THE UNIVERSITY OF QUEENSLAND AUSTRALIA | CREATE CHANGE

High Impact Engagement Strategies

#APBS2023 Featured presentation

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Acknowledgements

- Co-authors Imogen Cowan & Dr Nathaniel Swain
- Parkville College Leaders Matthew Hyde and Simon Lenten
- The staff at Parkville College

High Impact Engagement Strategies

Parkville College

- Provides education to young people who are, or have been, detained in custody.
- Five diverse campuses throughout Victoria.
- Operates 52 weeks a year and caters to some of the most vulnerable students in the state.
- Young people become Parkville College students when they are detained in a Youth Justice Centre or a Secure Welfare Service (SWS) within Victoria.
- Student numbers fluctuate daily; typically around 300 students on any given day.

Methodology

- In 2019, Parkville agreed to explore the application of SWPBS, partnering with the University of Melbourne as purveyor (Fixsen, et al., 2018).
- To assess buy-in/readiness, this participatory research in conversation employed focus group discussion as the methodological tool (Nyumba, Wilson, Derrick & Mukherjee, 2017).
- Objective: to identify and describe Tier 1 whole-school approaches used by school personnel to increase engagement and promote positive climate.
- Ten two-hour moderated discussions across a 20-week timeframe were conducted with 67 Parkville educators.
- 10 High Impact Engagement Strategies were identified, cross-checked for inter-rater reliability, and supported through a scoping review (Colquhoun et al., 2014).

We can't achieve High Impact Teaching without Hit Impact Engagement

THE HIGH IMPACT
ENGAGEMENT STRATEGIES

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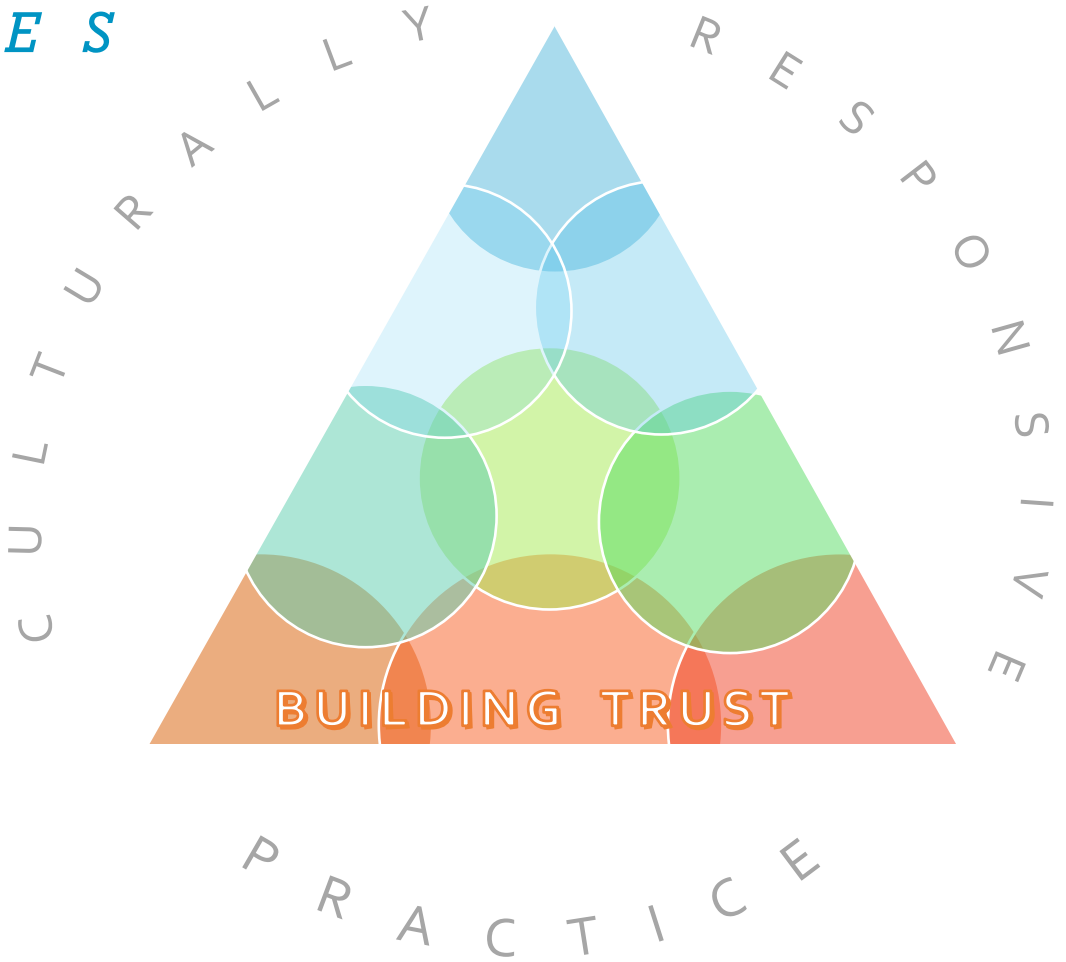

