



Specialist Service Standards

Provider Annual Assurance Statement

Introduction

As a Specialist Service Provider, you must assure the Ministry of Education you have internal monitoring and review processes to assess the quality and effectiveness of the services you deliver in order to meet the Specialist Service Standards.

This annual Assurance Statement asks you to:	
1	Confirm that you have written procedures that meet the Management and Organisational Standards across the Service Pathway
2	Provide information on how you are monitoring and reviewing your specialist services to improve outcomes for children and young people

This Assurance Statement covers the period January to December for each calendar year.

Please submit the report by 30 June the following year (e.g. the report for the calendar year 2022 is submitted June 2023)

fundholders.annualreporting@education.govt.nz

Internal Review Process for:

Ruru Specialist School
Provider

Date 09/06/2023

Briefly outline your internal monitoring and review of your specialist services focusing on the past twelve months, it may be helpful to consider the Provider Annual Assurance Statement feedback you received from the previous year. Please include the following:

NB: We have not received Provider Annual Assurance Statement feedback on our 2021 report. There have been several emails received indicating that this had been delayed.

1. What specific policies and/or procedures for specialist service provision were reviewed? Which processes identified the items to be reviewed? How was this done? Who was involved? What was the outcome? How were these reviews linked to your strategic and/or annual planning?

In 2022 all Ruru Specialist School Specialist Services Procedures and Processes were reviewed before the Specialist Service Standards Review was held in November 2022 led by Pauline Long and her team.

Prior to the visit we reviewed our 2022 – 2024 Strategic Plan, Board Governance Strategy Triennial Self review programme and student achievement of Specialist Service Standards, as well as an overall review of Specialist Service Standards biennially.

As a result of the Review visit the Therapy Team put in place a termly rotation of each Specialist Services Standard so they could complete an in depth review. This commenced in 2023.

All therapists reviewed Procedures and Processes led by the SSS Co-ordinator. Hera Fisher, Deputy Principal and Erin Cairns, Principal were fully involved in the review process.

Our SSS co-ordinator and Deputy Principal, Robyn Laidlaw terminated her position in October 2022. Amelia McKelvie took over the SSS Co-ordinator role and was appointed Deputy Principal in early December 2022.

We also have an ongoing review cycle in place for all our Procedure/process documentation and changes are made to enhance and incorporate a new initiative which is deemed beneficial to student success.

2. What other aspects of your Specialist Service delivery were reviewed? How was this done? How did they become a priority? Who was involved? What was the outcome? How were these reviews linked to your strategic and/or annual planning?

The referral form was reviewed and we have now included a Te Reo version on the reverse side.

Teaching and support staff received Professional Learning in the roles of therapists, prioritisation scale and how they can support therapists in their role every Teacher Only day.

The pamphlet outlining the roles of therapists within Ruru Specialist School has been reviewed, modified and made easier for whanau to access and understand.

The prioritisation scale is reviewed termly and changes made to the criteria reflecting on effectiveness and outcomes for students. This has enabled a clearer identification of student placement on the Prioritisation Scale.

Whanau voice has been sought in regards to communication. The ongoing use of Seesaw, along with phonecalls, emails and meetings form strong relationships with whanau in relation to therapy at Ruru.

Group therapy and individual therapy drives our daily programmes and feedback from teachers, whanau and leadership create the successful programmes that students participate in, with a noticeable increase of engagement in their learning.

Strategic/annual plan – A 2022 strategic annual aim for students targeted achieving IEP/ICP goals in communication phases was monitored and reported on – see Appendix 1.

Evaluated 2022 Annual Implementation Plan – Aim & Targets

Strategic Aim	Annual Aim	Annual Target	Review Date	Actioned By	Evaluation
Individual Student Progress & Development	<ul style="list-style-type: none"> Priority Areas of Learning identified in collaboration with student/<u>ākonga</u> & family/whānau through engagement in IEP/ICP process and/or referral to RSS Specialist Services 	<ul style="list-style-type: none"> Individual Student Progress and Development priorities 2022 – <ul style="list-style-type: none"> Targeted communication (Using Language Symbols and texts) goals will be successfully completed through the IEP/ICP process. 	Termly 2022	Marina	H S I

The Strategic Plan of 2022-2024 specifies a range of priorities to reduce barriers for Māori ākonga. Therapists are worked on an inquiry of Culturally responsive practice which has strengthened relationships with whānau and is including culturally appropriate models into their everyday practices. This has been reported in Appendix 2 and 3

2022 saw the therapists carry out Action research on **Complex Communication** (2 SLT used this as their focus) – see Appendix 4 and 5 and **Increasing independence with dressing tasks following swimming sessions** (OT inquiry). See Appendix 6

The Annual Plan for 2023, there has been a focus on communication which has led to the SLT therapists being heavily involved with the writing of IEP/ICP's and having Professional development with leadership around the process of writing and implementing them. There will be increased success especially with AAC users due to teacher/therapist collaboration taking place.

The trialling of AAC devices being worn around one shoulder/hip will take place in one of the Junior classes. Results will dictate the next steps, which may include other classes with high numbers of students using AAC devices wearing them in this way, rather than the methods previously used.

3. If you have areas for further action from a Specialist Service Standards Cycle 3 Review, please provide an update of your progress on each of the identified areas.

On 16 November 2022 we received the draft Specialists Service Standards Review Document following the reviewers visit on 8-10 November 2022.

This document outlines seven “next steps”

As requested, we email our response on 26 January 2023, we added some detail for consideration to each future direction step.

To date we have not yet signed off this draft report as we are still awaiting a response to our suggested edits.

Briefly describe an example of a structured inquiry undertaken over the past twelve months to:

- improve the quality and effectiveness of your specialist service provision
- enhance outcomes for children and young people.

You may like to use the structure from the Inquiry Model in Appendix 1 pp 5 & 6 to present your processes, the outcomes of any actions taken and the planned evaluation, over time, you have in place.

