

The Pathways to Resilience Research Project (New Zealand):
Whāia to huanui kia toa

**Review and Analysis
of Case File Summaries:**

Report on Engagement with Education

Technical Report 13

Katie Stevens, Robyn Munford, Jackie Sanders

2014



Table of Contents



| | |
|---|-----------|
| ACKNOWLEDGEMENTS | 2 |
| INTRODUCTION | 4 |
| EDUCATION IN CARE AND PROTECTION MATTERS | 5 |
| SUPPORTING YOUNG PEOPLE IN EDUCATION: PROFESSIONAL ACTIVITIES..... | 6 |
| ATTENDANCE AT MAINSTREAM SCHOOLS | 9 |
| TRUANCY, SUSPENSIONS, STAND-DOWNS AND EXPULSIONS | 11 |
| INVOLVEMENT WITH NON-MAINSTREAM EDUCATION | 12 |
| YOUNG PEOPLE OUTSIDE OF EDUCATION | 14 |
| ENHANCING EDUCATIONAL ENGAGEMENT | 16 |
| SUMMARY | 17 |
| REFERENCES | 20 |

Acknowledgements

We would like to thank all the young people who have participated in this study and taken the time to share their experiences with us. They have been generous in their time and in the effort they have put into answering complex questionnaires and participating in interviews over many years. Many of the youth who participated in this research also nominated an adult who knew a lot about them (PMK) who we could interview. We would also like to thank all the PMK who generously gave their time to this study.

The following individuals and organisations have provided intensive support to us at various points in the study. Professor Michael Ungar and Dr Linda Liebenberg at the Resilience Research Centre based at Dalhousie University in Halifax, Canada provided the methodologies and research materials and supported us in applying their groundbreaking Canadian study in New Zealand. They have provided enormous amounts of ongoing support to the project. We thank Kāpiti Youth Support (KYS) and particularly Raechel the Manager and Briar the social worker; Presbyterian Support Upper South Island, and in particular Sue Quinn; the Highbury Whānau Centre and particularly Michelle Swain and Anjali Butler and Pete Butler and his team at START, Youth Transitions in Palmerston North. Special thanks to Barbara, Vicki and the team at Otago Youth Wellness Trust who provided assistance and support to the Dunedin research team for the duration of the study. The Families Commission, as well as the Department of Corrections also provided ongoing support at various stages in the research which would like to acknowledge. The Ministry of Social Development, and particularly Child Youth and Family have supported this study since its beginning and we are grateful for this ongoing support. In particular we acknowledge Jo-Ann Field, Nova Salomen, Paul Nixon, Charlotte Harris, Debbie Sturmfels and Donna MacNicol who have all provided significant support, peer review and critical comment on the research since 2008. We also acknowledge the contribution

of The University of Victoria Research Trust and its staff, The Donald Beasley Institute; Youthline Auckland and Otago University. Finally, we would like to thank and acknowledge the Ministry of Business Innovation and Employment for funding this research.



Introduction

This report discusses findings from the analysis of the case file summary information contained within the engagement with education node¹. This node captured information on the involvement of young people and their family/whānau with educational services as included in the files analysed. This report discusses the key themes emerging from the analysis of this node:

- Education in care and protection matters
- Supporting young people in education: professional activities
- Attendance at mainstream schools
- Truancy, suspensions, stand-downs and expulsions
- Involvement with non-mainstream education
- Young people outside of education
- Enhancing educational engagement

Most of the case file summaries had information coded to the engagement with education node. The small number of file summaries that did not have information coded to this node involved young people who were engaged with services for only a short period or who were over the age of sixteen (the age at which educational attendance is no longer compulsory). It should be noted that not all files summaries systematically recorded young people's involvement with education or changes to educational settings. Information was commonly recorded where assessments (e.g. psychological or safety assessments) or court reports were completed, or when there was a problem related to educational engagement that the service in question became involved with. For these reasons it is not possible to state with any certainty from the file summaries the number or range

1 Data collection and analysis methods are outlined in *The pathways to resilience research: Review and analysis of case file summaries: Overview* (Stevens et al., 2014b), which also provides details on the qualitative terminology and schema used in this report.

of educational services any one young person received during their involvement with services. Young people's engagement with and experiences of education are further discussed in Sanders et al. (2013) and Dewhurst et al. (2014).