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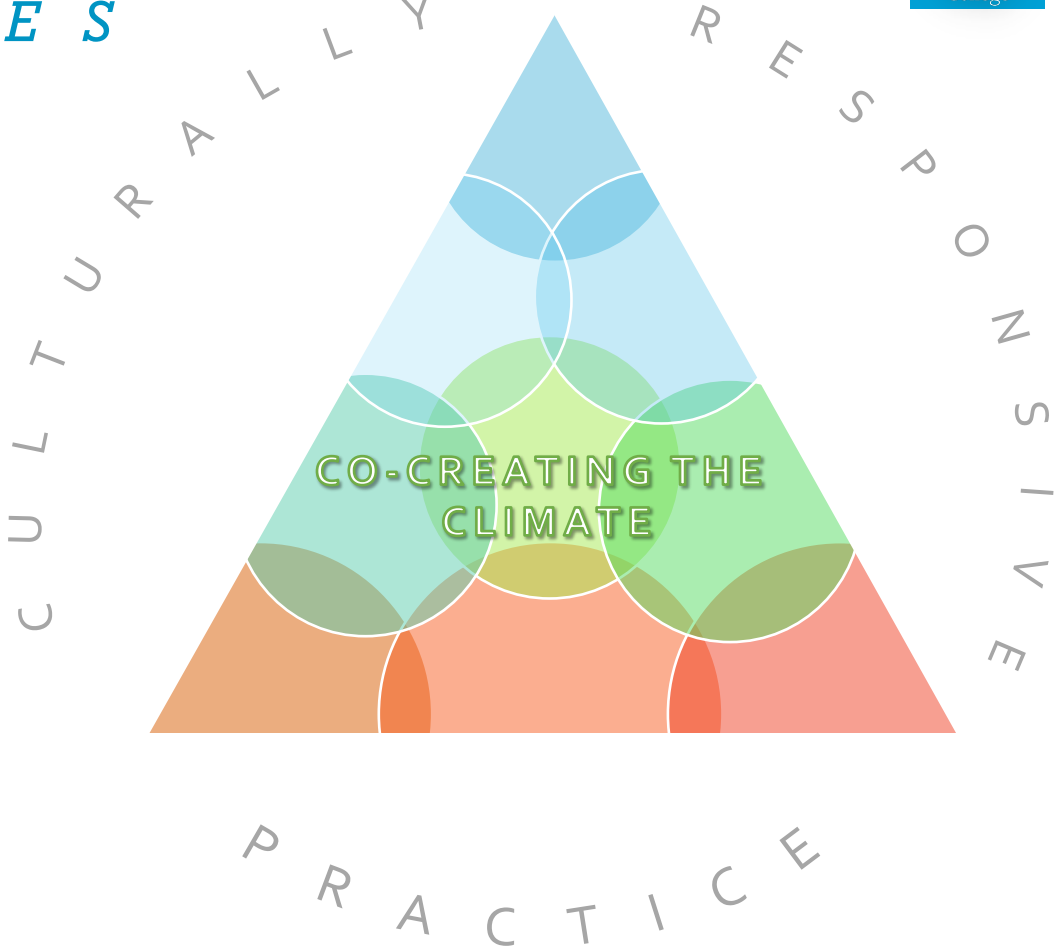

