

Earlier identification and improved intervention

New opportunities in the education system to support adolescents using family violence



Effective early intervention: ANROWS

PIPA PROJECT

families need earlier and greater support

7 % of respondents to police family violence call outs are young people aged 17 years or younger

childhood trauma is a major contributor to adolescents use of violence in the home

younger siblings were being removed from families affected by AVITH...this is a particular concern in Aboriginal and Torres Strait Islander communities

a high prevalence of adolescents with psychosocial disability who experience a family violence legal response

no requirement for an assessment of the risk an adolescent respondent or their family may face

DET overview

Size and remit

DET and Government schools

- 75-80,000 staff, over 48,000 teaching staff
- 1540 Government schools
- 631,500 students
- engagement with students 200 days p/year

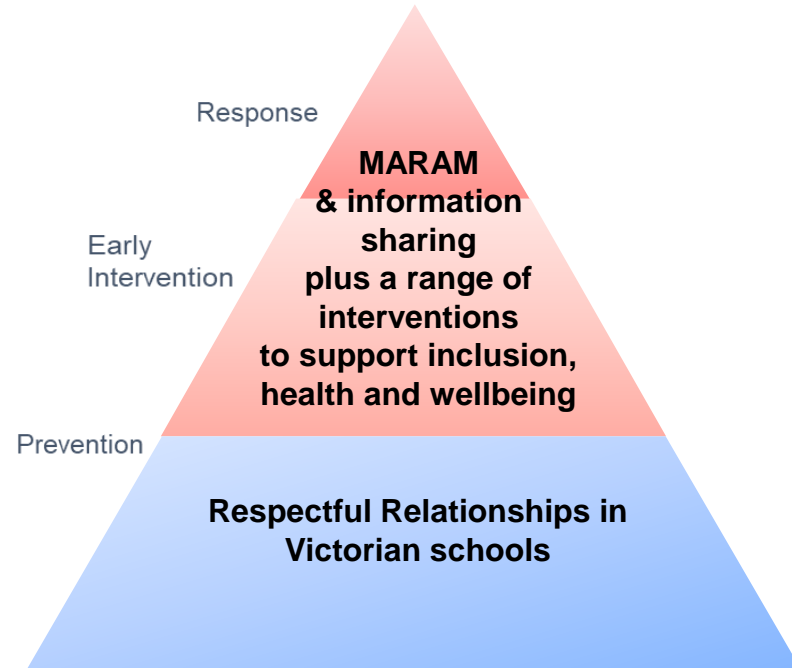
All schools

- all Victorian schools 2,250
- all Victorian students 988,500

Reach across all schools

- Respectful Relationships, PROTECT response to student disclosures & suspicions of child abuse, MARAM and information sharing implementation

Tiered intervention



DET opportunities

School involvement in AFV has significant potential to:

- Identify AFV earlier, before a justice response is needed
- Identify more cases of AFV
- Add additional and specialist input into support and interventions at system level, in particular
- Support a coherent, holistic and joined up response
- Provide support and interventions at a school-based level within DET remit
- Upskill school and support staff with knowledge and practice
- Collect data and contribute to the evidence base

DET activities

Inclusive Education Professional Practice across Government schools:

- Design and support the delivery of inclusive education programs and practices across Victoria
- Multi-tiered Systems of Support approach to interventions and practices

Family violence practice across all Victorian schools:

- Respectful Relationships rollout: policy, culture and curriculum
- Information sharing and Multi-Agency Risk Assessment and Management Framework implementation: family violence identification, screening, referrals and response
- Professional development and resources to support safe and effective practice



IEPP Branch

Behaviour Support

Behavioural Science

- The design, implementation and evaluation of environmental modifications to produce socially significant improvement in behaviour.
- Leads to making changes to the environment to lead to changes in the behaviour.
- A function based approach focuses on changing behaviour based on the function of the behaviour – why does the child or young person exhibit the behaviour?

Behaviour Support



Antecedent

Behaviour

Consequence

Behaviour Support – Function of the behaviour

Attention

- To gain attention or social interaction

Guides intervention selection

Escape

- To avoid undesirable situations or events

Tells us what the student wants

Access

- To gain preferred items/activities

Helps us understand what to teach the student instead

Automatic (Sensory)

- The behaviour itself is desirable

Tells us what to withhold following behaviours of concern

Behaviour Support Initiatives

Master of Inclusive Education Scholarships

- Master of Education Applied Behaviour Analysis (ABA) – Monash University
- The course primarily explores the use of individualised evidence-based instructional and behaviour support strategies
- 158 scholarships in total

Behaviour Coaching

- Build the capacity and capability across the state in the use of evidence-based behaviour support and engagement strategies to support students with complex behavioural needs
- Achieved through the expertise provided by Board Certified Behaviour Analysts (BCBA)