Education in care and protection matters

Analysis of the file summaries indicated schools and other educational settings (e.g. early childhood education; Kōhanga reo) were pivotal in alerting agencies to concerns about a young person's wellbeing. File summaries recorded notifications made by teachers, principals, school counsellors or school social workers to Child, Youth and Family (CYF) that young people had attended school with suspicious injuries, had disclosed abuse or neglect, or presented with other concerns. These findings suggested schools played a key role for the young people in this sample in providing a listening ear or acting in a protective manner.

Schools advocated for young people to ensure their safety and wellbeing, and several file summaries recorded schools following up their concerns with the agencies involved, or voicing criticism about what they felt was a lack of responsiveness. Once services were engaged with young people, schools sometimes contacted them to advise them when a young person was absent or had once again presented with signs of neglect or abuse (e.g. no lunches, parents failing to collect children, bruising), therefore alerting services to potentially risky situations.

Schools were regularly consulted by services for their views on a young person's wellbeing or about their progress in relation to established intervention plans. Family Group Conferences (FGCs) were often attended by school staff (generally a principal or counsellor) who contributed to decision-making about the young

person.

File summaries revealed that schools offered direct support to young people experiencing challenges in their domestic settings, such as providing young people with breakfast or lunch, offering counselling for personal matters, putting in place extra academic support as required, and on occasion identifying somewhere for young people to sleep. In a few cases teachers had close ties with young people's families, and in at least one case a teacher provided accommodation when the child was unable to return home.

Education services also acted in a monitoring role. In a few cases, holiday programmes or after-school care were put in place by the agencies involved with families, both to provide respite to families and to keep an eye on young people's wellbeing. In cases where services were due to cease their involvement with families, schools commonly agreed to continue to monitor a young person's situation and contact agencies for further assistance if necessary.

Supporting young people in education: professional activities

Young people in the sample did not experience typical pathways through education. Many received extra educational support within mainstream settings (e.g. teacher aides, resource teachers of learning and behaviour (RTLBs), individual education plans) and nearly all eventually moved into alternative or specialist educational settings. Stories of young people demonstrating challenging behaviours and/or moving through multiple educational settings were common, such as the young person who moved from a mainstream high school to an activity centre due to behavioural concerns and drug and alcohol misuse. Later, after committing several offences and becoming involved with the youth justice system, he enrolled

with another alternative education provider. The file suggested the young person was no longer engaged with educational services by age 17. This example was typical of other young people's experiences (Dewhurst et al., 2014).

The case file summaries highlighted that retaining young people in education was a high priority. Concern about educational engagement was expressed by social workers, judges, lawyers, families and the young people themselves. File summaries commonly described young people's educational goals and plans, and while some of these may have been prompted by the requirements of professional assessments or planning, in other instances young people themselves initiated such conversations (Ainsworth et al., 2014).

Some file summaries documented efforts to manage young people's challenging behaviours at school. These behaviours included aggression toward other children or young people, aggression towards staff, attitudinal issues, truancy, non-engagement with education, misuse of drugs or alcohol, sexualised behaviours or behaviour indicative of learning disabilities or mental health concerns. In several files multi-agency meetings were held involving school personnel and/or educational specialists, other professionals such as counsellors or police youth aide, and sometimes families. These meetings developed plans for how to better engage young people with schools, how to support young people and their families, how to manage behavioural concerns, how to improve attendance and how to improve academic outcomes.