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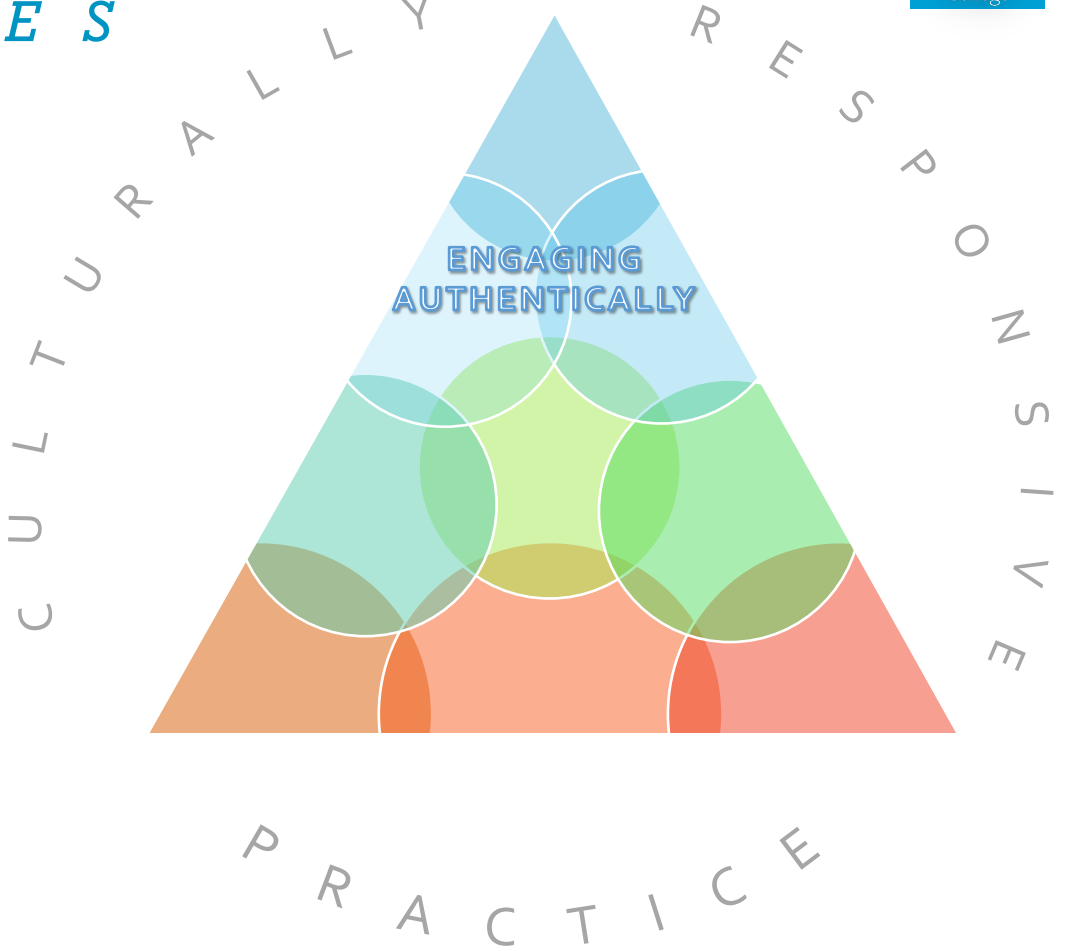

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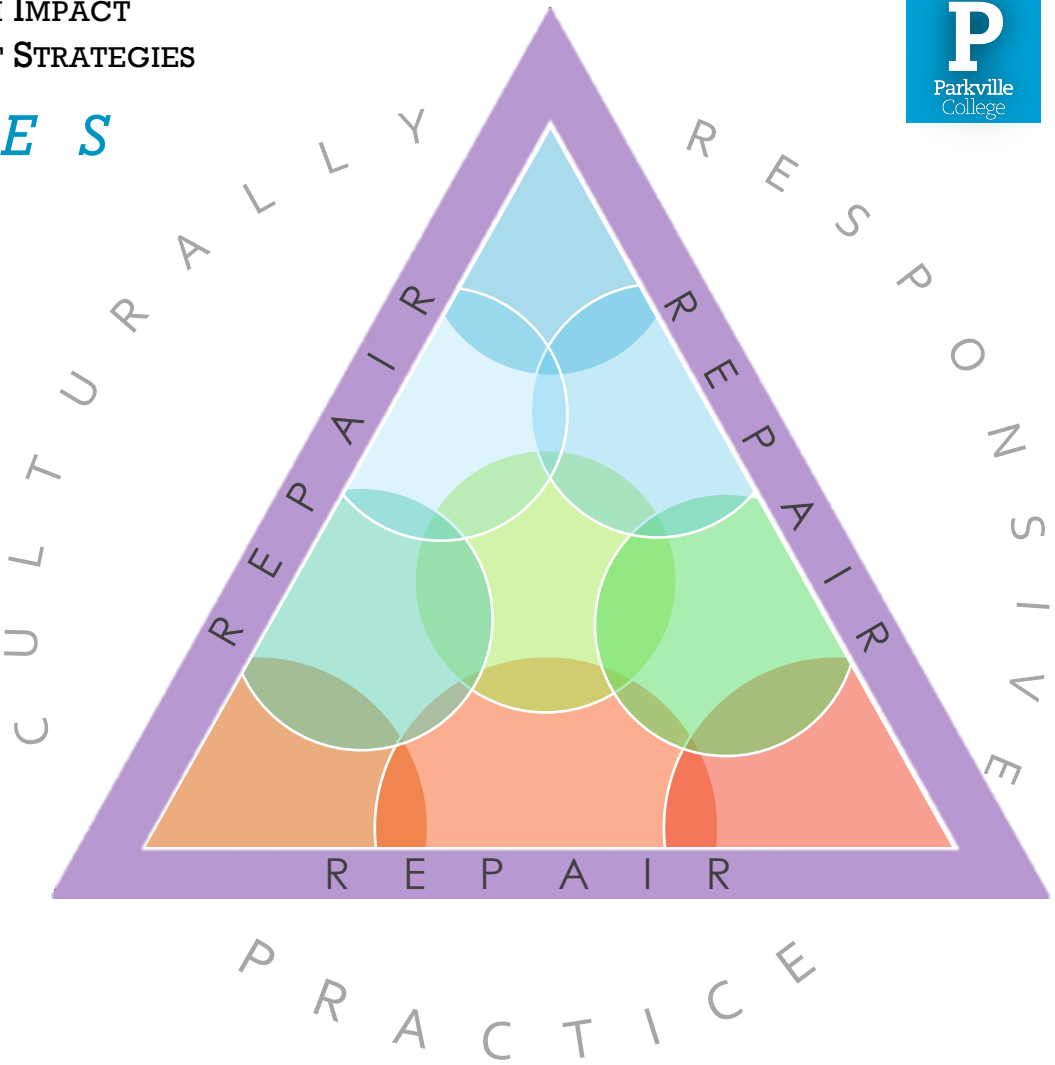


