training to staff was delivered by a two tutor team consisting of the principal and deputy principal whereby in school B a multidisciplinary team of six tutors including the principal and deputy principal had a shared responsibility for course delivery. Piggott-Irvine (2005) and Timperley, Wilson, Barrar and Fung (2007) highlight the role of the principal as a critical factor impacting on development therefore the principal and senior management team actively leading the development as accredited trainers is in all likelihood a contributing factor to the programme success. The size, and range of skills inherent within the internal training team and the extent of senior management involvement may have a significant impact on the course uptake and may warrant further enquiry.

The compelling endorsement of 'in house' trainers may be a reflection of the ability of those on the inside to take the basic Team-Teach package and deliver this in a way that resonates with the staff members of the school using contextual examples. Having identified the on-going need for development and training staff members appreciated that the in-house tutors will remain accessible long after the initial excitement of the 12 hour course has passed to provide "on-going support and encouragement" (Hill, Hawk and Taylor, 2001, p. 15) and provide what Blissett et.al (2009a) refer to as "quality exposure" (p. 35). This endorsement of internal trainers may also suggest an element of strength in the quality and content of the initial tutor training and supporting package to prepare these employees to lead their colleagues with an element of credibility.

Many of the identified strengths and suggested areas for improvement within New Zealand echo the views of UK trainees presented in the Hayden and Pike (2004) and Cotton (2010) studies. It is clear that within the New Zealand context research participants believed

that Team-Teach training can reduce the anxiety and feelings of disempowerment that occur when school staff members manage children with challenging behaviours. There is an indication from the research participants that within a school-wide approach this training reduces stress levels as suggested by Rogers (2000). There is a reported comfort to be gained from having a plan of action that is signed by both parents and school management as a formal agreement for the management of a child's behaviour. Research participants believed that this approach to behaviour planning is transparent, collaborative and most importantly legitimises the actions a staff member may need to take.

New Zealand participants demonstrated that they realised, at an early stage of the training process that there would need to be continued investment of time and resources post-training in order for Team-Teach to be effective and promote the critical element of sustainability as discussed by Timperley, Wilson, Barrar and Fung (2007). They highlighted a need for the development of supporting systems and help completing the documentation in addition to the need for continual revision of physical interventions to maintain operational effectiveness.

Although it is not clearly discernable from the data collected it is possible that more experienced staff members who have a deeper experience base of both student behaviour and of past training courses to inform their judgements and have had longer in the system to see the impact of Team-Teach have a greater appreciation of the quality of the training than those who have only recently been trained and are new to special education.

Trainees in New Zealand clearly approved of the effectiveness and appropriateness of the physical interventions taught. It is a concern that some participants left the training focussed on the physical training elements and somewhere along the way missed the key objective of holistic behaviour management strategies utilising non-physical de-escalation techniques. There is strong evidence to suggest that the way in which the physical techniques

are delivered to participants is critical to the on-going success of the course. Teaching a generic set of predetermined physical interventions may result in participants leaving the training room with unresolved issues and an excess of unwanted techniques that they will most likely forget. Hayden and Pike (2004) suggested that Team-Teach courses should be tailored to specific need and supported the advice of Hill, Hawk and Taylor (2001) that school-wide development should be “doing less better” (p. 7).

The 12 hour core training syllabus has a requirement for the teaching of *one* arm and *one* neck personal safety response. Training courses in practice delivered many more physical interventions to trainees raising questions of “adherence” (Blissett et. al, 2009b p. 35) with discrepancies between the intent of the course design with core and optional components and the actual course participants are receiving.

Resources provided and used within the initial training are rated positively but less positively than all other elements of the course. It is of interest that tutors are provided with a wide range of resources to support implementation and it is often these very things that trainees are reporting as being missing. This suggests that the flow of resources from tutors to participants is inadequate at times or that tutors are not sufficiently introduced to the resources they have at their disposal. There was however a strong suggestion that the video clips used in the course should feature special education students and lack relevance to special schools. Participant ratings of the workbook may or may not change over time as trainees begin to use the V2013 (Team-Teach, 2009) revised edition.

Cotton (2010) highlighted a need for further training in listening and debrief as a major finding. This was not a major finding in this study with very few participants highlighting this as a concern either in the evaluations immediately after training or further into implementation. Debrief was however noted by one school principal as an identified area for future development.

