

Life Space Crisis Intervention Training (LSCI) Evaluation Term 2 2006

Below is a summary of an evaluation of Life Space Crisis Intervention training (LSCI). LSCI training provides school leaders (A, B &C) and school counsellors with skills to help students who have repeating patterns of self-defeating behaviours to change their behaviours. Approximately 90 staff have received training since term 2 2005. 19 staff participated in an evaluation of LSCI outcomes. The evaluation consisted of a quantitative questionnaire and qualitative small group discussion.

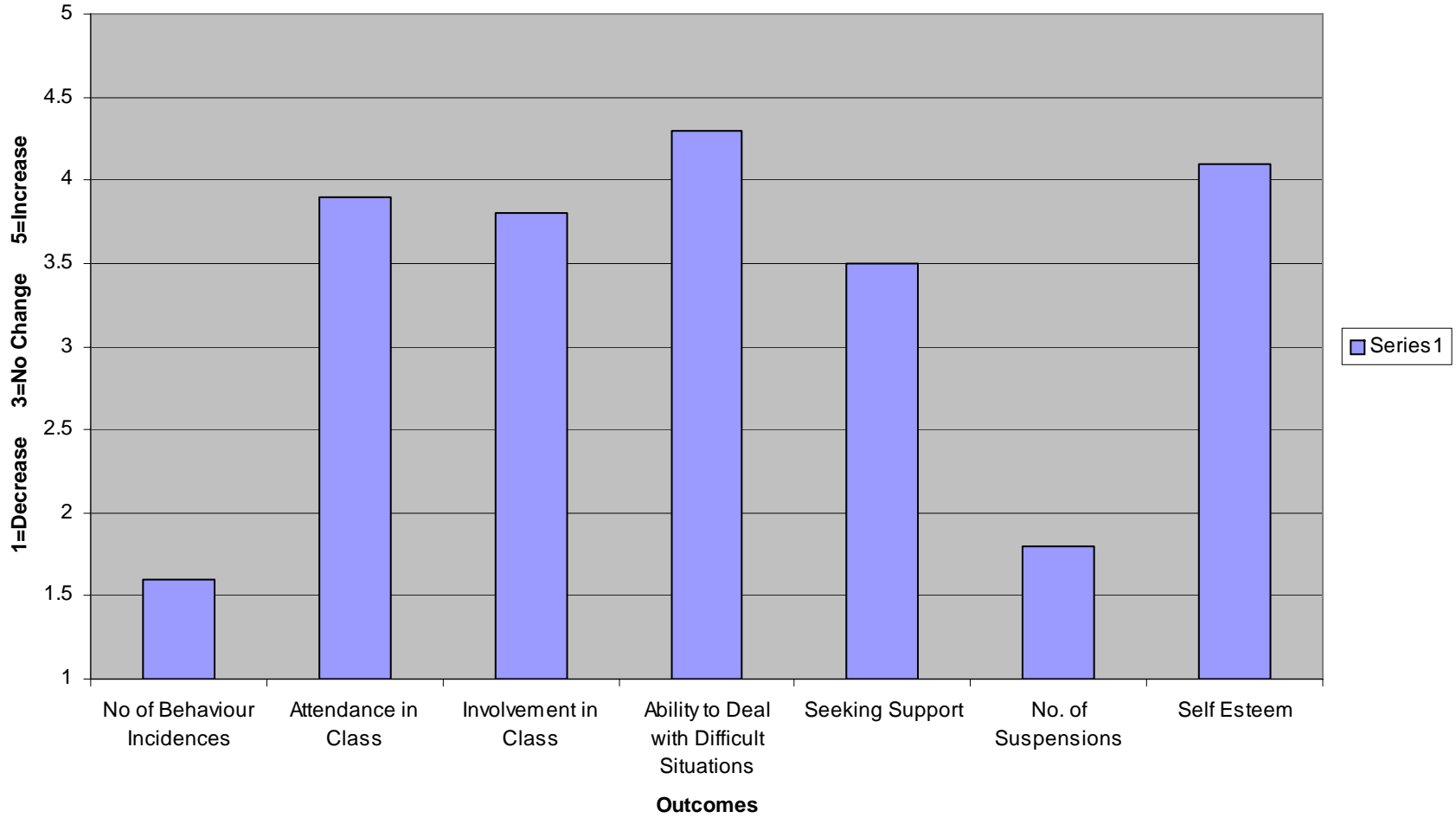
The first graph summarises student outcomes. Highlights are the decrease in behavioural incidences and number of suspension experienced by the students targeted with this approach. Staff also perceive that students who have been interviewed using an LSCI approach have increased their ability to deal with difficult situations.