		Written By
Appendix 1	Individual Student Progress & Development	Marina Marie
Appendix 2	Culturally Responsive Practice – Therapy Team	Megan Bell, Courtney Mottram and Rebecca Brown
Appendix 3	Culturally Responsive Practice – Leadership Team	Erin Cairns / Hera Fisher
Appendix 4	Complex Communication	Courtney Mottram
Appendix 5	Complex Communication	Ross Harland
Appendix 6	Dressing	Rebecca Brown



Annual Reporting 2022

Individual Student Progress & Development

Strategic Aim:	<i>Individual Student Progress & Development</i>
Annual Aim:	<i>Priority Areas of Learning identified in collaboration with student/ākonga & family/whānau through engagement in IEP/ICP process and/or referral to RSS Specialist Services.</i>
Target:	<i>Targeted communication (Using Language, Symbols, and Texts) goals will be successfully completed through the IEP/ICP process.</i>

Actions What did we do?	Outcomes What happened?	Evaluation Where to next?	Future Directions:
<p>Defined goals for communication was identified and targeted by;</p> <ul style="list-style-type: none"> Discussion and whānau voice at IEP/ICP meetings, whānau had opportunities to add further goals to their child's Communication IEP/ICP meeting. Teachers observing student's communication in classroom routine, in a community environment and were able to set goals. Speech Therapy weekly programmes with individual students or in social group settings. Work experience feedback from providers or identified communication skill on student's report. Individual students, applying student agency- their voice was acknowledged. Examples of how teachers specifically taught aspects of Communication in their classrooms; ACC Device, requesting items, sounding letters, Presentation, Social Games, Open discussion, and collaboration, provide feedback, student agency, asking & answering questions, and communicating in Te Reo. 	<p>Ensured some forms of targeted goals were in place for all students.</p> <p>Communication goals were highlighted and implemented through student's IEPs/ICPs.</p> <p>Teachers found not enough communication phases sets on SharePoint</p> <p>Teachers were directed to add all bulleted Communication goals from IEP/ICP meetings onto student IEP Data. Doing this, we found students at the end of the year had IEP/ICP Phases needing to be removed as they did not begin.</p> <p>New communications goals that were recommended by therapist were shown how to create and upload onto SharePoint IEP Data</p> <p>Therapist learnt to create Communication IEP/ICP for students.</p> <p>We found at the end of the year Communication goals can also be identified through KC Relating to Others. For example, Student expressing their emotions, daily social skills, giving opinions. They are all based on students using communication but under different KC.</p>	<p>Teacher and therapist expand Communication phases onto SharePoint</p> <p>Continue having whānau voice input into goals</p> <p>Communication goals only to be added onto SharePoint when student is working on.</p> <p>Continually working on communication goals through a variety of forms;</p> <ul style="list-style-type: none"> speech picture exchange/PECS gestures sign language assistive devices/assistive technology <p>Communication identified through natural form and loaded onto SharePoint</p> <p>Only students referred to therapist achieve targeted area of communication set.</p> <p>Communication phases focused target on students receiving and responding to communication</p>	<p>Communication plays a vital role in human life</p> <p>As teachers we need to ensure that communication goals</p> <ul style="list-style-type: none"> Incorporate flexibility for the child to say what they want to say when they want to say it. Reflect increasing the ability of the child to use a broad range of communicative functions to express real ideas in real situations through multiple modalities. Do not require the student will have to communicate what someone else wants her/him to "say" <p>Speech Therapy input for support Non-verbal (ACC Device or visuals), Verbal and Group Communication to be uploaded onto SharePoint.</p> <p>Communication Goals can not only be identified under Language, Symbols & Text.</p>
Report completed by:			
<p>Marina Marie</p> <p>Date of Report: 27/11/2022</p>			



Annual Reporting 2022

Culturally Responsive Practice Therapy Team


Strategic Aim:	Culturally Responsive Practices.
Annual Aim:	Culturally Responsive Practices. Build upon and extend implementation of te Ao Māori principles across all teaching, learning and therapy services.
Target:	Extend culturally Responsive Practices (CRP) with support of MOE-funded Facilitator through to term 3 2023. Teams will through action research, answer the question – How did culturally responsive teaching practices enhance student achievement.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Evaluation <i>Where to next?</i>	Future Directions:
<ul style="list-style-type: none"> Met with Raiha Johnston four times to discuss ways to strengthen our CRP Therapy team discussions in regards to the implementation of CRP's Readings from Raiha around CRP Whole teaching and therapy staff PD with Raiha Tikanga PD – Hera Fisher Matariki themed therapy sessions Augmentative and Alternative Communication (AAC) webinar on culturally inclusive and diverse SLT practices Te rito bi-cultural competency online course (OT completed) Marae visit with students Kupu App – everyday vocabulary 	<ul style="list-style-type: none"> Use of Te Reo Māori within therapy practice Brainstormed ways to write reports in a whānau friendly manner Updated SSS review doc to highlight what we are currently doing re CRP and our next steps From the marae visit, advanced our knowledge of tikanga Māori Enquired to TalkLink around TouchChat becoming available in Te Reo Māori Meetings with whānau to build whakawhanaungatanga and educate on AAC 	<ul style="list-style-type: none"> Explore options of carrying out home visits Further PD to increase our understanding of Te Ao Māori Report template to be developed to be more whānau friendly (question the use of Te Whare Tapa Whā or Meihana Model) Upload Te Reo Māori interface onto students TouchChat devices if whānau express interest Strengthen relationship between Ruru and Marae 	<ul style="list-style-type: none"> Develop an increased vocabulary of Te Reo Māori to incorporate into our therapy practice Improved understanding of Te Ao Māori and Tikanga principles Investigate how to incorporate Māori philosophy, themes, etc into our practice
Report completed by:			
Your name: Megan Bell, Rebecca Brown, Courtney Mottram			
Date of Report: 21.10.2022			



Annual Reporting 2022
Culturally Responsive Practices - Leadership

School Name:	Ruru Specialist School	School Number:	4011
Strategic Aim:	Culturally Responsive Practices		
Annual Aim:	Build upon and extend implementation of te Ao Māori principles across all teaching, learning and therapy services		
Target:	<ul style="list-style-type: none">-Foster tuakana-teina relationships at all levels of the school-Extend Culturally Responsive Practises (CRP) with support of MOE-funded Facilitator through to Term 3 2023-Whole PLD school focus in 2022 – te reo Māori me ona tikanga Māori		