Schools also put in place teacher aides, resource teachers of learning and behaviour (RTLBs), or made referrals to Special Education services in the Ministry of Education. Other supports put in place by schools and other services to help retain young people in

school, included peer mentoring, buddy programmes or specialised behavioural programmes; and family/whānau supports or in-class support such as teacher aides through CYF or NGOs, including material and financial supports such as assistance with transporting young people to school or purchasing school uniforms through the Ministry of Education, CYF or Work and Income.

Analysis suggested a great deal of effort went into enrolling young people in education or alternative programmes after they had been stood down or expelled from schools. File notes described calls, meetings and lobbying with potential schools or programmes, and documented referrals and applications made to a range of programmes or services. In one example, a professional intensively lobbied a school that was not initially willing to have the young person enrolled. The school was the young person's preferred option, close to home and where his sister attended. Eventually as a result of this lobbying the Ministry of Education directed the school to enrol the young person.

Educational plans also emerged from FGC decisions. Where young people were involved in youth justice processes, accountability for plan completion and ensuring young people were engaged with some form of educational service was often placed with the youth justice worker. In other cases family/whānau, other professionals (such as care and protection or non-government agency (NGO) social workers) or Ministry of Education staff sought alternative education options for young people.

Case file summaries frequently documented changes of school when young people moved into a new placement. Often this was simply due to geographical distances, and the difficulty securing transport which would have enabled young people to continue attending a school which was further away from their new placement. Despite

commendable efforts by some schools, family/whānau, and other services, the file summaries revealed some young people disengaged from schools when their living arrangements were unstable.

Conversely, several file summaries suggested where young people were in stable placements, their attendance and willingness to take part in educational activities improved (Stevens et al., forthcoming).

Attendance at mainstream schools

At the time of entry into services, most young people attended mainstream education; only a few case file summaries opened with young people already receiving education outside of mainstream. Young people's last full year of mainstream education ranged from year five through to year 12; however, most young people in the sample had completed at least one year of high-school in a mainstream setting.

Young people in the sample had a range of experiences within mainstream settings. File summaries described several who were already involved with support services, but who managed well in mainstream settings until a particular crisis occurred. These crises were often within their personal/domestic lives; in some cases they resulted in the young person's behaviour deteriorating to a point where mainstream schools couldn't manage them. For example, one young person who was cared for by a grandparent due to parental neglect, achieved well in mainstream school for a long period. She was described as having a close and caring relationship with her class teacher who was familiar with the young person's circumstances. Following the death of her grandmother the young person moved between foster care and family/whānau and was assaulted in a placement. She demonstrated challenging behaviours, received behavioural support from school, and eventually moved into an alternative education setting for three years before she transitioned

back into mainstream education. Upon her return she was supported by a teacher aide, and her file summary reported adequate attendance and good academic progress.

As in the case above, good relationships between young people and a school professional (commonly a teacher, principal or school counsellor) appeared to motivate young people to stay engaged in mainstream school. A few files reported social workers in schools (SWiS) having well-established relationships with young people and in some cases their families, before other agencies became involved. Several file summaries documented efforts by schools, families, and young people working together to try to retain young people in mainstream settings for as long as possible.

Another group of file summaries described young people having less positive experiences within mainstream schools. These experiences included young people being disciplined by schools after demonstrating challenging behaviours, those who found it difficult to settle into school after moving placements, those who fell behind at school sometimes due to periods of absence, those who experienced bullying and those who associated with peer groups who were involved in offending or demonstrated anti-social behaviours. One consistent theme for young people who had difficult experiences in mainstream settings were 'distractions' outside of school at the time, such as abuse or neglect, living with parents who had mental health problems or drug and alcohol issues, their own offending, drug and alcohol misuse or mental health concerns, relationship difficulties and placement moves.

A final group of young people struggled in mainstream settings largely due to learning disabilities or mental health concerns that went undiagnosed for long periods. For example, one young person was only discovered to have a cognitive delay at age 16, after a youth

justice FGC decision that he should have a psychological assessment. His file suggested he had 'fallen through the gaps' educationally; by the time he was assessed and after many years of struggling at school, he was no longer willing to engage with education.