The impact of Team-Teach on professional practice

In terms of impact on professional practice, staff members rated the impact of the training on the positive end of the scale for all areas of enquiry. The research participants consistently support the findings of Cornell University (2010) in reporting an increased confidence in dealing with challenging and violent behaviour. The findings of Calabro, Mackey and Williams (2002), Hayden and Pike (2004), and Cotton (2010) are also supported with the research participants in this study reporting a perceived reduction in the frequency and intensity of incidents and supports the opinion that the training has significantly reduced the need to use physical intervention.

It is perhaps the case that the increased confidence of staff members permits them to persist for longer periods of time with the specific non-physical de-escalation strategies taught in the Team-Teach course remaining confident in their ability to cope should the situation deteriorate to a physical intervention. This confidence almost certainly would assist the staff members to make more rational decisions in heated moments and as a result reduce the need to use restraint. Students in crisis would presumably also be more likely to de-escalate with a staff member who appears to be calm and in control. It may therefore be that the perceived reduction in incidences and restraint is due to a combination of the more effective use of proven non physical de-escalation strategies and the reported increased confidence inherent in staff members who are trained to deal with the worst case scenario. Adams and Allen (2001), and Kay and Allen (2002) found that injuries to staff as a result of physical intervention training reduced after training in physical interventions and this reduction may well contribute to improvement in confidence over time.

Within the participant special schools, a majority (52% of survey respondents) of staff members use physical intervention 'very rarely or never' supporting the argument against the teaching of a generic set of physical techniques. From this data it is clear that there are a large

number of special education students who are not violent at any time in their school life or are so effectively managed by their specialist teachers that physical restraint is not required. There are however significantly more staff members in these schools affected by pupil violence than presented in the Croft (2007) or Schagen and Hogden (2008) studies based in mainstream schools.

Consideration must be given to the (48%) of staff members in the participant schools who use physical intervention more frequently. Holden and Gitlesen (2006) and Matson and Bosjoili (2009) discuss the significant increase in aggressive behaviour with individuals with an intellectual disability. If Team-Teach is most suited for the 1-5% of students requiring tier three “intensive individual interventions” (Kalke, Glanton & Cristalli, 2007, p. 154) it is possible that within a special education context the percentage of students exceeds 5% and that this group of students are affecting the practice of a disproportionately larger number of staff members. One violent child can therefore create significant problems for a large number of school employees.

The experience and opinion of veteran staff members (10 years plus) is a most valuable asset. That this cohort rated some aspects of the impact of Team-Teach very positively and others less positively than their peers could provide some clear pointers for improvement. It is perhaps not surprising that male staff members rated the physical techniques as being more effective than females as the size and strength of students was a clearly identified factor in a staff member’s confidence in dealing with a violent incident. Schagen and Hogden (2008) discussed the high level of physical assault perpetrated by boys and that these boys were more likely to be violent with female staff members. The female domination of the workforce in special education may indeed be a contributing factor to the prevalence of violence and the introduction of a more balanced gender mix may contribute to reduced violence and disruption.

Although all staff members in different work roles rated the training favourably the differences in ratings between these groups is worth consideration. In both schools senior management found the training to be of greatest value. This may well be due to the fact that both principal and deputy principal in both schools were accredited tutors. These senior staff members were regularly called upon to deal with crisis situations however they were spared the continual day to day classroom contact with these potentially violent children.

Support staff members, who arguably have the most hands on contact with these students also rated the training favourably but less so than any other group. Given that paraprofessionals are often used, arguably ineffectively, as a stop gap measure to manage disruptive behaviour with some of the most behaviourally complex students and considering the level of overall training they receive this is perhaps a predictable result.

Tutors in school A are now five years into the implementation of Team-Teach and are very positive about the impact of the ‘help protocol’. The acceptance and effectiveness of this system for staff to support each other requires a cultural shift from isolation to team collaboration and from a blame culture to one of mutual support. Timperley, Wilson, Barrarr and Fung (2007) cite the development of a vision by school leaders as a critical function for success with the leadership teams in both participant schools invested and involved in the programme. Cultural shift inevitably takes time and for school B it may be too early to assess this element with any degree of accuracy. What is of note is the view taken of new staff in school A who rated the ‘help protocol’ very poorly in direct contrast to their colleagues. This may be as a result of a recent lapse in training for new staff members, and is worth further consideration.