Actions What did we do?	Outcomes What happened?	Evaluation Where to next?	Future Directions: 2023
<p>Across the school and Specialist Services the Leadership teams first objective was to highlight the importance of the <i>Treaty of Waitangi</i> and the three principles (Partnership, Participation and Protection) and how as a school we can have these as principles to underpin our practice.</p> <p>Primarily this was lead within our teacher only day, staff meetings, team meetings, and correspondence with staff. We also set out to proactively facilitate and support key events and practices including:</p> <ul style="list-style-type: none"> • Marae Visit • Polyfest involvement • Raiha providing Professional Development to staff • Staff meeting focus topics. • Topic foci on Matariki, Murihiku, 	<p>Across the school and our outcomes have been</p> <p>Our Marae Visit -- Treaty of Waitangi study topic -- Polyfest Participation -- Ruru Karakia -- PLD Readings from Raiha -- Integration of cultural elements into ICP / IEPs -- Kanohi ki te kanohi professional development from Raiha -- Whanau Haoura -- Māori Language Week -- Waiata & Karakia widespread use -- SIT Te Reo Course -- Wananga Interface -- Weaving, Suzanna -- Manaakitanga as a focus -- Whanaungatanga -- Te Reo sign language -- Pepeha development, written oral and artistically -- Resources for Polyfest -- Teacher only day focus activities -- Powhiri -- Matariki focus in both classroom and specialist services therapy sessions -- Newsboard including tikanga and te reo Māori -- Occupational Therapy and Speech Language Therapy Goals -- Māori and ACC special interest group -- Incorporating Te Reo Māori into therapy sessions -- Incorporating Māoritanga into planning Matariki -- Whanau days to develop whanaungatanga -- Te Reo courses -- Assemblies - Newsletters</p> <p>February Highlights</p> <ul style="list-style-type: none"> • Te Matatini Tahi/Rua - Coming together for Newsboard each morning and the tuakana/teina that is being displayed by the Te Matatini Rua students to support our Te Matatini tahi students to participate. • Poutama Hine Working towards and continuing to build friendships through our inclusion and whanaungatanga topics within our classroom. • Poutama Rangatahi Our focus this term is 'Ko Wai au?' Students have been investigating their pepeha and family trees • Verdon Senior Enjoying Ko Wai Au topic. <p>March April Highlights</p> <ul style="list-style-type: none"> • The Poutama Hine girls working on Whanaungatanga bead trees that represented members of their families. • Students creating Taonga from air dry clay to represent Whanaungatanga and write their meaning. • Mihi doing well on her Te Reo night course at SIT. <p>May Highlights</p> <ul style="list-style-type: none"> • Manaakitanga/Tikanga focus in Poutama Junior • Verdon Junior Haoura focus within 'Move with Me' topic 	<p>Outcomes Pictorially</p> 	<p>As identified by Evaluative Findings, Evaluative Insights and Teacher and Student Voice</p> <ul style="list-style-type: none"> • Development of a School Haka • Pursue Māori Sign language options • Strengthen Iwi Connections • Repeat Marae Visit • Joining classes together more for Polyfest, Kapa Haka • Increase the breadth of engagement with professional development such as Raiha, Marae, Iwi, researchers. • Continue focus and development of Polyfest Involvement.

<ul style="list-style-type: none"> • Topic foci concepts such as Manaakitanga, Tuakana-Teina, and other cultural concepts • Consideration of Cultural responsiveness on ICP, IEP planning and implementation. • Supporting the OT and SLT teams to develop their own culturally responsive practices <p>These key events and focus areas were monitored and have undergone reflective evaluation to firstly improve their implementation in subsequent years and sustain our momentum in developing our culturally responsive practices.</p>	<ul style="list-style-type: none"> • Ako through Heading to the Waikiki Domain to play touch rugby with Poutama Juniors and Poutama Rangatahi. <p>June July Highlights</p> <ul style="list-style-type: none"> • Salford Satellite - Celebrating Matariki with SIT TEC class -- waiata, shared kai, icing biscuits and yoga. Ataahua time being together. • Verdon Satellite Visiting Verdon Satellite to Celebrate Matariki • Te Matatini Toru Having shared Kai with Poutama to celebrate Matariki. • Poutama junior Matariki celebrations. • Verdon Junior, we have enjoyed Matariki art. • SIT TEC Matariki week -- making poi's, making pumpkin soup, and hosting the Salford class for songs, games, and Kai. <p>August Highlights</p> <ul style="list-style-type: none"> • Salford The students have enjoyed diving into our Murihiku topic • Donovan Polyfest practice and clubs • Learning about Murihiku -- taking photos for our digital diary and visiting new places for some of us. • Verdon Junior & Senior Joining together as one class. We have learnt from each other and had fun, tuakana -- teina. It has been great <p>September Highlights</p> <ul style="list-style-type: none"> • Polyfest -- the support from our families was wonderful! • Exploring Murihiku and finding whānua connections to places we visited in Bluff • Celebrating Te Wiki of Te Reo Māori • Completing our Murihiku books • Increasing our Te Reo vocabulary • Te Hikoi Museum visit • Mihi gaining a 2nd day at Kimihia Kohanga. • Exploring Murihiku (Bluff and Riverton were highlights) 	<p>Evaluative findings</p> <ul style="list-style-type: none"> • The Marae visit provided significant learnings and positive engagement with cultural connectedness. • Participation in the Polyfest was not only enjoyable learning but also mana enhancing for the students and staff. • Within class cultural responsiveness is both evident and appears to be increasing with such elements as, topic areas, art activities, ICP/IEP integration. <p>Evaluative insights</p> <ul style="list-style-type: none"> • From a leadership perspective, it appears focused events are highly beneficial in creating a positive environment for motivated change (Polyfest, Marae Visit) developing our cultural responsibility • Utilizing support through Raiha, teachers, whanau hua and the local Marae also appears to support our leadership focus and staff motivation for this kaupapa 	
<p>Report completed by:</p> <p>Erin Cairns / Hera Fisher Leadership Team September 2022</p>			

Action Research – Communication (Complex Communicators)

Focus

Communication (Complex Communicators)

Strategic Aims

Students who have complex communication needs will wave in response to being greeted

Annual Aim

Students will wave hello in response to being greeted. Baseline data collected, progress recorded and analysed. Future direction outlined.

Reported to the Board of Trustees.

Targets

100% improvement across Term 3 for all 18 participants.

Context

The ability to greet people is an important social skill for an individual to acquire. Greetings are one of the most used forms of communication in day-to-day life. Greetings are a way of communicating with both familiar people as well as meeting new people and beginning to form relationships with others. This opens up being able to learn more about a person. Building relationships is a valuable skill for children to acquire and is something that should continue to be done across their lifespan as they move through different stages of life and interact in a variety of contexts¹. Individuals who are on the autism spectrum are known to have difficulty with social skills including greeting others and therefore it is a valuable skill to target for these individuals², as well as other individuals who may have difficulty with social skills as well.

At Ruru Specialist School, greetings are always a big part of everybody's day. However, the ways in which a greeting is responded to, varies greatly especially for our population of students who present as complex communicators. A lot of our verbal students are able to respond to a greeting by saying "hello" or waving, whilst complex communicators respond to a greeting by vocalising, using body language, giving eye contact, or do not respond at all. For this reason, action research has been undertaken to determine if complex communicators can be supported to respond to a greeting by waving. Waving is a universal greeting understood by everyone and it does not require a communication device or verbal speech therefore making it a suitable option for a lot of individuals in a range of contexts unless they have physical limitations.