Very few young people in this sample attended only mainstream education and analysis of the file summaries shed little light on the characteristics of these individuals; their files were generally brief and/or they had negligible involvement with the services whose files were reviewed.

Truancy, suspensions, stand-downs and expulsions

Truancy was a concern reported in many file summaries and the involvement of truancy services (most often the Non-Enrolled Truancy Service (NETS)) was noted in over a quarter of the case file summaries. While file summaries did not always include explanations for young people being truant from school, some noted young people were located at home with family/whānau members who had not insisted they attend school, or whom the young person refused to listen to. In a few cases family/whānau did not have adequate resources (e.g. bus or lunch money) for children to attend school. Some file summaries suggested young people chose to truant because of troubled relationships with peers or school staff or because they were not achieving academically.

Most of the young people in the sample had at some stage been suspended, stood down or expelled from mainstream schools and/or alternative education (Sanders et al., 2013). These were commonly responses to young people's truancy or behavioural concerns including violence. In many cases drug and alcohol misuse played a role (Dewhurst et al., 2014). One young person was eventually expelled at age 13 for trying to sell marijuana at school, and stood

down from the next school for the same reasons. Her attendance was recorded as excellent after she moved to a more supportive placement and started attending an alternative education programme. A few files also noted that young people were involved in criminal offending or drug and alcohol misuse while they were stood down from school.

Work directed at securing educational re-engagement was a significant focus of work in many files. File summaries commonly recorded extensive work done by social workers to make plans for young people to return to school following a stand down or expulsion. This included meetings, numerous phone calls and consultation with involved parties (young people, families, carers, mental health, drug and alcohol services, police, other support services) and advocacy with new schools or with the Ministry of Education.

Involvement with non-mainstream education

Nearly all of the young people in the sample eventually moved from mainstream into non-mainstream education settings. The majority moved into alternative education programmes (through units attached to mainstream schools, or programmes offered by independent providers), activity centres², specialised conduct disorder programmes, programmes delivered within care and protection or youth justice residences, or programmes delivered within teen parent units. Enrolments with correspondence school tended to be as a 'last resort'. A smaller number of young people attended specialist schools for young people with complex needs associated with intellectual impairment (some only for a short

2 At the time of this study the Ministry of Education funded activity centres across New Zealand to provide alternative education services to young people. Activity centres are attached to host schools or school clusters (Daube et al., 2013).

period) or for young people with a physical disability (e.g. schools for young people with visual or hearing impairments).

Young people's journeys through education typically did not end with a move into non-mainstream education and many young people reported multiple enrolments (from zero to 12) in different non-mainstream educational settings (Sanders et al., 2013). Most experienced no more than three alternative education enrolments. One young person for example enrolled at a trade services academy (alternative education programme) but began offending and stopped attending. For a period he moved to live with family/whānau in a different part of New Zealand, during which time he was outside of education. He then returned to his original geographical location where one-to-one tutoring was put in place, however, he avoided being tutored. At the end of the file summary he was due to start a creative learning course.

Alternative education placements were generally seen as a temporary measure and file summaries made references to young people returning to mainstream education in the long term. One young woman who was eventually able to return to mainstream education had a history of enjoying school and achieved at a satisfactory level when her home life was safe and stable. In Year Four she was described as making "exciting progress" in her writing. After the death of a grandparent who had cared for her, the young person had several placement moves and experienced abuse within one of these. Her behaviour deteriorated and she was stood-down from school. Following a period in a secure setting she moved into a residential programme that supported her move back into a mainstream school. This mainstream school became a source of stability for her and her attendance was good. The principal became an advocate in her transition out of services and lobbied social services to find an appropriate local placement so she could remain

at school. Placement moves again impacted on her school attendance and notes later in the file summary revealed she had stopped attending school because she had moved to a new location to live with a family/whānau member. She was sixteen years old.