The value of a positive handling plan (PHP) specific to the needs of the child is present throughout the results of this study. Hill, Hawk and Taylor (2001) discuss the need for professional development to make a difference to classroom practice. Within Team-Teach

the PHP is the vehicle for this transition to occur. Legitimising practice, fostering a common approach, providing a communication link to parents and having 'expert' input into formalised plans are just a few of the identified advantages of children having PHP's. There does however need to be consistency in deciding what behaviours justify a child having a PHP and how these plans are communicated to parents.

The evidence within this study clearly indicates that parents are at times silent recipients of information and at worst completely out of the loop with regards to how Team-Teach physical and non-physical techniques are used with their child. There has been little evidence to suggest a true and genuine partnership. Lazar and Slostad (1999) Henderson (1988) and the Education Review Office (2008) make strong connections between the involvement of parents in improving student outcomes and behaviour yet this critical home-school connection is clearly missing.

It is also of note that programmes accepted by the New Zealand Advisory Group for Conduct Problems (AGCP) as having a strong evidence base have home-school relationships at their very core. This failure is perhaps more a reflection of the manner in which individual institutions have implemented Team-Teach rather than any particular flaw in the training itself, however the consistency of this finding suggests a need for a rethink of tutor training to emphasise the critical importance of this element. If indeed violence is a societal problem that requires home and school interventions then the quality of any anti-violence or crisis management programme could well be judged upon the level of involvement with parents and the wider community.

Many of the behavioural strategies used in addition to Team-Teach identified by teachers are in fact contained within the de-escalation component of Team-Teach training. Many research participants connected many strategies e.g. diversion and distraction as being surplus to the Team-Teach package when they are actually included in the core training.

Such misunderstanding could well be a reflection of participants regarding Team-Teach predominantly as a physical intervention course. This may be addressed by linking Team-Teach training to aspects of endorsed non-physical behaviour management training such as the ‘Incredible Years’ programme or by adapting the delivery of the physical intervention training component.

The significant use of timeout reported from all research participants is also an area for consideration. Walsh (1993) cautions the overuse of ‘time out’ in its various forms as potentially conflicting with the child’s right to an education. Teachers and support staff manage challenging behaviour in their classes in ways that work for them and time out or variations on that theme are at times a critical tool. Students who are excluded from the classroom, from peers or from activities for significant portions of each day clearly require a more considered approach for the long term, along with careful monitoring.

Facilitating factors and challenges

Team-Teach training provides some reassurance over potential legal implications of using physical interventions in schools. There is however a significant need for some acknowledgement to “say these techniques or programmes are legitimate” (Charles) from the Ministry of Education and to acknowledge a teachers right to use force within legislation. There is a small amount of guidance available to schools however it is piecemeal, hard to find, and far from definitive. There is a need for clarity at the highest level to override any other potentially misleading information.

Given the relatively small amount of evidence available relevant to Team-Teach and the current focus on evidenced based practice it may be difficult for the New Zealand Ministry of Education (MOE) to advocate for this programme. This leaves the MOE with the choice of evaluating crisis management programmes themselves, accepting the endorsement

of an overseas agency such as B.I.L.D or continuing to provide no guidance for schools in this matter. Blissett et, al. (2009a) discuss the need to conduct multiple randomised controlled trials (RCT's) as a way to temper the "claims and counterclaims about the effectiveness of various approaches" (p. 18) and provide the most reliable assessment of effectiveness. In the short term it may be a solution for the MOE to accept the internationally respected B.I.L.D accreditation as an acceptable standard until this localised evidence base can be collected.

The AGCP group is providing a much needed service for New Zealand schools in providing definitive guidance on which behavioural programmes meet specific evidence based standards and are appropriate for the New Zealand context. One potential drawback to this process is the loss of potentially good programmes due to a lack of a very specific type of evidence base. There is a notable dearth of options in the AGCP recommendations at tier three and it may be that the criteria for establishing an evidence base will need to be altered at this level to allow a wider range of programmes to be recommended.