Gathering of Information/Action

¹ Hood, S. A., Luczynski, K. C., & Mitteer, D. R. (2017). Toward meaningful outcomes in teaching conversation and greeting skills with individuals with autism spectrum disorder. *Journal of Applied Behavior Analysis*, 50(3), 459-486

² Bondy, A., & Weiss, M. J. (Eds.). (2013). Teaching social skills to people with autism: Best practices in individualizing interventions. Woodbine House.

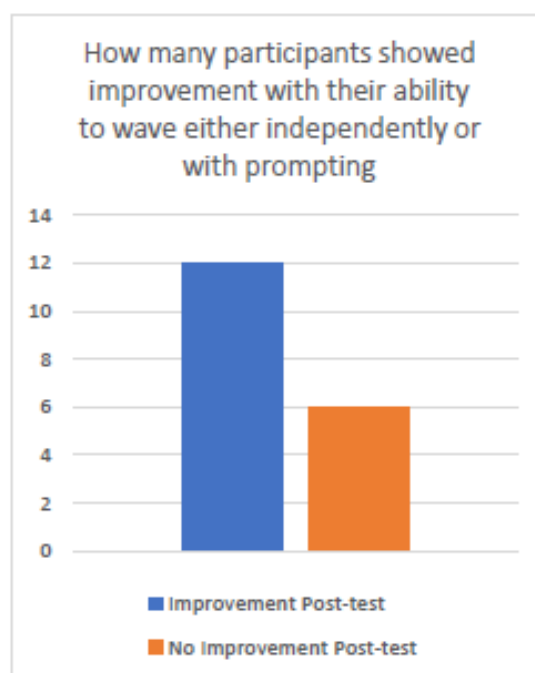
At the beginning of Term 3 (July 2022) the Speech-Language Therapist gathered data on 18 students who present as complex communicators, on how they responded to a greeting. These students were in Te Matatini Tahī, Te Matatini Rua, Donovan and Salford satellite classes. Assessment occurred by scribe waving and verbally greeting each student and seeing how they responded. A few levels of prompting were trialled if students did not independently respond to the greeting/wave. Students were then reassessed at the end of Term 3 in September and the results were compared to their initial responses.

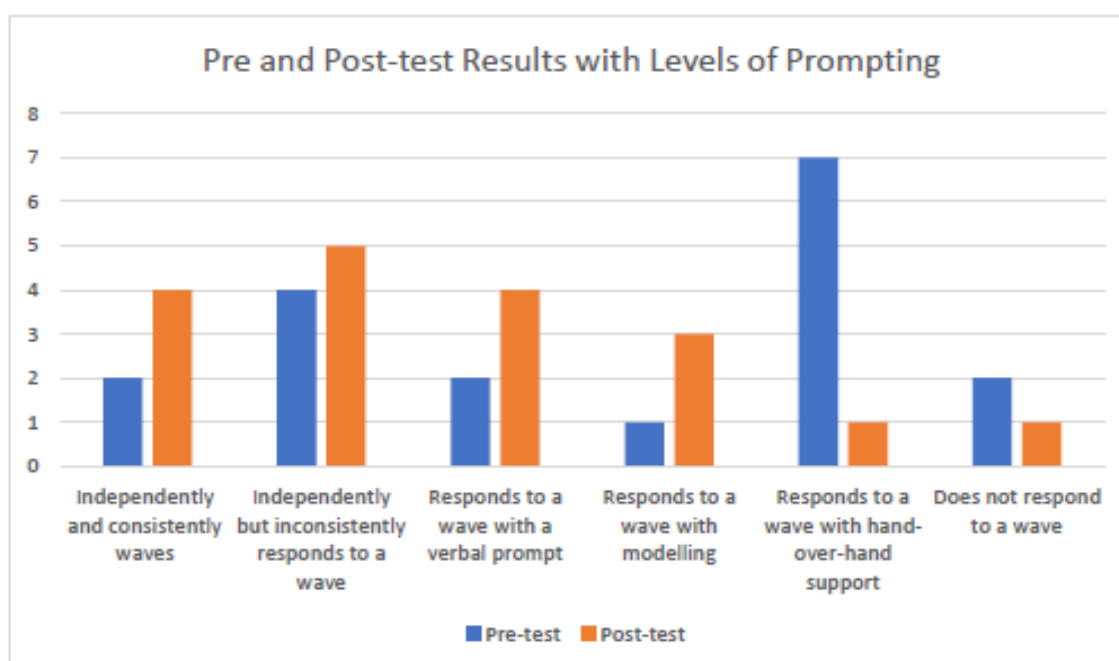
A staff training session was provided by the SLT and suggestions were given to each class as to when and how to support students to respond to a greeting. Each class was provided with a personalised social story which included a song and a prompting hierarchy was given to classroom staff so they could see how to prompt each child. Staff were encouraged to practice waving at specific times of the day e.g. during newsboard as well as other appropriate times e.g. morning greetings, when entering a class etc. Teachers were also encouraged to set IEP's for the students of waving where appropriate. The SLTs also included greetings into sessions either by greeting each child individually and applying the prompting hierarchy with the support of classroom staff as well as reading the social story provided to each class. SLTs also made an effort to greet and wave to students when entering the classroom or other learning areas e.g. pool, playground. Ongoing support and follow up was completed across the term as needed and teachers continuously gave verbal feedback to SLTs re progress.

Outcome

Pre-test results indicated that only 11% (2/18) of target students had an independent and consistent wave in response to a greeting whilst 22% (4/18) had an independent wave in response to a greeting however this was inconsistent. Post-test results showed improvement across the group of 18 students with 66% (12/18) of target students showing improvement (either moving towards independent waving or requiring reduced levels of prompting). 22% (4/18) of the students who did not improve were already independent with waving either consistently or inconsistently. The remaining 11% (2/18) of participants who did not show improvement required hand over hand support and did not respond to a greeting by waving.

There were six levels on the waving hierarchy used to gather pre and post test data. There were 2 students who could independently and consistently respond to a greeting by waving pre-test and 4 post-test. Whilst 4 students could independently but inconsistently respond to a greeting by waving pre-test, this increased to 5 post-test. There were 2 students who responded to a greeting by waving with a verbal prompt pre-test and 4 post-test. 1 student responded to a greeting by waving with modelling pre-test, this increased to 3 post-test. There was a significant decrease in the number of students requiring hand over hand support with there being 7 pre-test and only 1 post-test. 2 students did not respond by waving pre-test and this was reduced to 1 post-test.





