



Frameworks for Practice

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ABSTRACT

This study investigates the types of assessment models used by registered psychologists employed by Ministry of Education: Special Education (MOE:SE) who work in the area of severe and challenging behaviour. The aim of the study was to identify and explore frameworks for practice which are currently used at MOE:SE; the theories which underpin these as well as which aspects of the frameworks were supportive of multi-agency/multi-disciplinary work.

A semi-structured interview format was used to encourage participants to discuss the frameworks and theories which they use during practice in the field. The participants were six randomly-chosen registered psychologists who work at MOE:SE.

While responses varied, the most commonly reported frameworks for practice were Effective Interventions for Behaviour Challenges, Functional Behavioural Assessment and Situational Analysis. The theories which the participants reported as underpinning their practice were also diverse, although behavioural theory was reportedly used by all participants. Collaboration was reported most often as being a supportive aspect of frameworks which were used during inter-disciplinary/inter-agency work.



Working with Children with Specific Communication Disorders

A Professional Development Programme for Teachers

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ABSTRACT

This Primary teacher training programmes in New Zealand do not provide training about specific communication disorders (SCDs), despite prevalence of SCDs of approximately 7%. This pilot study investigated the effectiveness of a three-hour professional development (PD) programme for a specialised group of primary teachers, Special Education Needs Coordinators (SENCOs), around working with children with SCDs in the classroom. Six SENCOs from different schools participated. Effectiveness was measured using a pre-test/post-test within-subjects design. Outcome measures were (1) a knowledge questionnaire and (2) a videoed interaction with a new-entrant child. SENCOs increased the specificity of responses to open questions and improved their scores on closed questions, with a significant improvement in knowledge about characteristics of the children. Eleven strategies were counted in the videoed interactions; seven improved and two deteriorated. SENCOs reported satisfaction with programme content and length. Additional research is recommended to further develop the PD programme into an effective resource for classroom teachers.



“When they don’t have to sit there they don’t. They’ll go and sit somewhere else”

Dr Angela Ward

Senior Lecturer, Massey University

ABSTRACT

Students learn best when they feel accepted, included and have positive social relationships. Over a period of two school years, four students with disabilities told their stories of the reality of their secondary school experiences including their experiences of friendships and social relationships in their classrooms and out-of-class settings. This article presents some of the contextual factors that were identified as supporting and/or hindering positive social relationships and learning.

Unintentional and intentional barriers to positive social relationships are explored, and some implications for teachers, as they promote student learning within the classroom, are presented. Teachers are invited to listen to these stories and reflect on their pedagogy so as to learn how to create supportive learning environments where the values and principles of the New Zealand Curriculum are supported and where the key competencies of Relating to Others; Participating and Contributing; and Managing Self are developed.



Nurturing an Invitational Approach to Professional Development

Violet Aydon-Pou

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ABSTRACT

Resource Teachers: Learning and Behaviour (RTLB) are agents of change, charged with the responsibility to facilitate paradigm shift from traditional to inclusive models of educational theory and practice. With seven years experience in an RTLB role I have come to the realisation that if there is congruence between a practitioner’s value and belief system and the ethos that underpins inclusive pedagogy, the journey of change will likely be a seamless one. When there is incongruence the journey is quite often a much more difficult one; however, if successful, in terms of achieving paradigm shift, is a journey worth sharing with others.



Does the Fonetik Spelling System Improve Standard Spelling Scores?

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ABSTRACT

This seven month trial was undertaken to determine if the Fonetik spelling system (Jackson, 1994) enabled students with and without spelling difficulties to enhance their regular spelling scores. A sample of 270 students aged between 8 and 13 years were involved. The students were based in 8 schools within an RTLB cluster. The Fonetik system was introduced to all the students within their regular classroom settings. The results indicate that Fonetik was successful in increasing regular spelling scores for students with spelling difficulties and that it can be successfully implemented in schools with guidance from RTLB. This matched the conclusions of the first trial conducted by Croft and Boyd with the support of NZCER (1993).



Impact of Proximity of Teachers' Aides and Support Strategies Advantages and Disadvantages

Helen Stevens

Verifier, Ministry of Education

ABSTRACT

This paper draws on a wider literature review, completed by the author in 2007, about the effectiveness of teachers' aides (TAs). It discusses the effects of the proximity of TAs on the students with disabilities to whom they are assigned. It also reports on studies where TAs have been trained to support the students to interact with their peers and where TAs have trained students to interact with other students. The advantages and disadvantages of these factors are discussed.



Making Children's Voices Visible

The School Setting Interview (SSI)

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ABSTRACT

Children and young people with disabilities educated in their local school may need services to get equal access to the curriculum. To ensure that any educationally relevant services achieve the best outcomes, the students' own voices and perspectives should also be included. This paper introduces the School Setting Interview (SSI), an interview-based assessment that helps occupational therapists to understand the barriers to, and facilitators of, inclusion from the student's perspective. This information added to that identified by the teaching team and the parents/caregivers, can only lead to a "fuller picture" which all the team can draw from when determining issues and identifying potential strategies to address.



Informed Consent in Educational Settings and the Novice Researcher

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ABSTRACT

This article describes the informed consent process for an in-progress research masters thesis about the school experiences of senior secondary school students who have funding from Ongoing and Reviewable Resource Scheme (ORRS). It examines this in relation to the 'hierarchy of gatekeepers' (Powell & Smith, 2009, Stalker, 1998) and issues of capacity to give informed consent.