

ATTITUDE DETERMINES ATTITUDE

Presentation by

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Chief Executive, TYMS



KIA ORA, MALO LELEI, TALOFA LAVA, KIA ORANA, FAKALOFA LAHI ATU

- Introductions (20 mins)
- Group exercise (20 mins)
- Group debrief (15-20 minutes)
- Risk factors, vulnerability and the impact on executive functions (15 mins)
- Questions, comments (15-20 minutes)



WE ARE THE TUILAEPA YOUTH MENTORING SERVICE (TYMS)

- Established 2010
- Focus on academic mentoring and pastoral care for children and young people 6-20
- Working in West Auckland and North Shore.

Tuilaepa Ropisone Tavita 28.08.38 – 06.05.05

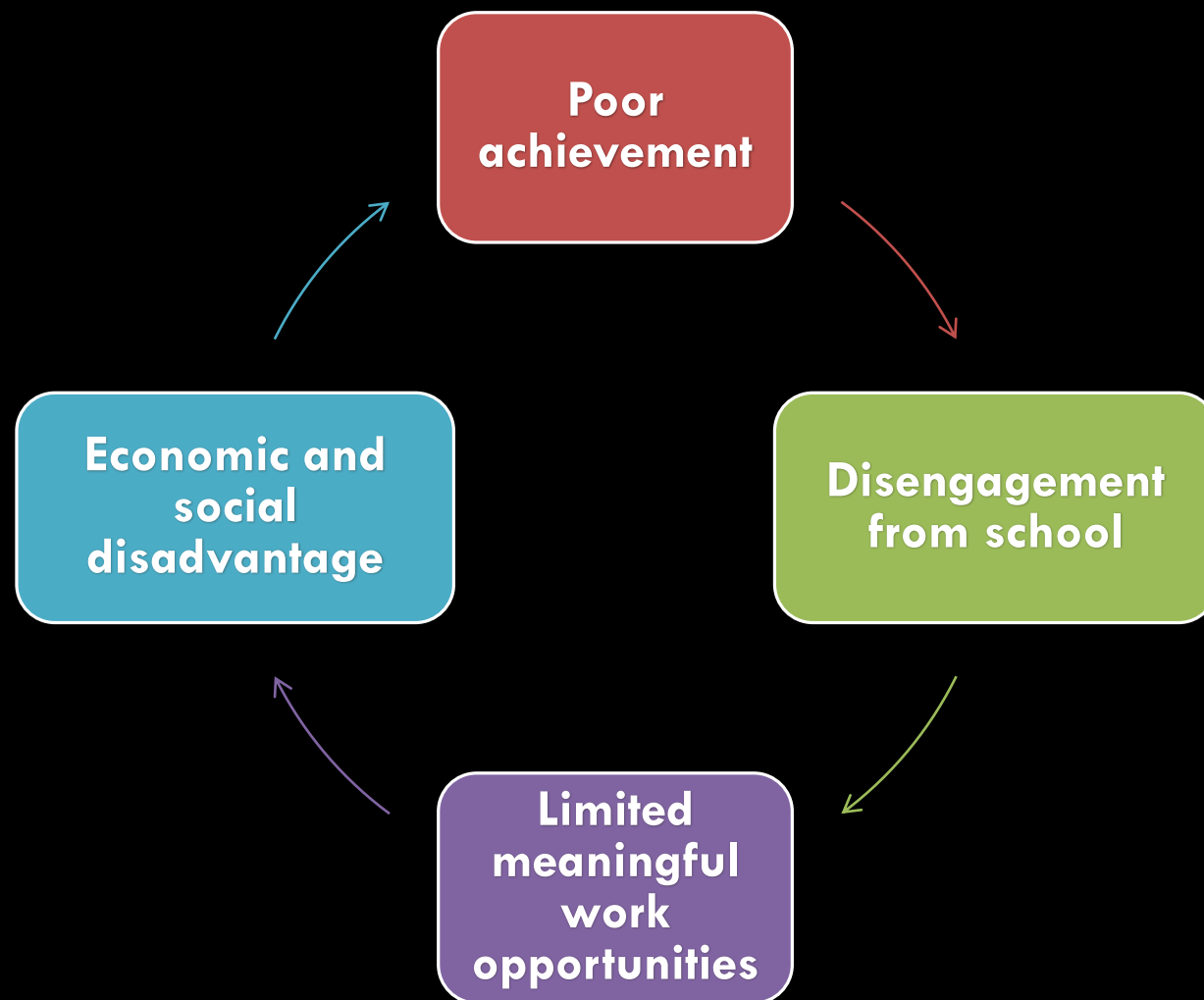


OUR VISION

Pasifika and Māori youth feel a sense of belonging and pride in our communities, and achieve their full potential for their future.