In addition to changes being observed with waving in response to a greeting, other changes were observed in response or relation to greetings across the group of students. 61% of target students showed improvements with either verbal greetings or using greetings on their device both as a response to a greeting from someone else as well as initiating a greeting. Some students were also observed to spontaneously recite/look at the social story provided to the class as well as sing the “this is the way we wave hello” song.

Reflection/Reason for Variance

The findings of this inquiry indicate a successful outcome for the 18 participants. 77% of the target students were able to show some improvement with their ability to respond to a greeting by waving or were already waving independently at baseline. This indicates the strategies of implementing a social story with a song, embedding practice into class routines and Speech Therapy sessions, and modelling by classroom staff and peers were successful to support the improvement of students with the target of waving.

There were 4 students who did not achieve the aim and were not already independently and consistently waving. These students remained at the same level of prompting in pre and post tests. Upon reflection two of these students have significantly decreased joint attention in social interactions. It is anticipated that with further support these students will begin to improve their greeting skills and whilst one of these students did not begin to wave without hand over hand support there was an increase of exploring greeting buttons on her talker throughout the day. Two students remained inconsistent but independent with their waving in response to a greeting – it is likely they require continued prompting and a longer period of time to achieve this goal.

It was pleasing to observe a lot of changes to other forms of greetings throughout this time period. This is not a surprising find and is likely a reflection of teachers and other staff members being

knowledgeable and accepting of all forms of communication as well as modelling this for the students e.g. greetings on AAC devices.

Evaluation/Next Steps

- All staff will continue to be encouraged to greet students and prompt responses from students as well as model appropriate responses to greetings especially waving
- Teachers will be encouraged to keep using the social story provided and consult with SLTs if they have any queries around teaching students greetings/how to respond to greetings
- Future Speech-language therapy sessions will work on students developing a wave in response to a greeting and aim to reduce the levels of prompting taken at the end of this inquiry
- Students who can respond to a greeting by waving will begin to work on other modalities of greeting others if they have not already achieved this e.g. verbally, using AAC devices
- Parents will be asked about how their child greets others in out of school contexts during IEP/ICP meetings
- Additional IEP/ICP goals relating to greeting and specifically waving will be set and resources provided to teaching staff and whanau as required

Courtney Mottram
Speech Language Therapist

Action Research – Communication (complex Communication)

Focus

Communication (Complex Communication)

Strategic Aim

Students who have complex communication needs will correctly identify prepositions (position words) in pictures

Annual Aim

Students will perform a pre and post test using DLS Cards. Pretest data collected, group lesson plans designed and presented, post-test for progress

Target

Increase from base level at one to three Information Carrying Words (ICW) depending on pretest results. Posttest and progress recorded and analyzed. Conclusions and recommendations for future.

Context

Position words, or prepositions are a part of the early vocabulary of children. For most children, they develop in a reasonable set order. They contribute to the child's understanding of their environment and are necessary to develop the adverb of place at the phrase→sentence level.

Research and texts reference prepositions: /in/ /on/ and /under/ along with /up/ and /down/ as being the most likely to develop first in the child's repertoire. The Derbyshire Language Scheme is specifically designed around the concept of an Information Carrying Word (ICW). This describes the number of words the student must understand in a request to carry that request out. A word becomes an ICW if there is a choice between that word and another word. The level of choice→ICW can be manipulated by increasing or decreasing the objects-real or in a picture. As an example, if the student is presented with four pictures:

1. A cat sitting on a wall
2. A cat walking on a wall
3. A cat sitting on a bed
4. A cat walking on a bed

The words that would have a choice do not include /cat/ as there is a cat in every picture. However, there is a choice with the action words: sitting vs walking and wall vs bed. This is an example of 2.7: Action (sitting-walking) + Place (wall-bed)

The research was to assess if targeted presentation of the target vocabulary level, with the students in a group would increase the student's comprehension of the identified words.

Gathering of Information/Action

Students were observed in the classroom. Each student was assessed using the Derbyshire Language Scheme Picture card sets. They included both two and three ICW. The student was shown a selection of pictures and asked to point to or indicate through eye pointing the correct answer from the verbal question. If the student passed at the two-word level, they moved to the three-word level cards.

NB If the student described the picture correctly e.g. "That one's on the bed," at 2.7, they were marked correct. If the student failed the first set, they were presented with a second set to confirm. The posttest used the same pictures as there was a considerable time gap between testings.

Refer to Key under chart below. The card sets at the two-word level were: 2.1 Object + place e.g., key in box and 2.7 Action + place e.g., Teddy lie on bed. The set at three-word level was 3.1 Object + preposition + place e.g., spider on chair

NB If the student was unable to pass at the two-word level /up/ and /down/ were selected as a target words but they were exposed to the other words during the class sessions

The researcher designed group lesson plans and presented to the group two-three times a week. The students were encouraged to use their default/strongest communication style to respond.

The teacher and Teacher Aides observed the sessions.

Outcome

One of the students left the school and moved out of the area at the end of term four 2021

One of the students left the class in term 2 2022

One of the students was absent from school over the times SLT was provided to the class

Two of the three remaining students assessed improved their results in terms of correctly selecting a higher number of pictures correctly. The fourth student has had significant absences during 2022

Student	Pretest level	Target	Posttest level	Notes
Student one		3.1A	NA	Left term 4 2021
Student two	Below 2-word level	Up down	NA	Moved term 2 2022
Student three	Below 2-word level	2.1 + 2.7	Higher score in 2.1 + same in 2.7	AAC
Student four	Two-fourths at 3.1	3.1 in/on/under	Passed 3.1	Verbal
Student five	¾ at 3.1	3.1 under	Passed 3.1	Verbal
Student six	2/4 for 2.1 and 2.7	2.1 + 2.7	Passed 2.1 and 2.7 + ¾ 3.1	Echolalic Verbal Score affected by length of time testing

KEY: 2.1 Object + place e.g., key in box

2.7 Action + place e.g., Teddy lie on bed

3.1 Object + preposition + place e.g., spider on chair

Reflections/Implications

This research was impacted by factors such as student absence, students leaving the class (one to a different class and one out of the school altogether), and the narrow scope of assessment used. Although all students responded to the pictures one could have used objects as well as both a contrast. If the research were to be more productive, I would do the following:

- Pre and post test with a wider battery. The DLS Rapid Screening Test and targeting one skill for each student
- Be more deliberate with the aims of the group work with the teacher
- Have specific follow up activities related to the aims for the staff to use as well as the demonstrations in class

Evaluation/Next Steps

- Assess the students using the full battery of DLS and plan from the results
- Specific training of staff in development of prepositions and modelling outside the group sessions: embedding into the class day

PRETEST: can they correctly identify pictures with different prepositions at two-three ICW levels

POSTTEST: Can they correctly identify pictures at a higher ICW or higher percentage, correct?