The second graph summarises staff outcomes. LSCI consistently (also refer 2005 evaluation) shows strong positive outcomes for staff.

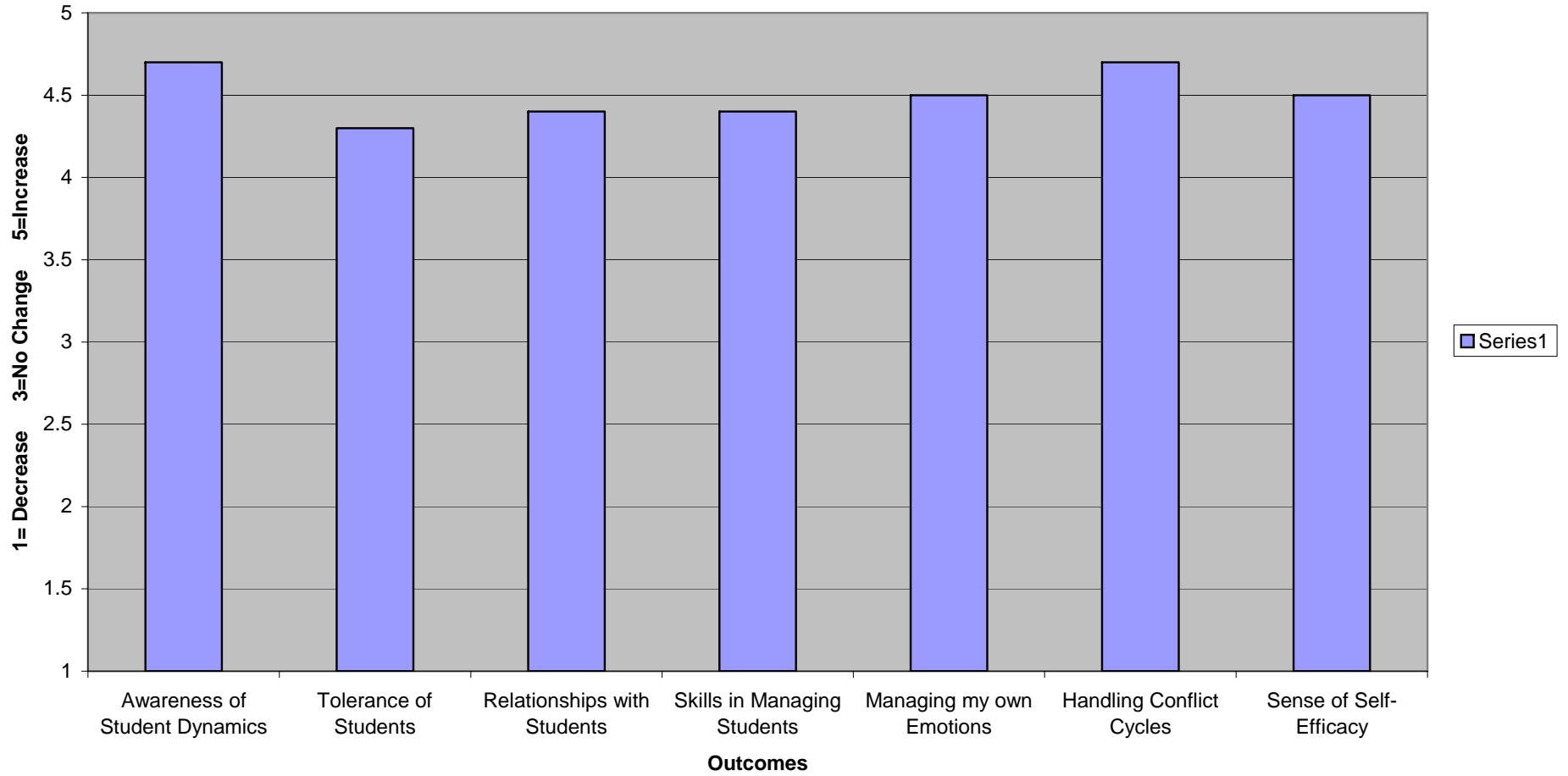
Summarised comments from the questionnaire are also attached.