There is clearly a need for specialist support when managing very complex behaviours and the specific needs of students with disabilities. Church (2003) advocates for highly trained specialists to have significant input as part of a holistic wrap-around approach. This is critical if we are to address the needs of the child and not deal with behaviour in isolation from other issues such as health, mental health, functional life skills and communication. The three-tier model of response to intervention (Education Counts, 2010) considers both behavioural and academic systems and great care should be taken to ensure that poor educational delivery and provision are not the catalyst for a child's behaviour.

Having a multidisciplinary team of 'in house' tutors is generally regarded as the best model for implementation to promote "durability" (Baker and Bissmire, 2000, p. 39) as it creates internal capacity for full implementation over time and a high level of responsiveness

to meet needs as they arise. It is suggested that initial tutor training should have a greater emphasis on the on-going implementation of Team-Teach within their institution.

The use of internal tutor trainers is clearly not appropriate for all schools with many opting to 'buy in' the training every two years from an external provider. This mode of implementation has some potential flaws when placed in a New Zealand context in terms of on-going implementation, oversight and support that will need to be addressed before Team-Teach can be endorsed for all schools. One suggestion to remedy this would be to have a number of Resource Teachers of Learning and Behaviour (RTLB) staff trained as Team-Teach tutors and able to provide on-going guidance and support within a community of practice. Another suggested solution for this issue would be for special schools to work as lead providers providing training and on-going support as contracted by the Ministry of Education and licensed by Team-Teach. The dilemma of accessing on-going support for schools without internal tutor capacity is certainly exacerbated with Team-Teach Asia/Pacific having its base in Australia.

The cost of rolling out a programme such as Team-Teach is considerable. Both of the participant schools have invested heavily in the programme and acknowledged that these costs would be on-going. For schools with only one or two violent students the cost of whole school training or developing internal tutor capacity would simply be too great when placed alongside all other professional development needs. There is therefore a case to be made for the Ministry of Education to fund tutor training to increase local capacity as occurs in Western Australia.

From the evidence in this study there may need to be adjustments to the manner in which courses are delivered within a New Zealand context. NZEI, (2007b) discuss taking "heed of the wealth of material available in the international arena, while being cognisant of the unique New Zealand context"(p. 9). There is clearly a danger in importing elements of

training from another country and making the assumption that it automatically works within a different context and culture. There has been an assumption made that this course designed within the UK is appropriate for the bi-cultural environment of New Zealand and in all fairness there has been little to indicate within this study that this assumption is incorrect. It is however clear that this training has not been effectively evaluated for its appropriateness and synchronicity with “Maori ways of knowing” (McFarlane, 2011). This question simply has not been asked.

If as suggested by Walsh (2003) boards of trustees are required to ensure that school policies, procedures and systems comply with the laws of New Zealand then the legal aspect of Team-Teach training must be tailored to New Zealand law and guidance if it is to provide this reassurance. Without this the training at best lacks relevance and reduces confidence in the integrity of the course, and could potentially provide misleading information.

Feedback from the research participants within New Zealand support the findings of previous studies Kaye and Allen (2002), Hayden and Pike (2004), that there are too many physical techniques being taught on the 12 hour course and that these techniques are largely forgotten through lack of use or that the prescribed course syllabus does not provide an answer to the real scenarios they face. There is also clearly a loss of intent when trainees complete a course designed to predominantly teach non-physical de-escalation techniques with the strongest association to the physical intervention component. This on-going issue of relevance and context is perhaps the strongest emergent theme and cannot be ignored. When an organisation has its own tutors it would perhaps be a more effective style of delivery to provide the theory elements only as part of the generic course and then to have tutors go into classes and work with class teams to teach the physical techniques they will actually need and use and nothing more. Tutors can then help these class teams to integrate them into positive handling plans and communicate them effectively to parents.

Although there was a general agreement that parents should be able to access Team-Teach training directly through the school to reinforce the home-school connection the legal and ethical implications of such an endeavour cannot be taken lightly. School employees are subject to policies, procedures and daily oversight whereby parents are masters of their own domain. Allen, Hawkins and Cooper (2006) raise the issue of whether the techniques taught for application in a school environment are practical for a parent who may be largely alone with their child and the concerns expressed by research participants in this study regarding dealing with incidents alone would lend some credibility to these findings. There is no doubt that a conversation on the training of parents needs to happen however it may be that Team-Teach will require endorsement and oversight from a higher authority before schools embark on teaching parents de-escalation and physical intervention skills.

