



ENGAGEMENT
CoDesign
FRAMEWORK

Training for Carers

Powered by BGKLEN and presented
by Emma McCarthy

Introduction

The aim of today is to present an overview of the ECDF

- To explore some ways that we can deepen our understanding of relationships and co assisted self regulation
- To increase our skills to implement high impact teaching strategies to improve behaviour based on student voice
- To apply the evidence base on refocusing and de-escalation in your classroom

Define your role

We explored the different aspects of the ES role and the key skills and knowledge that staff need to have to be competent and successful in the role .





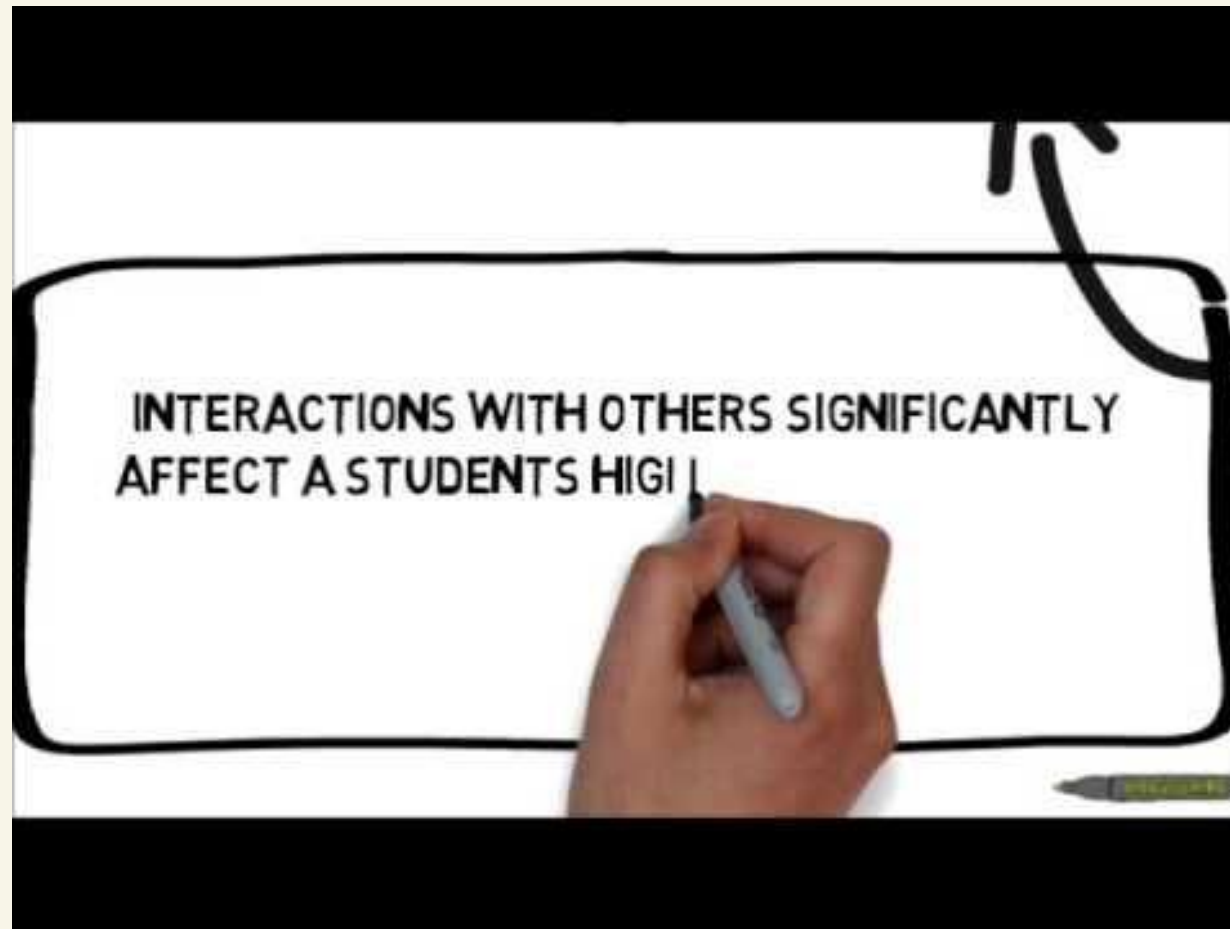
Building strong relationships and influencing teacher/student/peer relationships to support students to engage in learning and build positive social connections in class.