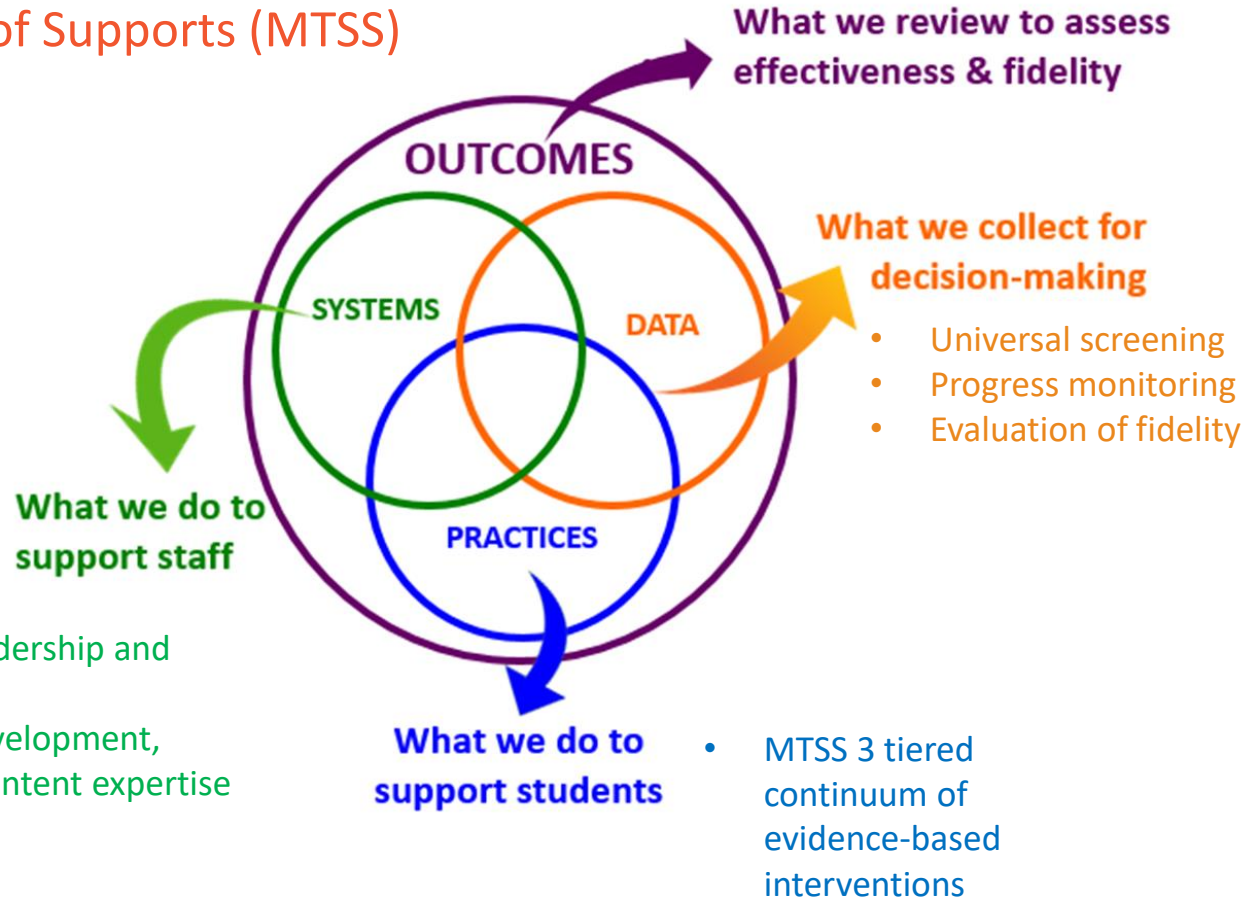
Behaviour Support Initiatives

School-wide Positive Behaviour Support

- a framework that brings together school communities to develop positive, safe, supportive learning cultures
- SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people
- Utilises prevention logic to prevent problem behaviours from occurring

School-wide Positive Behaviour Support

Multi-tiered System of Supports (MTSS) Framework





Family Violence Practice Branch

Information Sharing and MARAM

The family violence and child information sharing schemes, and Multi-Agency Risk Assessment and Management Framework (MARAM) will assist schools and DET areas to support children and young people who are affected by family violence.

- DET prescribed as an organisation in September 2020
- Includes all schools, early childhood centres, long day care, out of school hours care and relevant regional and central areas (eg student support and disengagement services)
- Information sharing practice fully implemented by September
- MARAM practice a staged approach to be implemented over several years; foundational knowledge and training of targeted advisory roles priority for first year
- Information sharing allows schools to **provide** and **request** information to other prescribed services to support the wellbeing and safety of children and young people

DET opportunities - ISMARAM

MARAM schools' practice includes:

1. Identify family violence indicators and monitor
2. Respond appropriately to disclosures
3. Share information with school leadership and wellbeing staff as per the school's policy
4. Consult – with others in organisation, external services
5. Share information and seek information from relevant services to support the children/young people wellbeing and safety
6. Follow PROTECT - report to Child Protection and/or Victoria Police
7. Engage with organisational or external services
8. Continue to provide support to children/young people

Effective early intervention: ANROWS

PIPA project – service provider implications

- Improved collaborative, coordinated and integrated practice to respond to the complexity of AVITH, including links with schools, publicly funded legal services, and community-led responses in CALD and Aboriginal and Torres Strait Islander communities, as well as developing shared understanding and referral pathways between legal, child protection and community service interventions.
- Increased focus on early intervention in childhood experience of trauma and violence.



Questions Discussion

Contact

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