We can’t achieve high impact teaching without high impact engagement

- Empathy
- Unconditional Positive Regard
- Relationship Building
- Explicit Behavioural Expectations
- Predictability
- Co-regulation & Self-Regulation
- Pragmatics
- Motivating Towards Change
- Rolling with Resistance
- Repair

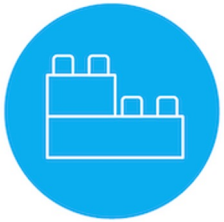
Building Trust

Unconditional Positive Regard

Educators show UPR when they continuously and consistently communicate a warm acceptance of the student, even if they are not ok with the student's behaviour. UPR means demonstrating, via our actions and attitude, that we are working to understand the students' way of communicating their experiences. We do this because it promotes growth and learning for the student, and it models for the student how to practice self-regard.

Empathy

Educators show empathy when they listen to someone's feelings and interpret their actions with care (despite perhaps being affected by the situation). Educators manage their reactions and process a response with an open mind. Empathy is also shown when educators avoid taking behaviours personally or allowing it to affect their view of the child.



Relationship Building

Educators spend time with students, both in and outside of class, in order to build and sustain positive relationships. Relationships grow when educators are honest, sincere and demonstrate empathy, so that genuine, mutual trust can develop. By building strong relationships, students begin to see the care the educator has for them as a whole, not simply as a student.

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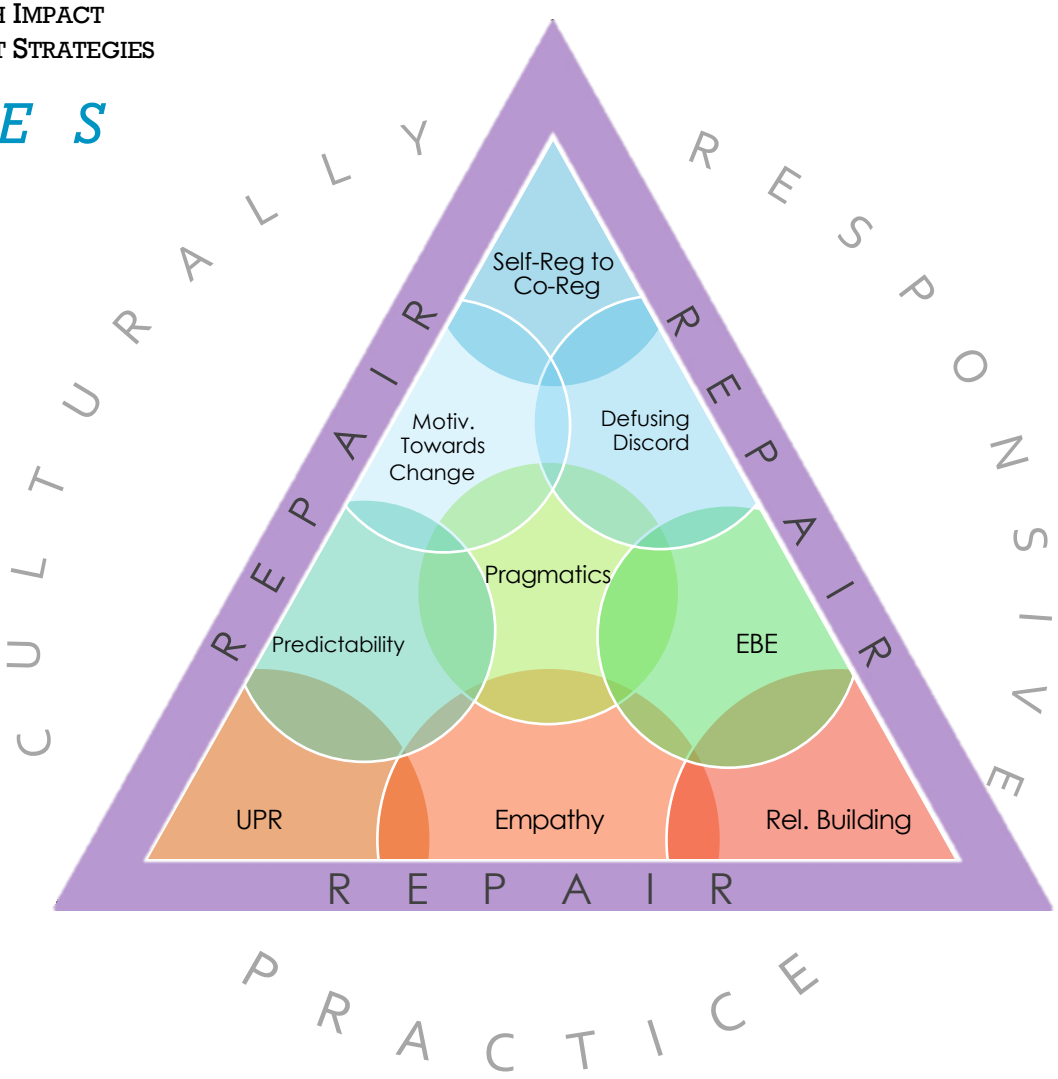