This included:

- Building rapport by showing interest in students' interests and demonstrating
- modelling participation and appropriate social interaction with teachers and peers
- Fostering communication

Engaging Relationships

Zone of proximal development



Adaption Vs Adjustment

What is an adaption? An adaption is planned by allowing for students with special needs to participate by compensating for their learning. E.g. Using a different more simplified text or graphic novel to support students access the set text.



What is an adjustment? Thinking on your feet to meet the learning needs of students in the moment.
E.g. Varying the work requirements by altering to reduce the number of questions to be completed.

Engagement in the Classroom

THE CLASS A TEACHER TALKS TO



"FLIP YOUR TEACHING AND THEN MAKE LEARNING ACTIVE & PERSONAL FOR ALL"


by @EduWells more at EduWells.com

— Talking to a whole class is this successful —

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Engagement matrix

The following traits, attitudes and behaviours collectively provide a broad trend of engagement in learning and community. Each young person presents with a complexity of dispositions made up of their characteristics, life experiences, significant others and their environment. By taking a holistic approach and selecting the level of engagement most suited to a young person in the domains of wellbeing, relationships and involvement, increasing engagement becomes apparent.

Life choices increasing 				
Resistant	Disinterested	Compliant	Enthusiastic	Proactive
Wellbeing				
Makes assumptions of failure; sees no point in goal setting. Perceives lack of control over life. Denies responsibility for and struggles to control behaviour, emotions and actions. Focuses on immediate problems, acts impulsively, easily losing temper. May be depressed, fatigued, edgy. Little humour evident.	Little self belief; goals are small and short term. Believes has little control over most things. Shows moderate control of emotions, behaviour and actions, tending to passivity. Low vitality with discomfort some of the time. Puts self and others down. Requires organisational support.	Shows lack of confidence occasionally; sets some moderate goals and aims to achieve them. Recognises some things over which they have control. Aims to please others, but sometimes at own expense. Energy levels variable; comfortable with most situations and people. Enjoys occasional jokes. Moderately organised.	Generally confident in abilities; sets short and long term goals and strives to achieve most. Controls behaviour and emotions most of the time; recognises necessity for behaviour codes and rules. Generally happy and relaxed most of the time. Initiates and shares humour. Mostly organised.	Belief in capabilities; aims to accomplish goals. Recognises control over some things in life. Thinks before acting; recognises they have a choice and takes responsibility for behaviour; admits mistakes; accepts consequences. Vibrant, energetic, relaxed. Enjoys humour and wit. Well organised.
Relationships				
Seems isolated or alienated from community/cultural group. May be withdrawn and have poor engagement with others, may be anxious. May be disruptive, hostile, undermining, uncooperative, and violent. Appears unreliable. Seems to make little effort to be accepted.	Little sense of belonging to community/cultural group. Interacts with, attempts to be accepted, and listens to views of a small group of friends. Reliable some of the time.	Few evident links with community/cultural groups. Acts with others constructively but sometimes unaware of effects of actions on others. Will accept others' views, but often doesn't factor in own. Attempts to be reliable most of the time. Aims to please.	Connected with community/cultural groups. Makes an effort to interact with most people with awareness of effect of actions on self and others. Can be depended on most of the time. Treats others well and caring of groups of friends.	Strong connection with community/cultural groups. Interacts well with range of people. Considers others before acting; listens and responds to others' views. Dependable. Recognises that acceptance of others depends on how they are treated.
Involvement in learning				
Doesn't attend or walks out; resists opportunities for learning; easily distressed; gives up easily. Low levels of lit/num. Short attention span; lacks interest in all but limited fields; avoids challenge and frequently won't respond to instruction. Avoids answering questions and may provide irrelevant talk. May destroy work.	Complies minimally with learning and instruction. Struggles with lit/num for basic daily tasks. Responds to some instruction and will comply minimally with some tasks if in field of interest. Responds to questions. Gains little satisfaction from own work.	Completes most work. Can utilise lit/num to achieve most age appropriate life skills. Attentive most of time; completes some work in most fields, but may need extra time. Answers and may pose some questions. Shows some pride in work.	Active engagement with learning and quickly completes tasks. Maintains high standard of lit/num. Shows enthusiasm for areas of passion and will complete most work within set time. Makes contributions to discussions. Demonstrates pride in own work.	Often extends task and experiments with new ways of learning. Utilises lit/num to broaden other learning. Engrossed, enthusiastic; enjoys challenge in many fields, particularly identified areas of passion. May lead peer group in discussions and debates. Celebrates own and others' achievement; prepared to invest effort and take responsibility.