Summarised comments from the small group discussion that was held in sector groups are also attached.

Student Outcomes



School Leader Outcomes



Part B

8. Please add any additional comments on things that caused variations between students in their outcomes using LSCI:

- Relationships have improved. Easier to diffuse explosive situations, get students out of classes when C/T can't. Am finding out far more carry in (red flag) behaviours. Also working a lot on new skills (right idea/wrong behav) so most resistant students more prepared to keep working
- Students appreciate the time you are giving them and they want to be heard. I feel as though my relationships with students have improved and my confidence has grown, so that I feel comfortable in dealing with many situations.
- They choose to seek help more. The drain off is so effective.
- We are still heading down a long road with our very 'pointy end' kids. The first 3 stages of intervention is usually enough for most students.

Part C

4. Please add any additional comments on the overall effectiveness of LSCI:

- Focus for me initially will be increasing awareness of my own agendas/values/counter reactions. Am paying particular attention to the teacher role values/agenda/counter feelings. Thinking about this in a context where there are a few behaviour probs – but not much revelation of personal worlds & hence high quality communication (hidden stuff)
- LSCI would be much more effective in my school if there was whole school understanding & ownership of the techniques.
- Having completed the course recently I would hope that the degree of improvement in all areas will increase as I am able to use it more.
- Year co-ordinators and advisors need to be trained as well so all the student welfare team is trained.
- LSCI can be more effective if all teachers are trained (or at least made aware of the process through staff meeting based PD's) and if the parent & student community also become part of the process through good communication practices.
- Effectiveness would increase with all staff having a similar respectful approach to student behaviour, development & learning.
- Gives a consistent framework to work through issues with students especially when they are in crisis. Gives a focus for what needs to happen next for the student. More consistency in how I'm dealing with students on a day to day basis. Have a sense of purpose in what I'm doing
- LSCI in the school has had positive effects on attendance & motivation (in students)
- This is a very effective program which could be enhanced by greater training opportunities for staff.
- LSCI is an essential part of the teaching profession and it needs to be delivered to pre-service teachers
- LSCI is very effective but more than 1 teacher in school needs training
- I believe that LSCI complements a range of strategies used as well as quality pedagogy across the school and a restorative culture. It has helped me greatly with our 'pointy end' students.

GROUP DISCUSSIONS EVALUATING THE EFFECTIVENESS OF LSCI

Student outcomes	Staff outcomes
<p>Positives</p> <ul style="list-style-type: none"> • Improved peer relationships • Improved class behaviour • Feeling better about self (ie no longer perceived as the baddy) • On task in class • Self esteem • Sense of self worth • Willingness to engage with the relevant adults • Peer relationships • Positive family relationships • Acceptance of consequence & ownership of behaviour • Attendance for particular kids have improved • More trust – leaving class, better relationship • Students seeking help more • Bigger picture understanding for the student and for the teacher • More respect from students • Kids feeling more supported • Attendance • Engagement in learning • Peer relationships • Trust with identified individuals • Less major incidents in classroom & playground <p>Negatives</p> <ul style="list-style-type: none"> • Teachers may express concern at loss of class time 	<p>Positives</p> <ul style="list-style-type: none"> • Job satisfaction • Skills development & practice • Student connection – emotional, academic, social etc • More job satisfaction • Less yelling • More control of emotional interaction • Always aware of frameworks – kids know where you are coming from • Improved student relationship • Job satisfaction • Self awareness • Support from Student Management Branch • LSCI network meetings <p>Negatives</p> <ul style="list-style-type: none"> • Higher stress levels due to time constraints • Frustration due to lack of understanding by other staff members
<p>Impact on school</p> <p>Positives</p> <ul style="list-style-type: none"> • Less aggression • Happier parents / school / community/ police / church • Improved partnership with above groups 	<ul style="list-style-type: none"> • Less aggression • School culture thinking about change • Gives you the opportunity to identify areas for development for particular teaching staff <p>Negatives: none</p>