The HIES in Practice
BUILDING TRUST

BUILDING TRUST IN PRACTICE

- Q. If I was to visit your schools and interview students, do you think they would tell me that all staff hold them in unconditional positive regard?

Co-creating the climate

Predictability

Educators engage, both verbally and non-verbally, in predictable, consistent interactions with students, carefully considering their words and body language when communicating. Predictability also means providing students with structure, boundaries, rhythm and regular routines. Preparing/supporting students through changes to routines will help students to develop self-regulation and structure, and build resilience.

Pragmatics

Educators use their understanding of the rules of social interaction (pragmatics) to effectively engage and support students in the classroom. By strategically using an awareness of socio-cultural conventions such as body language, awareness of space, distance, time, as well as tone of voice and choice of language, teachers effectively interact with students, model appropriate social engagement, and help students to feel comfortable in the learning environment. In turn, teachers support students to further develop their own social communication skills

Explicit Behavioural Expectations

Educators, carers and students work together to construct explicit behavioural expectations that set the climate for the school community. These also allow educators to: provide a consistent structure; tailor shared behavioural goals proactively with each student; and repair relationships (consistently) when expectations are not met by students or staff.

THE HIGH IMPACT ENGAGEMENT STRATEGIES

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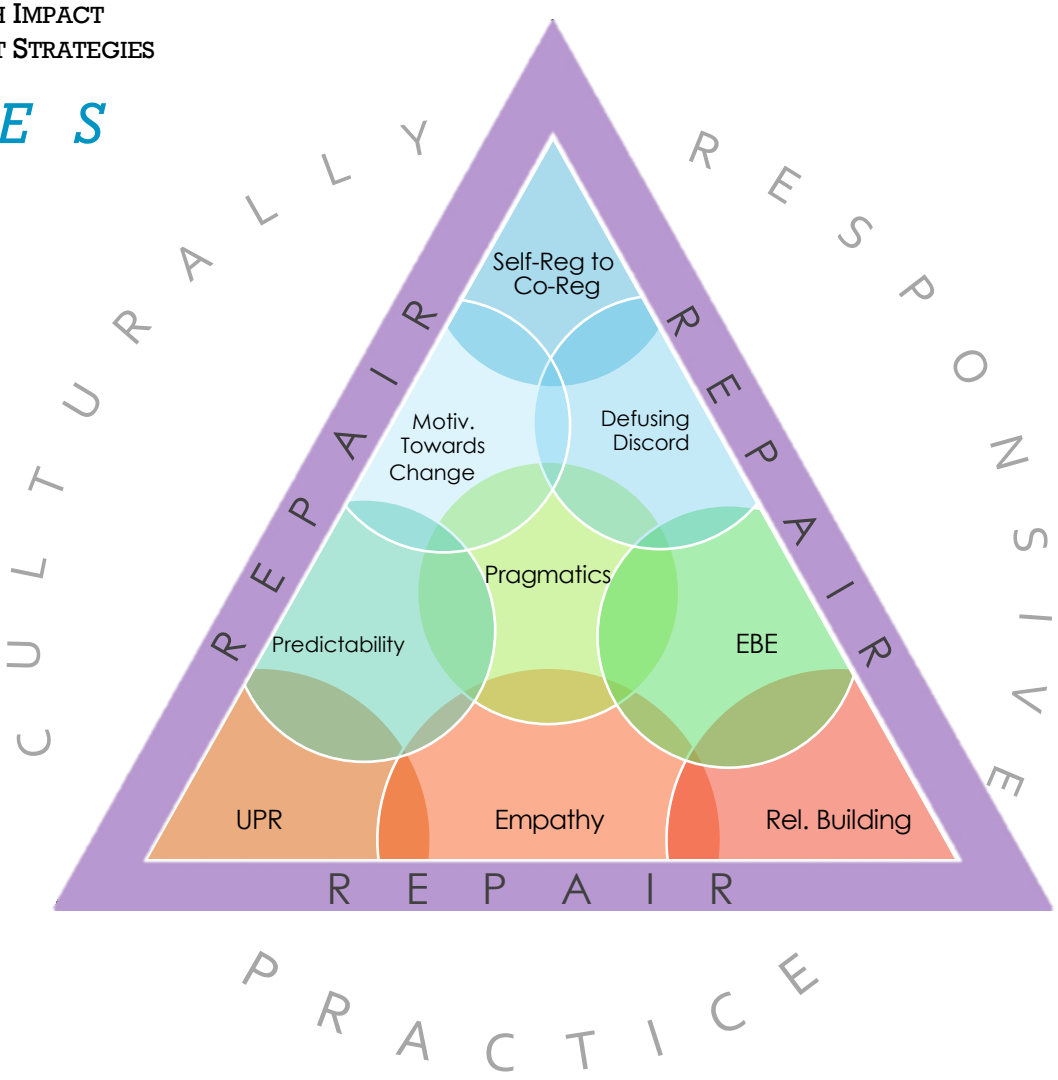