Universal Design for Learning



I. Provide Multiple Means of Representation

1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

II. Provide Multiple Means of Action and Expression

4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

III. Provide Multiple Means of Engagement

7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence

- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

9. Provide options for self-regulation

- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection

Differentiation Protocols

- Breaking the task down using First and Then, visuals and modelling

- Modifying the work in to manageable chunks or blocks

- Ensuring the work is age appropriate and level appropriate and connected to the work of the whole class

- Pre-prepare hand outs so there are opportunities for pre – teach

- Use of movement breaks and refocus tasks

- Positive reinforcement of good choices using praise and some extrinsic rewards

- Remove the pressure to copy from the board and to provide notes to the students as they cannot copy and learn concepts

- Higher levels of monitoring and feedback to students (formative assessment)

- Support with organization using visuals, schedules, colour coding and special timetables

Education Co Design Framework

1

The aim of the pilot was to help capture the practice wisdom that teachers have about strategies that support engagement for students especially approaches that build self regulation.

2

Often teachers have good knowledge about what works for students and this can be lost in transition.

3

Informal information about what works to engage and support the student is very valuable.

A simple plan

We thought that if this information could be identified as three simple steps it could offer more support to students engage in the classroom.

Step 1: Identify a strength that supports the learning of a student

Step 2: Refocus strategy to help engage and stay on task

Step 3: Redirection linked to an individual coping strategy for students to build self regulation

Learnings from this process

As the students described what worked for them to be more successful in the classroom, we realised that they did not have the right language to communicate with teachers