OUR MISSION: TO BREAK THE CYCLE OF DISENGAGEMENT



OUR SERVICE PROMOTES PROTECTIVE FACTORS AND BOLSTERS RESILIENCE IN THE YOUNG PERSON

- Executive function and self-regulation
- Building confidence in literacy and numeracy
- Encouraging positive and supportive relationships
- Skill building
- Efficacy and control
- Faith and cultural traditions



**WE TREAT EVERY
CHILD WHO COMES
TO US AS AN 'IE
TOGA**



WHO DO WE WORK WITH?



- Male
- Average age 13 years
- Mostly Māori and Pasifika youth
- On average, each young person spends six – nine months with us.



GROUP EXERCISE

Risk factors, vulnerability and executive function

GROUP EXERCISE INSTRUCTIONS

- Open your envelope and read what's inside
- DO NOT DISCUSS THE CONTENT OF YOUR ENVELOPE WITH ANYONE
- Read the instructions for the Marshmallow Tower exercise
- You have 20 minutes to complete the exercise

GROUP EXERCISE DEBRIEF

- There is a point to this exercise. Take 5 mins to discuss with your teammates what you thought was going on, and what might have been behind some of the behaviour. (Depending on who your persona was, you may need to shake hands with your team mates so you can be friends again.)
- What is one learning or observation that really struck your group? Write it down so you can share it with the room (5 mins)
- We are interested in what it felt like to be these kids. Could one “1”, one “2”, one “3” etc stand up and briefly tell us what was going on for you during this exercise (10 mins)
- After what we’ve learned, what will we take back to our school community?



RISK FACTORS, VULNERABILITY AND EXECUTIVE FUNCTION

What's going on with most of the
kids we work with?

OUR EVIDENCE-BASE

- Harvard Centre on the Developing Child
- Growing Up in New Zealand (Auckland University)
- Characteristics of Children at Risk (Treasury)



A NUMBER OF RISK FACTORS ARE LINKED TO POOR CHILD OUTCOMES.

- There is increasing evidence that the **number and types** of risk factors children are exposed to increases the likelihood of poor outcomes.
- The weight of risk factors increases vulnerability. The more risk factors a child is exposed to, the more vulnerable they are (Harvard Centre on the Developing Child, Growing up in New Zealand study)



TOXIC STRESS

- High vulnerability results in toxic levels of stress.
- Some risk factors can accumulate to become toxic, whilst others are toxic on their own.
- By toxic – we mean poisonous.
- Toxic stress severely impairs executive function and self regulation



HERE IS HOW IT WORKS IN REAL LIFE...

44% of children exposed to 4 or more risk factors display highly abnormal behaviours.

Only 8% of children with low vulnerability (exposure to no risk factors) are classified as having abnormal behaviour issues

(Growing Up in New Zealand Study)

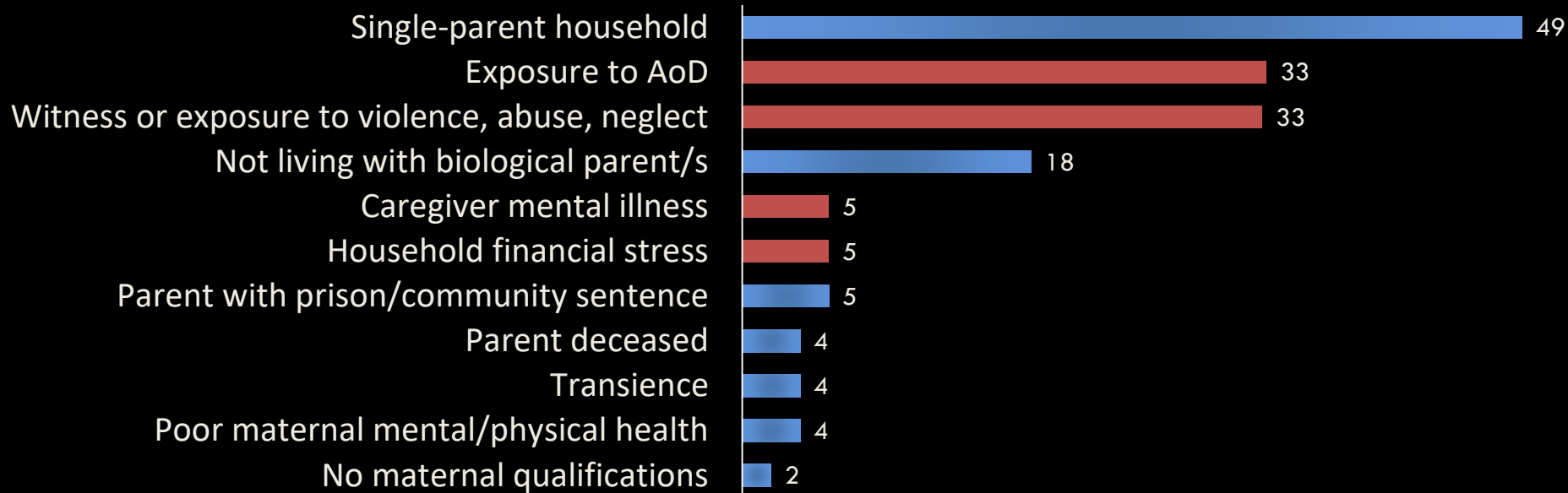
| SDQ** category | Low* | Medium | High |
|-----------------------|------|--------|------|
| Low risk behaviours | 79% | 63% | 37% |
| Borderline behaviours | 12% | 18% | 19% |
| Abnormal behaviours | 8% | 19% | 44% |