The HIES in Practice CO-CREATING THE CLIMATE

Engaging authentically

Motivating towards Change

Educators motivate students by eliciting "change talk" and highlighting discrepancies between a student's current behaviour and their identified broader goals and values. "Change talk" occurs when a student's statements (direct or indirect) indicate a willingness, desire, or commitment towards wanting to make a change towards a self-directed goal. Educators help to uncover the student's own reasons for change to achieve their goals; build an awareness of the discrepancy between the student's current behaviours and their desire to change; and to motivate them to make a shift towards this.

Defusing Discord

Discord typically means disagreement between people, but can also mean disagreement between what a person desires and their actions. defusing discord, formerly rolling with resistance, recognises that simply confronting someone directly does not always work. Rather than fight the discord, you acknowledge it and roll with it. Educators use this strategy to help students change habitual behaviour when it causes problems for themselves or others. This strategy is used hand-in-hand with HIES 8 Motivating towards Change. While defusing discord may seem purely spontaneous, it requires a combination of preparation, and the ability to respond in the moment. When used well, educators are comfortable with discord rather than sidetracked by it.

Self-Regulation to Co-Regulate

By actively self-regulating their feelings and emotions, educators co-regulate students to help them manage their responses to challenging situations. Educators remain calm and use their physical and emotional presence to help students calm themselves. It is through co-regulation that students learn to self-regulate. Self-regulation is an executive function that improves a student's ability to stay calm in the moment and respond effectively to the situation.