They could not describe the teaching pedagogy that they needed to learn

They all reflected that often the teacher response made the scenario worse

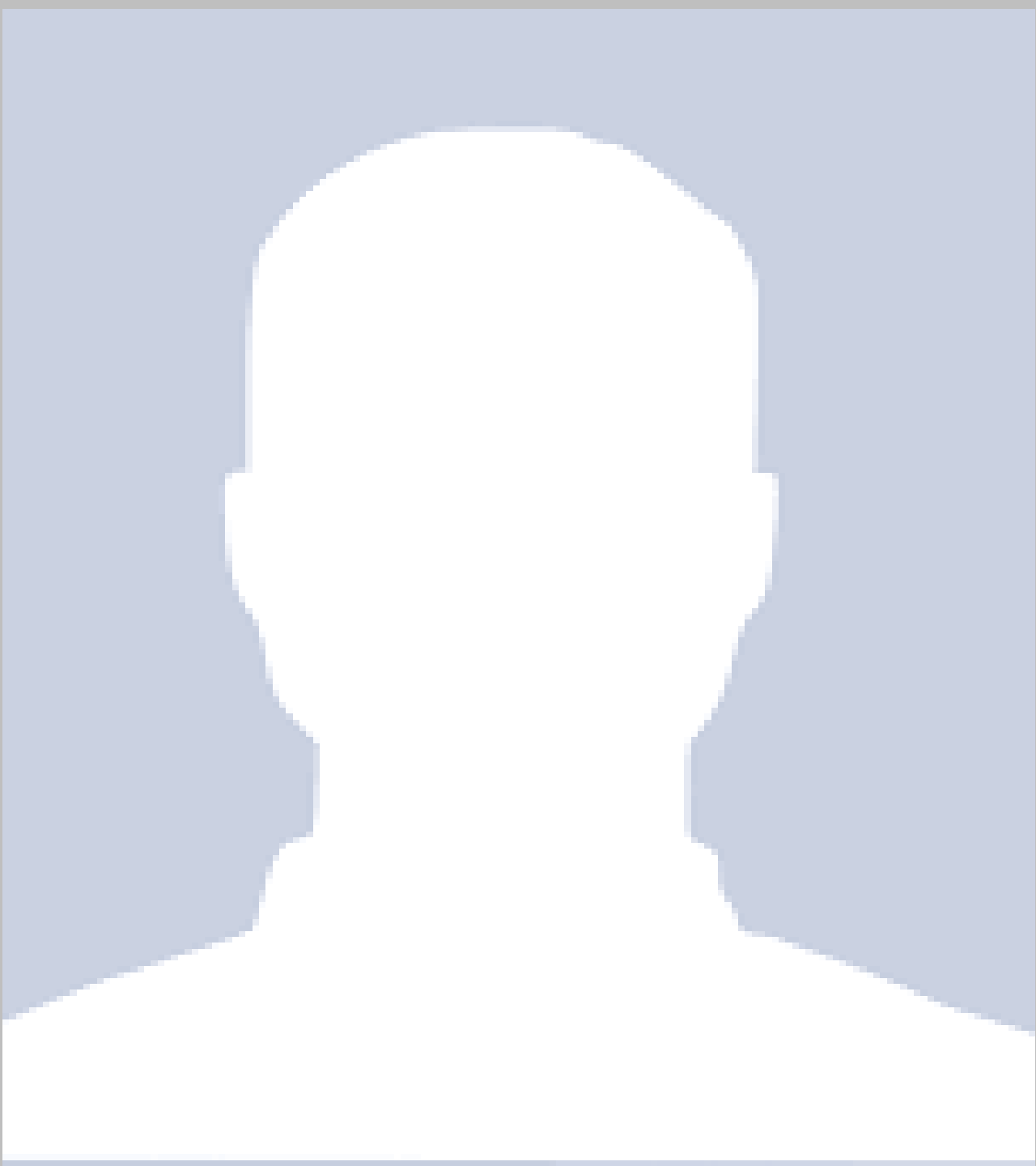
We identified that a key element of the pilot was to teach the language that students need to successfully communicate with teachers

Parent says Joey:

“Gets frustrated with tasks”

“Doesn’t like to be made to wait”

“Gets irritable when he doesn’t know what he has to do”