The pathway described above, however, was an exception; only on occasion did file summaries document young people's successful re-entry to mainstream education. One young woman's file summary illustrated the challenges she experienced in attempting to return to mainstream. Despite being assessed as having the academic ability to attend mainstream school, she withdrew after experiencing acute anxiety, shyness and what she described as feelings of fear when she walked into a classroom. She responded better to small, intimate alternative education settings. Like this young woman, most of the young people in the sample continued within alternative education settings, or spent periods of time outside of education.

Young people outside of education

Missed periods of schooling (ranging from a few weeks to a year or more) appeared to be a common occurrence during young people's involvement with services, such as the example cited above of the young person who had moved into the care of his family/whānau for a period. Reasons for missing periods of education included young people's unwillingness to attend school and the 'distractions' described earlier in relation to mainstream school attendance.

Analysis suggested young people who moved between placements or were transient often spent periods outside of education; sometimes this was a consequence of placement moves. As was the case for the young woman who eventually returned to mainstream school described earlier, a relationship between placement stability and stability of educational attendance was suggested in a number of file summaries (Stevens et al., forthcoming).

In several cases drug and alcohol misuse or addiction also contributed to education 'taking a backseat'. One young person was stood down or suspended from multiple schools on multiple occasions for possessing drugs or being stoned at school. While professionals noted she wasn't attending school, prevailing concerns were around her escalating drug and alcohol use, refusal to attend drug and alcohol counselling, trisecence, absconding, possible prostitution, possible gang affiliations, lack of positive role models, suicidal ideation, escalating offending and lack of placement options. After a period in a youth justice residence followed by a move into an environment where substance use was not condoned, she was able to re-engage with alternative education.

Disagreements between services over accountabilities and funding responsibilities sometimes caused intervention delays (Stevens et al., 2014a) and contributed to young people being outside of education. These tensions commonly arose where there were undiagnosed concerns for young people suspected as having conduct disorder or attention deficit hyperactivity disorder (ADHD). One file summary illustrated these tensions. Over the young person's life he was variously diagnosed with conduct disorder or a mild intellectual disability and it was clear he had experienced physical abuse and neglect from his family/whānau. At one stage he was diagnosed with expressive language disorder, and at other points in the file summary he was noted to demonstrate sexualised behaviour, to be withdrawn and sad, and to hear voices. The lack of clarity over 'the problem' impacted on the services this young person was able to receive and resulted in him being passed between CYF, mental health services, and specialist education services. A mental health agency withdrew their counselling services when concerns regarding sexualised behaviour were raised because they did not wish to interfere with investigative processes (Stevens et al., 2014a). This resulted in the escalation of his difficult behaviours and a period of time spent outside of education as schools were unable to manage his behaviour. Eventually he was stabilised within a residential education setting. In this and other cases where underlying issues were unclear (and likely multi-factored)

and young people were not provided with integrated interventions, they frequently struggled to stay in school.

In a small number of cases and generally those where young people had already had long periods of absence from education, families or professionals sought an exemption for the young person from formal education³. Exemptions were sought to enable young people to meet the criteria for enrolment in specific training programmes (e.g. a hospitality course, Youth Quest, Youth 2 Excel)⁴ or to become eligible for the Youth Transition Service⁵. In all of the cases where exemption was explored the young people were over the age of 15. In several of the file summaries it appeared young people over the age of 16 were no longer receiving any form of educational services.