Limitations

This research is largely based upon the implementation of Team-Teach in two special education schools within a New Zealand context. There has been insufficient implementation into mainstream schools in New Zealand to effectively evaluate. Care must be taken when attempting to generalise the findings of this study to settings other than dedicated special education facilities. There may indeed be factors specific to special education schools that actively promote or inhibit success that will not be present in a mainstream setting, making the findings of this study inapplicable.

This research is non-experimental without a control group in place to be able to make a direct comparison between a Team-Teach school and a non-Team-Teach school. The results are formed largely from self-report data of perceptions and opinion and there is little in the way of hard data from either school to support the widely held perception of a reduced level of violence and restraint.

In each of the participant schools there are also a variety of additional strategies in place for the management of behaviour that work alongside Team-Teach and it is problematic to distinguish the impact of one isolated programme within the greater mix. A greater understanding of the full range of supports in place in the participant schools is required to increase the possibility of duplicating results across new settings.

It is difficult to ensure true informed consent and to create reliable systems for two-way communication with individuals with severe intellectual disability leading to ethical and data reliability issues. Although creating such an environment is certainly not impossible this element was considered worthy of a study in itself. The input from parents and caregivers would also provide a more complete picture. In terms of answering the research question regarding the impact of the implementation of Team-Teach, these pieces of the puzzle are missing within the wider picture.

Areas for future Research

A study of the impact of Team-Teach as perceived by the service users themselves would provide a more complete picture of its impact within New Zealand schools. Day and Daffern (2009) discuss a need for “systematic research into the effects of restraint and behaviour management practices on both the levels of challenging behaviour and the social and emotional well-being of children and young people” (p. 3). Any study into the impact of professional development cannot be complete without input from the student population.

There is a case to be made for an experimental study on the impact of Team-Teach training for parents as recommended by Allen, Hawkins & Cooper (2006). Monitoring violence in the home and at school pre and post training would help to ascertain if Team-Teach training can be effectively transferred to the home setting and whether this consistency between home and school provides positive outcomes in either setting. The use of a control

group within this study would permit more confident assumptions regarding the impact of training.

In order to provide effective behaviour management for the entire spectrum of child behaviour there is a case for a study that seeks to ascertain how Team-Teach works in conjunction with other behavioural programmes that are respected and recommended within New Zealand. If schools use Team-Teach in isolation, will this create a lack of focus on the more universal strategies that are developed so well in programmes such as Incredible Years? If indeed the 'Incredible Years' programme is so effective, is Team-Teach training a positive way to keep students in school and safely managed whilst these strategies take effect?

There is insufficient data to gauge the effectiveness of Team-Teach in reducing violence against other students, indeed the limited data provided from school A suggests little to no change in this area since implementation. An investigation into the impact of Team-Teach on violence between students and how this approach can be more effectively used or adapted to teach children with intellectual disability more socially acceptable ways to interact with each other would provide some guidance on whether students are learning to self-manage, or are simply being managed.

Implications for future Practice

The research participants in this study endorse this training as a solution for the problems they encounter. They indicated that future tutor training should have a greater emphasis on the on-going implementation and establishment of Team-Teach into the school culture over an extended period of time. There is also an implication from the feedback in this study that access to on-going and responsive support could be a major barrier for implementation for schools without 'in-house' tutors. This issue may need to be considered prior to any official

endorsement of the programme. There was a clear view that the legal aspects of the training need to be tailored specifically to the New Zealand context.

Schools should be cautious when receiving training in physical interventions from providers that are not party to formal international accreditation requirements or in physical techniques that are not specifically designed for educational use with children. There is a suggestion from participants in this study that the New Zealand Ministry of Education should continue to play a key role in identifying and endorsing 'tier three' programmes for schools to use as with 'Incredible Years' and 'First Steps' via the AGCP working group. A formal analysis of Team-Teach by this group may ascertain whether it is appropriate for the New Zealand context.

There is a proposition that a more effective model of implementation within institutions with on-site trainers is for the course structure to comprise of an initial theoretical component that can be delivered generically to the group. This could then be complemented with a second component comprising of the teaching of a *minimum* amount of physical interventions delivered in the classroom environment and tailored to identified needs. Delivering the course in this manner may resolve some of the on-going issues of relevance, context and on-going support.