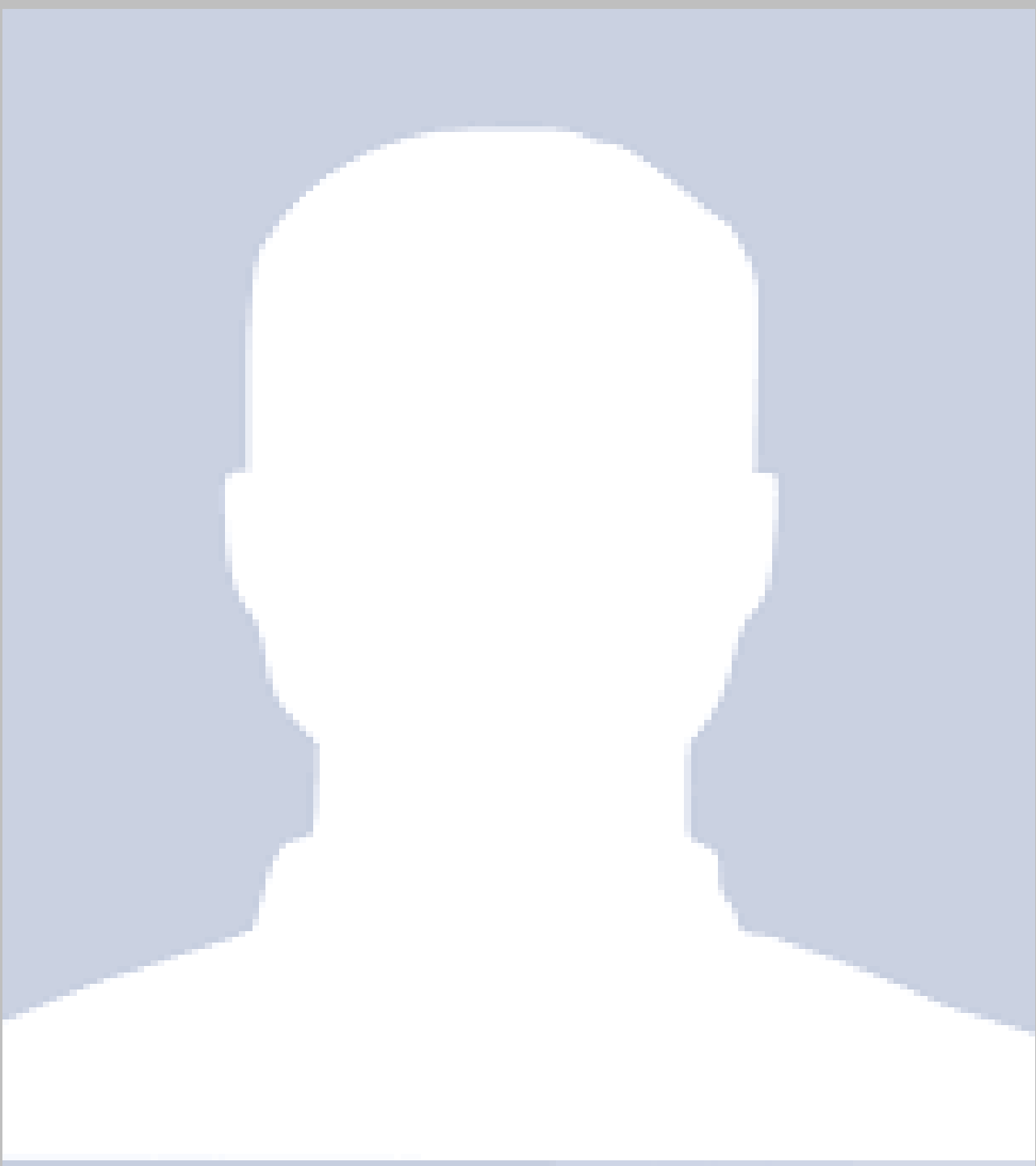


**What you should say to
education settings about
Joey:**

“Needs people to get him
started on activities quickly”

“Requires re-teaching with a
demonstration ”

“His coping strategies are
music or to use fidget toy”



Parent says Jane:

“Very active and likes moving around and finds it hard to sit still“

“Doesn’t stick to routine”

“Is one of 5 kids and home is pretty crazy”



**What you should say to
education settings about
Jane:**

“Will need to be taught and
oriented about routine and
have it reinforced with
visuals”

“Movement Breaks”

“Prefers to sit on the floor
than at tables”



Parent says Billie:

“Doesn’t seem to show their feelings”

“Likes to work/play by themselves”

“Has very strong interests in Lego and cars and is hard to engage in other activities”



**What you should say to
education settings about
Billie:**

“First and Then as a strategy
using his preferred activities
to build his ability to do
tasks”

“Make sure tasks are time
limited”

“Needed to have a key
person close by for lots of
positive reinforcement”



Strategies from student voice

- First and Then
- Re Teach
- Goals linked to Mindset
- Acknowledging good choices Check in Check Out
- Coping Strategies & Individual Coping Strategies