MOST YOUNG PEOPLE REFERRED TO TYMS DISPLAY BEHAVIOURS THAT ARE INDICATORS OF DELAYED OR IMPAIRED EXECUTIVE FUNCTIONING

- Half have poor emotional and impulse control
- One third need help with learning
- One in five display severely anti-social behaviour
- One in ten have poor working memory
- Most have a combination of these

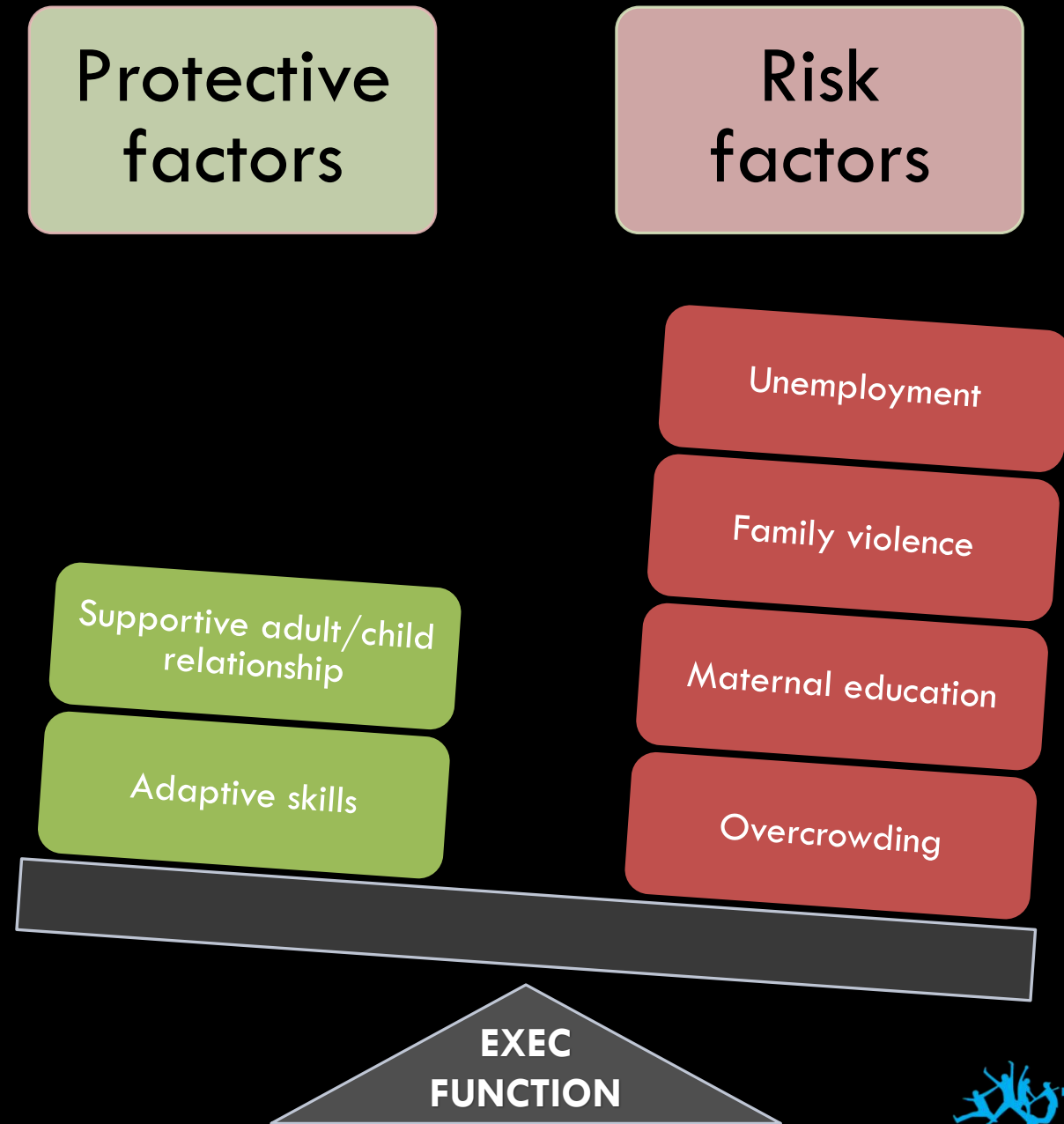
WHAT ARE THE COMMON RISK FACTORS WE SEE?