References

Learning to use Prepositions: a case study Published online by Cambridge University Press: 17 February 2009 Michael Tomasello

Hsu Semantic Syntactic Analysis vs LARSP: presentation at SLT Conference 1986 by Ross Harland

Laura Lee Developmental Sentence analysis Laura Lee North-western University Press, 1974

David Crystal Working with LARSP

Derbyshire Language Scheme Mark Mansidlover 2021 version

Ross Harland

Speech Language Therapist Ruru School

ACTION RESEARCH – DRESSING

Focus

Junior students – Te Matatini Tahī, Te Matatini Rua, Donovan, Salford, Poutama Junior

Strategic aims

Junior students who engage in swimming sessions three to four times per week will have more opportunities to practice dressing skills and will increase their level of independence with dressing

Annual Aim

Students will increase their level of independence with dressing tasks following swimming sessions.

Target

Increased level of independence across five junior classes.

Context

There is a growing number of students within Ruru School, mainly from the junior classrooms, who are referred to occupational therapy for personal cares skills, especially for dressing. Students of the junior classes at Ruru Specialist School attend swimming sessions 2-4 times per week. This is a naturally occurring environment where the occupational therapist and teaching staff can assess the level of support required for dressing.

Completing personal cares as independently as possible creates a sense of personal achievement and can motivate students to achieve additional tasks. As dressing is practised most days in Ruru's junior classrooms, it fit well into the established routines of the students to teach new skills and create an increase sense of achievement.

Gathering of Information/Action

Occupational therapist gathered dressing information through observations and discussions with classroom teacher for t-shirts, underwear, and short/trousers and the students' level on independence (independent, verbal prompts, and physical support). This information was pre tested at the beginning of term 2 and post tested at the end of term 3.

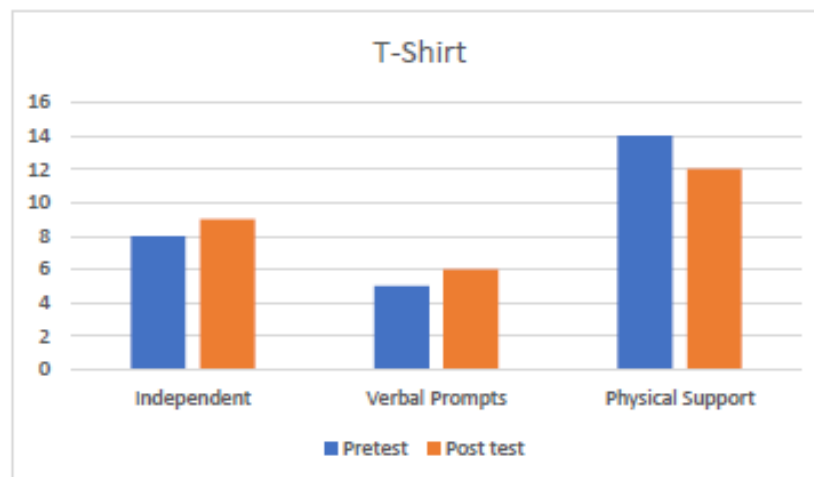
Staff were provided with professional learning in regards to dressing and strategies to assist the students in becoming more independent. Dressing visuals were provided to the pool changing areas which were used with some students who required more assistance with the sequencing of the task.

Outcome

Overall, the pretest data shows that of the 27 students involved, 8 were fully independent with dressing at the beginning of the trial. These students were not post tested. Of the remaining 19 students, 11 increased their level of independence with at least one item of clothing, while 8 students showed no evidence of improvement.

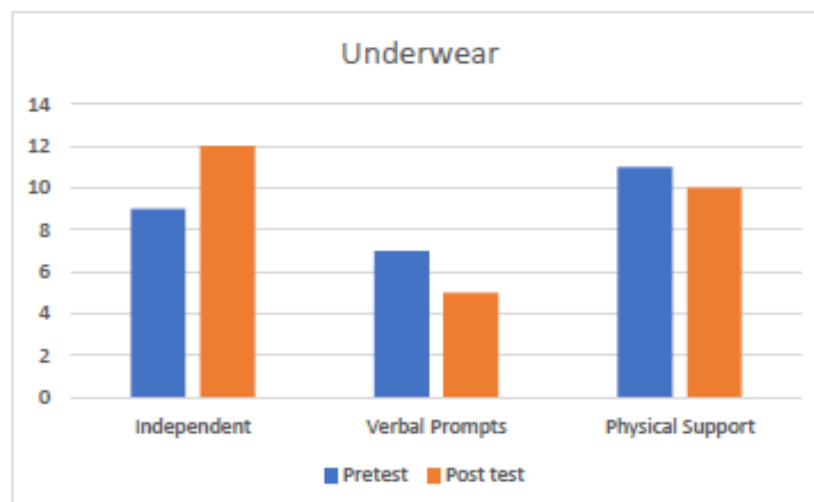
T-Shirt

Overall, three students increased their level of independence with putting on their t-shirt when dressing after swimming. One student moved from requiring verbal prompts to becoming fully independent, while two moved from requiring physical support to requiring verbal prompting. Putting on t-shirts after swimming was the area of dressing that saw the least amount of increase in independence.



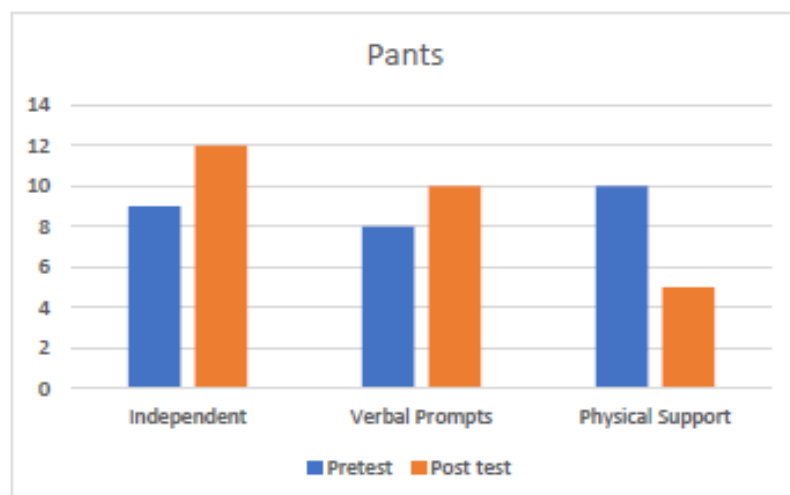
Underwear

Putting on underwear following swimming saw four students increase their independence level. Three students moved from requiring verbal prompts to being independent and one student increased their independence from requiring physical support to requiring verbal prompts.