Enhancing educational engagement

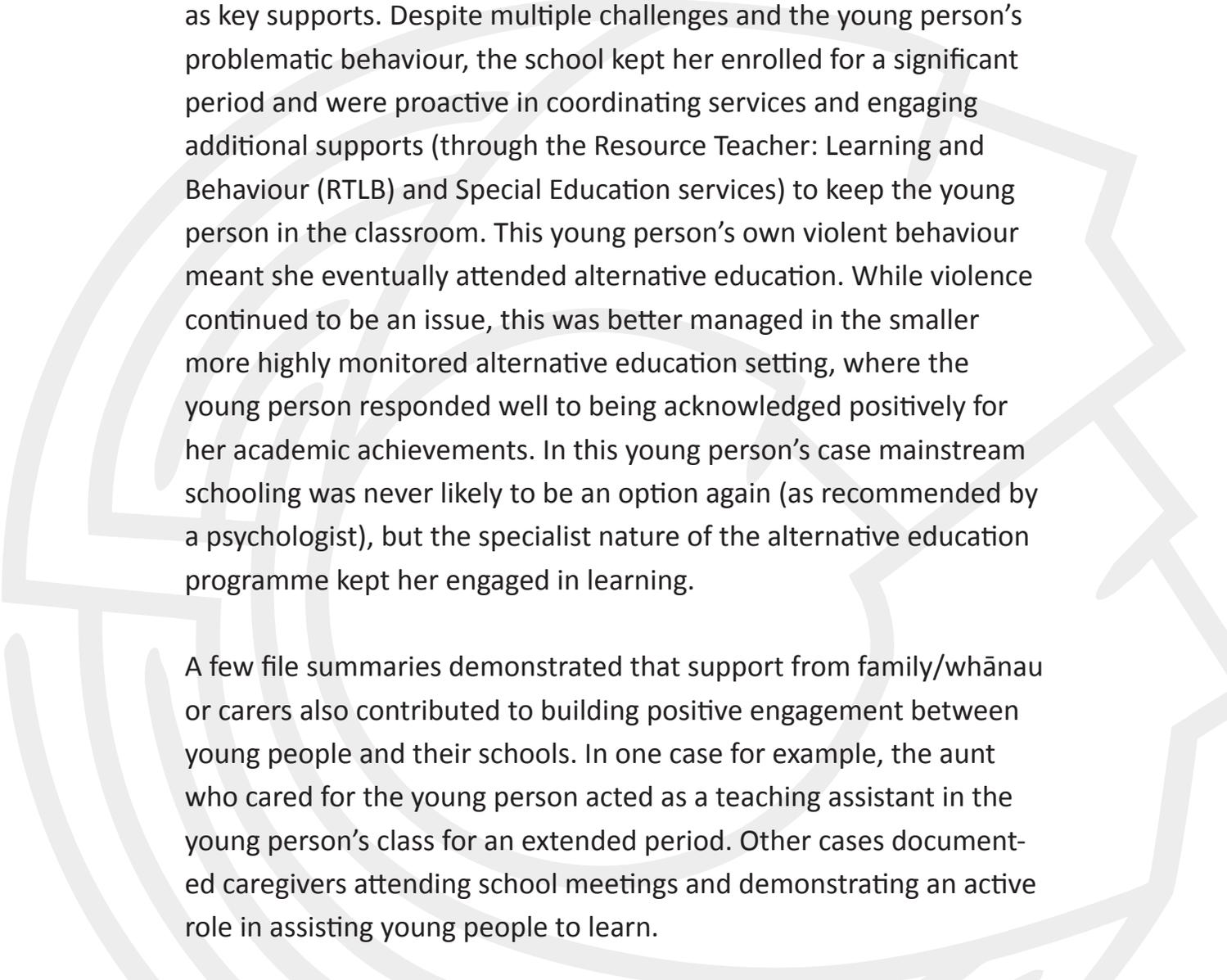
As noted throughout this report, file summaries described many reasons why young people were reluctant, unable, or unwilling to attend school or other educational settings. They also provided examples of professionals and family/whānau going to great lengths to engage young people in education.

Good relationships between school staff (teacher, principal, counsellor or social worker) and the young person appeared to enhance young people's educational engagement. These professionals tended to support the young person by being aware of their circumstances, advocating on their behalf (within the school, with family/whānau and with other networks), and encouraging them academically.

3 If a young person wishes to leave school before they turn 16 they must apply to the Ministry of Education for an exemption. Further discussion of exemptions is available in Daube et al. (2013).