Our data would suggest that the risk factors most often experienced by our clients are (%):



(also overcrowding & deprivation)

PROTECTIVE FACTORS CAN COUNTERBALANCE SIGNIFICANT ADVERSITY



RESILIENCE IS DEFINED AS A GOOD OUTCOME IN THE FACE OF ADVERSITY

TYMS' programmes are designed to build on the seven foundations of child and youth resilience:

1. Relationships
2. A powerful identity
3. Personal control and efficacy
4. Social justice
5. Access to material resources
6. Sense of belonging or inclusion
7. Cultural adherence

OUR FINAL MESSAGE: INCREASING EXECUTIVE FUNCTION BANDWIDTH IS CRITICAL

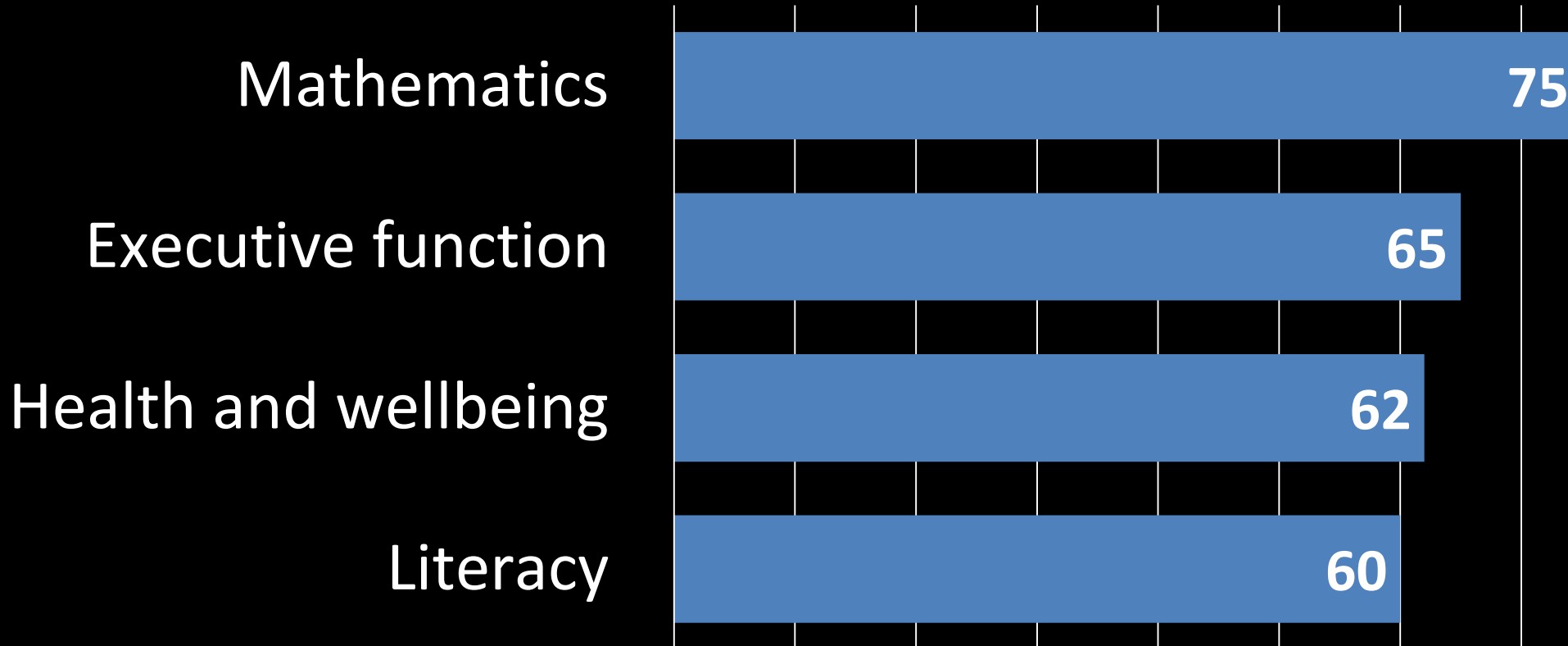
- We started off thinking it was about academic achievement and behaviour management and mentoring
- What we realised is that we were improving executive function then improved outcomes in learning and behaviour
- Removing toxic stress, increasing resilience factors and improving executive function underpin the behavioural and academic outcomes