There appears to be a need for a greater emphasis on parent partnerships in the implementation of Team-Teach into schools and the subsequent creation of Team-Teach positive handling plans for students. This could be an indication of the way individual schools have implemented the programme or a lack of emphasis on this critical area in tutor training. Parental training as a part of Team-Teach could be considered as a way to enhance this relationship and provide consistency across settings however Team-Teach may need official endorsement before schools are comfortable with training parents.

To conclude, the findings of this study support Team-Teach as a potentially positive training option for schools to manage violent and aggressive behaviour and indeed the management of behaviour in general. Research participants held the view that incidences of violence and restraint decrease and the confidence of staff members increases as a result of the training. The issues of national endorsement, appropriateness for the New Zealand context and sustainability are reported as areas for future consideration.

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APPENDIX A: STAFF QUESTIONNAIRE

Congratulations on implementing *Team-Teach* into your culture and your practice. Please complete the following quick survey to help with an understanding of the impact of Team-Teach into your school and into New Zealand. Your name is **NOT** required! All responses are confidential and anonymity is guaranteed.

Your knowledge and honest answers are very much appreciated.

Section 1: Your thoughts on the Team-Teach *initial training* course.

Question 1: How useful was the Team-Teach course to help you understand the stages of behaviour and escalation and use these in practice? Please rate from 1 (very useful) to 7 (not useful).

Very useful	Not useful
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 5	<input type="checkbox"/> 6
<input type="checkbox"/> 7	<input type="checkbox"/> 7

Question 2: How useful was the Team-Teach course to help you use effective responses to each stage of behaviour and escalation and use these in practice? Please rate from 1 (very useful) to 7 (not useful).

Very useful	Not useful
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 5	<input type="checkbox"/> 6
<input type="checkbox"/> 7	<input type="checkbox"/> 7

Question 3: How useful was the teaching of physical techniques to manage violent behaviour in practice? Please rate from 1 (very useful) to 7 (not useful).

Very useful	Not useful
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 5	<input type="checkbox"/> 6
<input type="checkbox"/> 7	<input type="checkbox"/> 7

Question 4: How useful was the course content regarding listening and debrief in practice? Please rate from 1 (very useful) to 7 (not useful).

Very useful	Not useful
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 5	<input type="checkbox"/> 6
<input type="checkbox"/> 7	<input type="checkbox"/> 7

Section 2: Your thoughts on the impact of the training on **your practice**.

Question 8: Since your training how would you rate **your ability** to safely manage the incidences of violent behaviour in your setting? Please rate from 1 (excellent) to 7 (poor).

Excellent	Poor
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 5	<input type="checkbox"/> 6
<input type="checkbox"/> 7	

Question 9: How effective is the **Help Protocol** system (Help available, More help) In your setting? Please rate from 1 (excellent) to 7 (poor).

Excellent	Poor
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 5	<input type="checkbox"/> 6
<input type="checkbox"/> 7	

Question 10: What are your feelings regarding your **personal safety** since the implementation of Team-Teach. Please rate from 1 (Far less safe) to 7 (Much safer).

Far Less Safe	Much Safer
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 5	<input type="checkbox"/> 6
<input type="checkbox"/> 7	

Question 11: How effective is your school Team-Teach policy/procedure to inform safe, ethical and legal practice? Please rate from 1 (very effective) to 7 (not at all effective).

Very Effective	Not at all Effective
<input type="checkbox"/> 1	<input type="checkbox"/> 2
<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 5	<input type="checkbox"/> 6
<input type="checkbox"/> 7	

Question 12: What other behaviour management tools/programmes/philosophies are you using in addition to Team-Teach? (List the 4 most important to you).

1) _____ 2) _____ 3) _____ 4) _____

Section 5: Any other comments?

Additional Comments You Wish To Add

Thank you for participating in this survey. Please **seal** your completed survey form in the envelope provided and return to the school office to be sent unopened to the researcher.

APPENDIX B: SEMI-STRUCTURED INTERVIEW SCHEDULE FOR TEAM-TEACH CO-DIRECTOR.

Interview Schedule For Team-Teach Director

Date: Time: Location: Respondent:

- 1) Can you tell me about your teaching career?
- 2) What are your thoughts on violence in schools?

Tell me about your involvement with Team-Teach to date?