4 Such programmes typically followed an NQF rather than NZCEA pathway (Daube et al., 2013).

5 The Youth Transition Service was an initiative designed to assist young people with career training, job seeking advice, information on educational opportunities and other support to assist them in their transition into work or further training. While not specifically designed for young people who were involved with multiple services, it catered to youth at risk of being outside of education or employment (Ministry of Social Development, 2005). This initiative was superseded by Youth Services (Stevens et al., 2013).



One young woman, whose family/whānau had extensive involvement with child protection services, identified her principal and school staff as key supports. Despite multiple challenges and the young person's problematic behaviour, the school kept her enrolled for a significant period and were proactive in coordinating services and engaging additional supports (through the Resource Teacher: Learning and Behaviour (RTL) and Special Education services) to keep the young person in the classroom. This young person's own violent behaviour meant she eventually attended alternative education. While violence continued to be an issue, this was better managed in the smaller more highly monitored alternative education setting, where the young person responded well to being acknowledged positively for her academic achievements. In this young person's case mainstream schooling was never likely to be an option again (as recommended by a psychologist), but the specialist nature of the alternative education programme kept her engaged in learning.

A few file summaries demonstrated that support from family/whānau or carers also contributed to building positive engagement between young people and their schools. In one case for example, the aunt who cared for the young person acted as a teaching assistant in the young person's class for an extended period. Other cases documented caregivers attending school meetings and demonstrating an active role in assisting young people to learn.

While several file summaries suggested schools were quick to stand down or expel young people who demonstrated difficult behaviours, a few noteworthy cases described schools being steadfast in the face of such challenges. Concerted efforts by mainstream schools to retain young people were recorded, such as working closely with families to identify appropriate supports (e.g. family/whānau support services, budgeting services, special education support) and involving family/whānau in developing plans to improve young people's engagement.

These schools, who demonstrated consistency and commitment, contributed to creating stability for young people rather than reinforcing the rejection many had experienced in other aspects of their lives.

Summary

The information recorded in the engagement with education node covered two main areas: the involvement of educational services with care and protection services, and keeping young people engaged in education. Regarding the former, schools were pivotal in alerting services to concerns about a young person and their wellbeing, and played significant roles in supporting young people experiencing problems at home as well as monitoring risky situations on a day to day basis.

The discussion on keeping young people in education revealed that many were unable to remain within mainstream education settings; most eventually moved into alternative education. A smaller number moved into specialist education for people with physical or learning disabilities. Many received learning and behaviour or special education support over their educational careers. A significant number had been suspended, expelled or stood down from school (Dewhurst et al., 2014; Sanders et al., 2013). Movement between alternative education settings was common, but only a few young people transitioned back into mainstream education. Some young people felt more comfortable or appeared to be more contained and responsive within small alternative education settings. Young people's movement into alternative education was generally triggered during early adolescence by problem behaviour and/or offending, which in turn was likely to have been triggered by care and protection concerns, placement moves, drug and alcohol issues, mental health concerns or other learning disabilities that were not

always diagnosed at the time. Truancy was common and a concern both in mainstream and alternative education settings.

Many young people spent weeks or months outside of education, often because schools were reluctant to re-enrol them, but also because they were transient or did not have stable placements. In some cases, services were unclear about what the presenting issues were, and during the time it took to determine the best intervention options, young people were out of school. Drug and alcohol misuse were frequently noted for young people who did not attend school.

File summaries suggested engaging young people with high needs in education was a challenging task, requiring the investment of extensive professional and family/whānau resources. Several examples of services and in particular schools going to valiant lengths to engage young people in education were identified. Young people's engagement in education improved in relation to placement stability, schools and family/whānau who demonstrated commitment and persistence, meaningful relationships with school staff, and the availability of resources which allowed young people to receive specialised and often one-to-one educational services. The analysis indicated that these factors appeared to be significant in effectively engaging young people with complex needs in education.