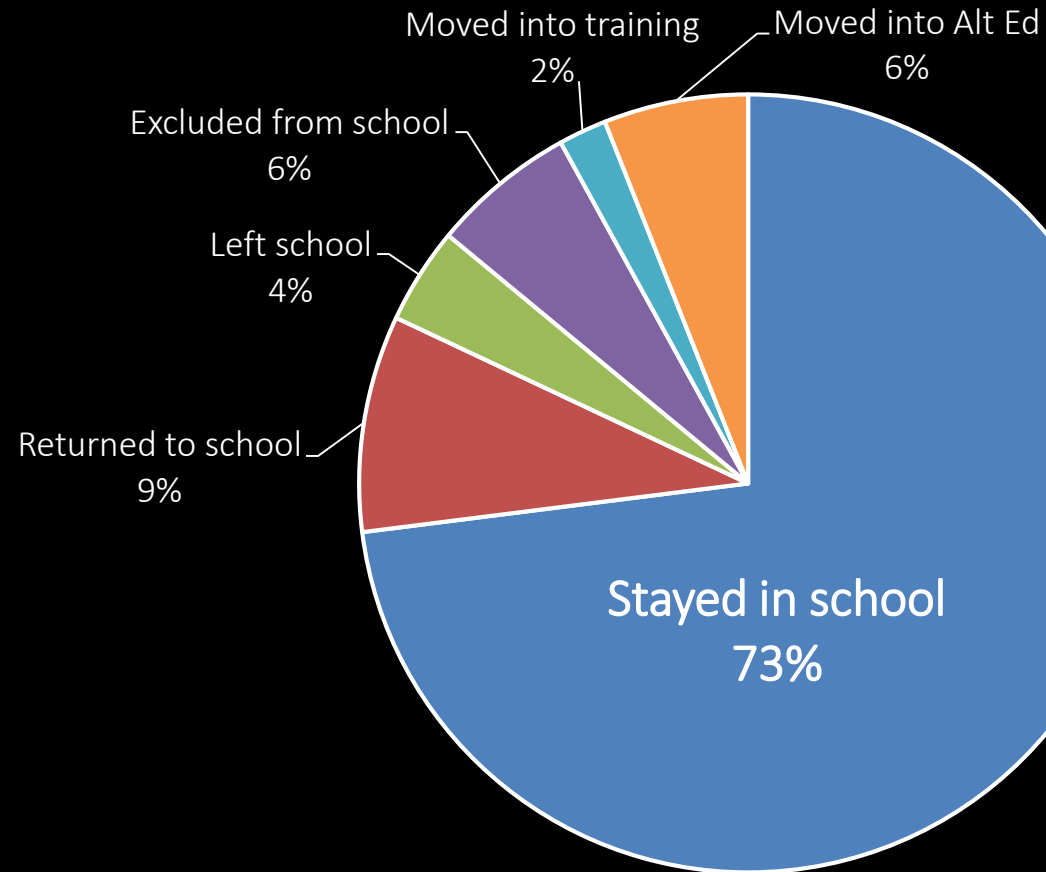
SO HOW HAVE WE DONE?

Outcomes of participation with
TYMS

OUTCOMES - COMPARISON



OUTCOMES AT END OF MENTORING PERIOD



FUTURE PLANS

- TYMS programme to be introduced into other communities in other parts of NZ
- Introducing academic mentoring into teacher training programmes
- Exclusion intervention pilot programme 2017
- Guest lecturing teacher training by 2018



THANK YOU

WWW.TYMS.ORG.NZ