Pants

Overall, eight students increased their level of independence when putting on pants following swimming sessions. Five students increased from requiring physical support to requiring verbal prompting and three students moved from requiring verbal prompting to being fully independent. Putting on pants was the area that saw the most amount of increase in independence level.



Reflection/Reasons for Variance

It is to be noted that many students involved in the research use continence products for toileting. These are very difficult for students to pull up when the students are damp from swimming and can rip very easily, therefore, no student who uses continence products for toileting increased their independence level when putting on underwear. The students who use underwear were the four students who increased their level of independence.

Putting on t-shirts showed the least amount of increase in level of independence across the three areas. Upon reflection, this is due to the more complex skills involved in putting on a t-shirt as opposed to putting on pants.

Another factor to consider is the difficulty of dressing following swimming. Often after swimming and with towel drying, bodies tend to be damp which can make putting on clothes more difficult compared to when their body is dry. This could reduce the number of students who were able to improve their ability to improve their independence with dressing.

Evaluation/Next Steps

- Improving independence with dressing skills will remain a focus of the pool programme at Ruru School for the junior students.
- Improved dressing resources will be implemented in the pool changing rooms and teachers and teacher aides of junior classrooms will be provided with further professional learning of teaching dressing where needed to increase dressing independence.

Rebecca Brown - Occupational Therapist

ASSURANCE STATEMENT

To: Manager
Assurance and Eligibility Team
Ministry of Education
fundholders.annualreporting@education.govt.nz

From: Ruru Specialist School

Attestation:

The Presiding Member and the Principal have taken all reasonable steps to ensure that:

- Management has written procedures that meet the Management and Organisational Standards across the Service Pathway (see Appendix 2, page 7).
- Management has ongoing internal review of specialist service provision to improve the quality and effectiveness of specialist services and enhance outcomes for children and young people.

Person signing for governing body

Averill Glew- Presiding Member
of Ruru Specialist School Board



Signature

09/06/2023
Date

Erin Cairns - Principal

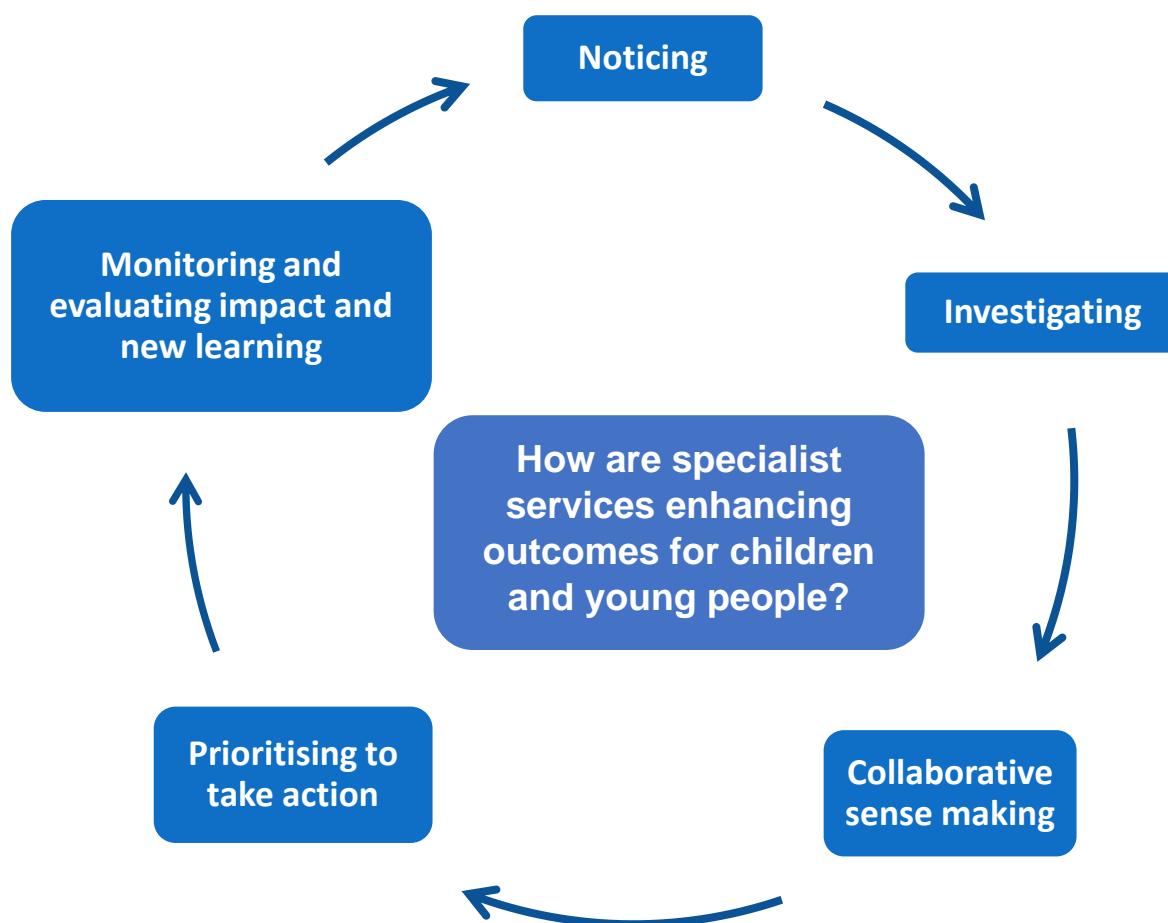


Signature

09/06/2023
Date

Suggested Inquiry Model for Provider Internal Review Process

The five stages of the Inquiry Model process for the evaluation of Specialist Service Provision



The five interconnected stages of the inquiry process are integral to effective evaluation for improvement

Noticing	<ul style="list-style-type: none"> • What are we noticing? • What is happening to our children and young people? • Why does this matter?
Investigating	<ul style="list-style-type: none"> • What do we already know about this? • What do we need to find out? • How might we do this? • How do we capture all voices? • What steps of the Service Pathway will we look at? • What aspects of the Service Standards Values/Principles will the inquiry link to? • What aspects of the valued practices and principles of the Specialist Service Standards will help us investigate?
Collaborative sense making	<ul style="list-style-type: none"> • What is our data telling us? • What insights does it provide? • What is working or not yet working? Why? How? Is there room for further improvement? How can we improve? • What might we need to explore further?
Prioritising to take action	<ul style="list-style-type: none"> • What do we need to do and why? • Who will do what? How? By when? • What support, resources or new learning might we need? • How will what we do improve Specialist Service Provision? • How will what we do enhance outcomes for children and young people?
Monitoring and evaluating impact	<ul style="list-style-type: none"> • What is happening as a result of our improvement actions? • What evidence do we have of progress? • Do we need to adjust what we are doing? • Has what we have done improved Specialist Service Provision? How do we know this? • Has what we have done enhanced outcomes for children and young people? How do we know this? • What have we learnt? What next?