References

- Ainsworth, K., Munford, R., Sanders, J., Stevens, K. (2014). *The pathways to resilience research programme review and analysis of case file summaries: Report on youth voice*. Palmerston North, New Zealand: Massey University Resilience Research Centre. Retrieved from [http://www.youthsay.co.nz/massey/fms/Resilience/Documents/Young person's voice.pdf](http://www.youthsay.co.nz/massey/fms/Resilience/Documents/Young%20person's%20voice.pdf).
- Daube, J., Stevens, K., Munford, R., Sanders, J., Henaghan, M., Stanley Clarke, N., Youthline, Tikao, K., Mirfin-Veitch, B., Cumming, J., Buckley, S., Grace, N., Liebenberg, L. (2013). *Pathways to resilience: Education services in New Zealand*. Retrieved from [http://www.youthsay.co.nz/massey/fms/Resilience/Documents/Education Services in New Zealand.pdf](http://www.youthsay.co.nz/massey/fms/Resilience/Documents/Education%20Services%20in%20New%20Zealand.pdf).
- Dewhurst, K., Sanders, J., & Munford, R. (2014). *The pathways to resilience research project: Navigating the education system: Technical Report 8*. Retrieved from [http://www.youthsay.co.nz/massey/fms/Resilience/Documents/Navigating the Education System.pdf](http://www.youthsay.co.nz/massey/fms/Resilience/Documents/Navigating%20the%20Education%20System.pdf).
- Ministry of Social Development. (2005). *Youth Transition Services: Lessons for service development*. Wellington, New Zealand: Ministry of Social Development. <http://www.msd.govt.nz/about-msd-and-our-work/publications-resources/evaluation/youth-transition-services/index.html>.
- Sanders, J., Munford, R., Liebenberg, L., Ungar, M., Thimarsarn-Anwar, T., Johnston, W., Youthline New Zealand, Osborne, A., Dewhurst, K., Henaghan, M., Aberdein, J., Stevens, K., Urry, Y., Mirfin-Veitch, B., Tikao, K. (2013). *The pathways to resilience research project: The human face of vulnerability: Technical*

report 3. Retrieved from [http://www.youthsay.co.nz/massey/fms/Resilience/Documents/The Human Face of Vulnerability.pdf](http://www.youthsay.co.nz/massey/fms/Resilience/Documents/The%20Human%20Face%20of%20Vulnerability.pdf).

Stevens, K., Munford, R., & Sanders, J. (2014a). *The pathways to resilience research programme: Review and analysis of case file summaries: Report on social service practice*. Palmerston North, New Zealand: Massey University Resilience Research Centre.

Stevens, K., Sanders, J., & Munford, R. (2014b). *The pathways to resilience research programme: Review and analysis of case file summaries: Overview*. Palmerston North, New Zealand: Massey University Resilience Research Centre. Retrieved from [http://www.youthsay.co.nz/massey/fms/Resilience/Documents/Introduction to file reviews.pdf](http://www.youthsay.co.nz/massey/fms/Resilience/Documents/Introduction%20to%20file%20reviews.pdf).

Stevens, K., Munford, R., Sanders, J., Dewhurst, K., Henaghan, M., Mirfin-Veitch, B., Tikao, K., Youthline Auckland, Liebenberg, L., Ungar, M. (2013). *The pathways to resilience project: Services supporting youth transitions to adulthood: A review of policy and services in New Zealand*. Retrieved from [http://www.youthsay.co.nz/massey/fms/Resilience/Documents/Youth Transitions.pdf](http://www.youthsay.co.nz/massey/fms/Resilience/Documents/Youth%20Transitions.pdf).

Stevens, K., Munford, R., Sanders, J., Liebenberg, L. & Ungar, M. (2014). Change, relationships and implications for practice: The experiences of young people who use multiple services. *International Journal of Child, Youth and Family Studies*. <http://journals.uvic.ca/index.php/ijcyfs/article/viewFile/13107/4009>.