Notes for follow up:

What have been the successes in implementation within NZ?

Notes for follow up:

What have been the barriers to implementation in NZ and how did you overcome them?

Notes for follow up:

What if anything surprised you?

Notes for follow up:

What (if anything) would you change if you started over?

Notes for follow up:

What is your next step in the implementation of Team-Teach within New Zealand?

Notes for follow up:

What behavioural strategies/programmes or philosophies are need in addition to Team-Teach to promote student self regulation and continued good conduct?

Notes for follow up:

What evidence do you have that Team-Teach is effective?

Notes for follow up:

What help is needed to distribute Team-Teach to a wider audience within New Zealand?

Notes for follow up:

What are the major legal differences between the UK designed programme and its New Zealand counterpart?

Notes for follow up:

Is there anything else you would like to add?

Time finished: _____

APPENDIX C: SEMI-STRUCTURED INTERVIEW SCHEDULE FOR BOARD CHAIR OF PARTICIPATING SCHOOLS

Interview Schedule For Parent Representative

Date: Time: Location: Respondent:

- 1) **Introduce myself and outline my teaching experience.**
- 2) **What are your thoughts on violence in schools?**

Tell me about your involvement with Team-Teach to date?

Notes for follow up:

What aspects of Team-Teach are working well that you are aware of?

Notes for follow up:

What have been any issues that you are aware of?

Notes for follow up:

What behavioural strategies/programmes or philosophies are need in addition to Team-Teach to promote student self regulation and continued good conduct?

Notes for follow up:

What evidence have you seen to prove that Team-Teach is effective?

Notes for follow up:

What help is needed to maintain and improve Team-Teach in the school?

Notes for follow up:

Is there anything else you would like to add?

Time finished: _____

APPENDIX D: SEMI-STRUCTURED INTERVIEW SCHEDULE FOR TEAM-TEACH TUTORS

Interview Schedule For All School Staff

Date: Time: Location: Respondent:

- 1) **Introduce myself and outline my teaching experience.**
- 2) **Can you tell me about your teaching career?**
- 3) **What are your thoughts on violence in schools?**

Tell me about your involvement with Team-Teach to date?

Notes for follow up:

What have been the successes in implementation?

Notes for follow up:

What have been the barriers to implementation and how did you overcome them?

Notes for follow up:

What if anything surprised you?

Notes for follow up:

What (if anything) would you change if you started over?

Notes for follow up:

What is your next step in the implementation of Team-Teach? What help will you need?

Notes for follow up:

What behavioural strategies/programmes or philosophies are needed in addition to Team-Teach to promote student self regulation and continued good conduct?

Notes for follow up:

What evidence do you have that Team-Teach is working?

Notes for follow up:

Is there anything else you would like to add?

Time finished: _____

APPENDIX E: TEAM-TEACH COURSE EVALUATION



Course Evaluation

Please make sure that you hand this in to the lead tutor once completed

Quiz Score Achieved

HOW WOULD YOU RATE THE TRAINING IN THE FOLLOWING AREAS:
Please tick the boxes on the scales below that indicate levels achieved by the tutor(s).

	Excellent	Very Good	Good	Fair	Poor
Were course objectives clearly stated?	<input type="checkbox"/>				
Were course objectives achieved?	<input type="checkbox"/>				
Were physical techniques presented with an holistic behavioural response?	<input type="checkbox"/>				
Were techniques presented with 'Safety' as the paramount concern?	<input type="checkbox"/>				
	Yes, fully	More or less	Only some	No	
Was the training valuable to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Was it pertinent to your work role?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If either response is no, please explain:					

STANDARD OF TRAINER(S) / TRAINING MATERIALS / TRAINING VENUE:

	Excellent	Very Good	Good	Fair	Poor
Attitude and Approach	<input type="checkbox"/>				
Knowledge of subject	<input type="checkbox"/>				
Preparation / Organisation	<input type="checkbox"/>				
Group Participation	<input type="checkbox"/>				
Materials / Handouts	<input type="checkbox"/>				
Training room suitability	<input type="checkbox"/>				
Food / Refreshments	<input type="checkbox"/>				

Following this training what are the additional issues / training or follow up you can suggest for the future?

What would you describe as the STRENGTHS of the course?

What CHANGES / ADDITIONS / can you suggest to further develop the course?