Specialist Service Standards

Management and Organisational Standards requiring policies or procedures

Access

Service Expectation - Access

Family and whānau and educators make informed choices using relevant up to date information about the range of service providers in their area.

Management has referral policy or procedure in place to ensure:

- A 20 specialists are knowledgeable about the referral procedure
- A 21 there are clearly delegated responsibilities within the referral procedure
- A 22 management and specialists follow the referral procedures
- A 23 referral procedures are easy to action by families and whānau and other referral agencies
- A 24 referral procedures are equitable, time-framed, straight forward and respectful
- A 25 informed consent for the referral has been obtained from the parent or legal guardian
- A 26 referral procedures are culturally appropriate
- A 27 referrals are acknowledged
- A 28 access to service may be facilitated where a child or young person is likely to be eligible for such service.

Engagement

Service Expectation - Engagement

Children and young people, their families and whānau and educators are welcomed and empowered as partners in their relationships with specialists and specialist service providers.

Management has policy or procedures that ensures:

- E 9 safe, respectful and responsive practice
- E 10 suitably qualified staff
- E 11 regular reviews of policy and procedure.

Management has policy or procedure in line with the Privacy Act (1993) that ensures:

- E 12 the processes for collection, storage access and use of information are made clear to the child or young person and their family and whānau
- E 13 specialists file all information in the child or young person's central file ensuring that it is kept secure
- E 14 specialists do not remove information about the child or young person from the provider's premises without the knowledge of the child or young person and their family and whānau.
- E 15 specialists do not share information about the child or young person with anyone who is unauthorised to have the information.

Where applicable, policy and/or procedure will need to comply with relevant legislation and codes of ethics. Policy or procedure includes those related to:

- E 16 initial informed consent
- E 17 ongoing informed consent
- E 18 Storage, access and use of information consistent with the Privacy Act (1993) and Public Records Act (2005),

- E 19 complaints
- E 20 employment of qualified staff with current practicing certificates where appropriate
- E 21 provision of culturally respectful and responsive services
- E 22 collection and recording of ethnicity and iwi affiliation data
- E 23 case management that enables the building and maintaining of positive relationships with families and whānau
- E 24 collaborative planning and co-ordination of service
- E 25 child protection and safety
- E 26 occupational health and safety
- E 27 transportation of children or young people and family or whānau members by specialist staff
- E 28 provision of appropriate working spaces for specialists, including when working with children and young people and their families and whānau.

Assessment and Analysis

Service Expectation - Assessment and Analysis

All children and young people have ongoing and systematic and appropriate assessment that provides a range of data to inform programme planning and decision making

Management has policy or procedures and contractual arrangements in place that mean:

- A&A 25 specialists are skilled in the use of relevant assessment tools and practices
- A&A 26 specialist competence is maintained and enhanced through induction
- A&A 27 specialist competence is maintained and enhanced through professional development
- A&A 28 specialist competence is maintained and enhanced through performance management
- A&A 29 specialist competence is maintained and enhanced through professional supervision and support
- A&A 30 assessment tools are current, evidence-based, appropriate for the New Zealand context and assessment purpose, and meet current practice standards for the relevant professional body
- A&A 31 assessment practice is culturally responsive and competent
- A&A 32 workload management procedures are documented.

Programme Planning

Service Expectation – Programme Planning

All children and young people have current documented individual programme plans that contain meaningful learning outcomes and promote achievement.

Management has policy or procedure that mean specialists support the development of programme plans for children or young people that are:

- PP 17 current
- PP 18 based on assessment and analysis information
- PP 19 individualized
- PP 20 outcomes-focused
- PP 21 realistic and achievable
- PP 22 responsive to the child, young person, family and whānau aspirations
- PP 23 developed collaboratively by the child or young person's team
- PP 24 reviewed six-monthly (or more frequently if required) to identify progress towards, or achievement of identified outcomes
- PP 25 reviewed to identify barriers

PP 26 clearly and accurately documented and maintained in the child or young person's central file.

Implementation

Service Expectation - Implementation

All children and young people have regularly monitored individual programmes that are implemented in the context of daily activities, are age appropriate, motivating and meaningful.

Management has policy or procedure to ensure implementation is:

- I 9 timely
- I 10 evidence-based
- I 11 monitored
- I 12 supported by specialists.

Review

Service Expectation – Review

Children and young people have programmes that are current and relevant.

Management has policy or procedure to ensure reviews are:

- R 5 ongoing
- R 6 at agreed intervals of no greater than six months
- R 7 evidence-based using ongoing assessment information
- R 8 documented and placed in the child or young person's central file
- R 9 collaborative
- R 10 used to inform ongoing programming.

Closure

Service Expectation - Closure

Closure processes are positive for children and young people their families and whānau.

Achievements are noted and celebrated and transitions carefully planned.

Management has policy or procedure to ensure transitions and closures:

- C 12 are timely
- C 13 are collaboratively planned and implemented
- C 14 record the outcomes of the service provided
- C 15 are documented and placed in the child or young person's central file
- C 16 let the child or young person and family and whānau know where the closed file is to be stored and the process for accessing copies of the information in the file, in accordance with the Privacy and Public Records Acts
- C 17 provide information about the process for seeking future support
- C 18 are sensitive to the needs of family and whānau in times of grief.

Follow-up and Reflection

Service Expectation – Follow-up and reflection

Feedback and reflection informs future practice and the ongoing development of future services.

Reflective practice is demonstrated throughout service provision.

Management has policy or procedures that ensures:

- F&R 3 the outcome of the service is evaluated and informs future practice and the ongoing development of the service. This includes undertaking client surveys and the aggregation of review data on outcomes.