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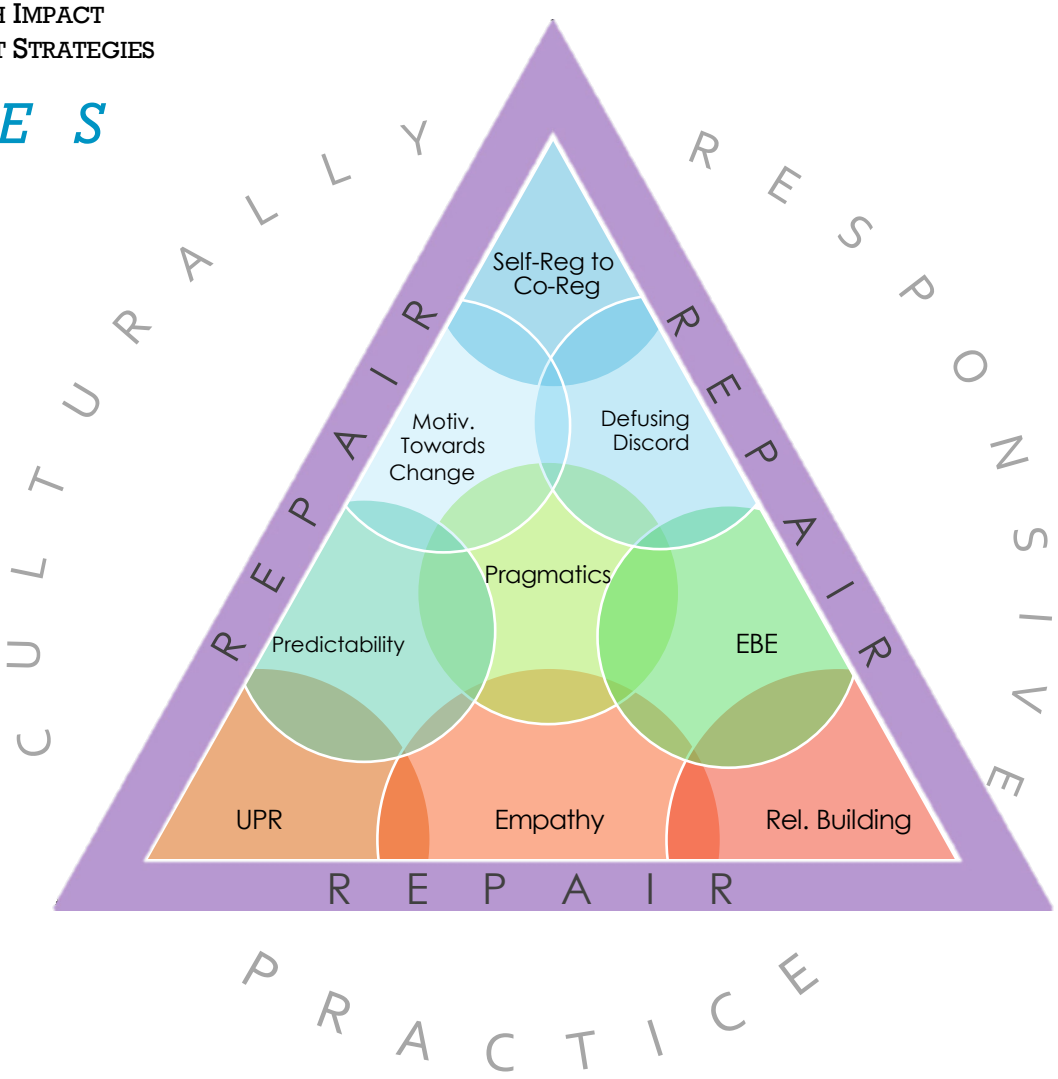

The HIES in Practice ENGAGING AUTHENTICALLY

Repair

Repair

Educators repair fractured relationships with students. Set up timely follow-up with students outside the classroom, after challenges or disagreements. By conveying empathy, apologising for misunderstandings without judgement or conditions, educators actively repair relationships with the student. Educators use repair to model vulnerability and prosocial behaviours, modelling and preventing the escalation of a rupture, incident or promoting disengagement.

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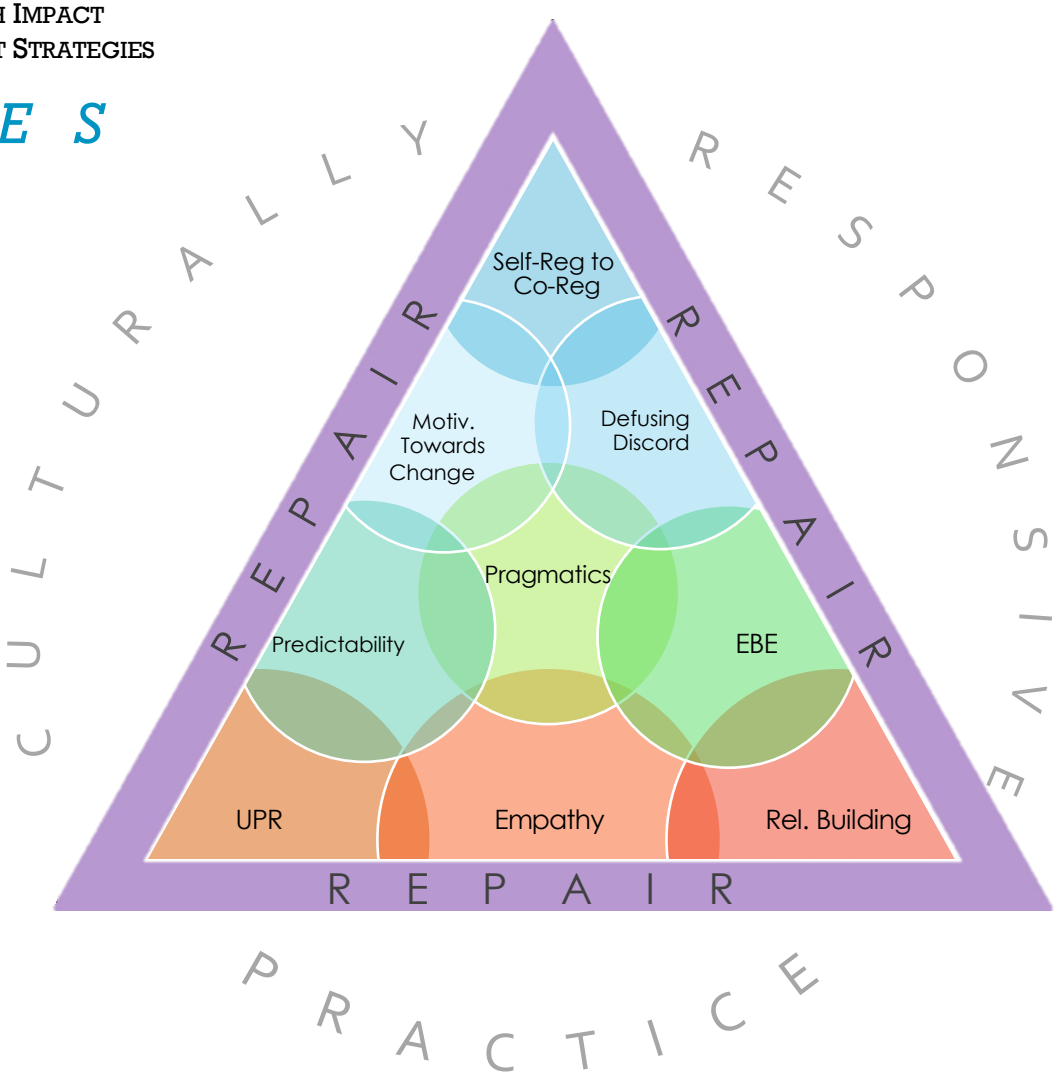
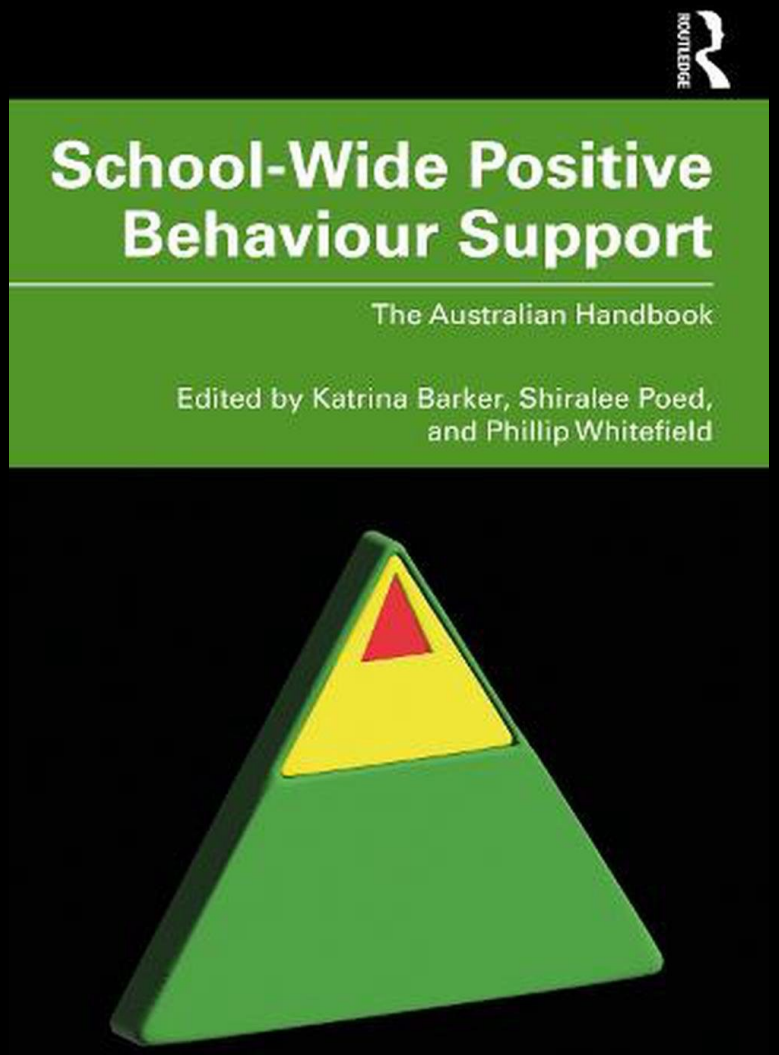


The HIES in Practice REPAIR

The Whole is Greater than the Sum of its Parts

Drawing upon twenty years of experience putting the PBS framework into practice, this is the first definitive handbook to document the ways in which Australian schools have embraced and applied SWPBS, and to provide guidance on implementation.



References

Poed, S., Cowan, I., & Swain, N. (2020). The High Impact Engagement Strategies (HIES). Parkville College, Department of Education and Training, Victoria. https://static1.squarespace.com/static/5977deef8419c27557b25893/t/5f488136fb21f8604a156a71/1598587217353/The%2BHighImpactEngagementStrategies%2BV4.0%2BFinal.pdf

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Thank you