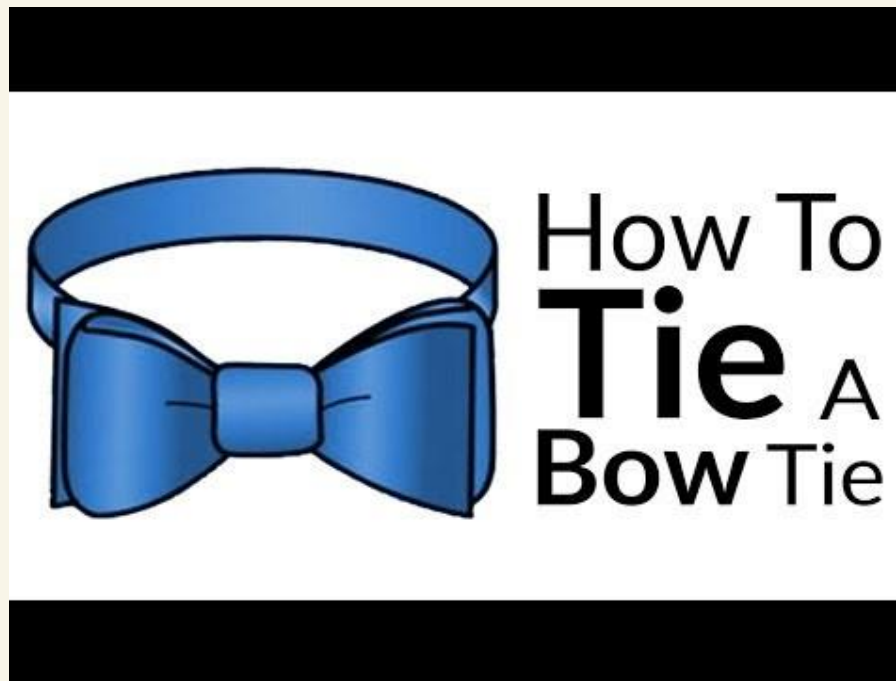
Re-Teach

Students who have at times struggled to understand the learning task stated that the re-teach strategy helped them to better understand and complete the task.

Here are some examples of re-teaching the same content using a range of high impact teaching approaches.

*Using visual; Worked example ;
Demonstration with connection to real life example*

Demonstration & Use of Visual



First and Then

Students stated the First and Then strategy helped them to focus and build motivation to complete the task.

First and Then breaks down the task in to manageable steps or pieces. It builds self-regulation by supporting the concentrated effort for a portion of time within a lesson.

This approach can be extended to negotiated and differentiated learning tasks.

Activity

Complete the First and Then Session planner and discuss a way that you have used first and then with students.

Triggers and Coping Strategies

When students struggle to understand the learning task they may be experiencing an emotional reaction to the task or trigger. A trigger is a personal and individual response that the student is not always conscious of that is a reaction to an event in the moment.

Activity

Create a safety card that identifies triggers and coping strategies that work for you.

Triggers: loud noises, people calling me names and writing tasks

Coping strategies: calm voice, having a drink, colouring

Goal setting

Setting goals helps students to commit to learning and helps them to understand when they feel success.

Sometimes the goals need to be linked to something that is relevant and important to the young person. When the student cannot make the link they can struggle to maintain engagement.

Acknowledging good choices

Check in Check Out

Goal	Session 1	Session 2	Session 3	Session 4
Keep hands and feet to self	0/1/2	0/1/2	0/1/2	0/1/2
Sit at the table	0/1/2	0/1/2	0/1/2	0/1/2
Use kind words	0/1/2	0/1/2	0/1/2	0/1/2
Ask for help	0/1/2	0/1/2	0/1/2	0/1/2

Mind Set and Goals

Sometimes it is important to reframe negative mind set and low self esteem to help young people work to the goals they set.

Many students found it hard to work to goals because goals were very big and hard to measure and achieve or negative self talk created a defeatist attitude to goals.

Growth Mind Set by Carol Dweck

The belief that students' confidence in their intelligence is the key to mastery-oriented qualities.

In a way, it seems only logical to assume that students who have confidence in their intelligence – who clearly believe they are smart – would have nothing to fear from a challenge.

But many of the most confident individuals do not want their intelligence too stringently tested, and their high confidence is all too quickly shaken when they are confronted with difficulty.

- (Henderson & Dweck, 1990; Dweck & Lin, 1998)

Challenge Negative Self talk & Fixed Mind Set

What is your mindset in a range of scenarios ?

Discuss your perspective and share:

1. Do you think that learning is easy if you are smart?
2. In what situation would you say this is too hard and give up?
3. Do you think that if learning is challenging that you are not intelligent enough to achieve?
4. Do you ever give up on learning something new and think it is beyond you?
5. Do you think that making mistakes is evidence that you are not able to learn something?

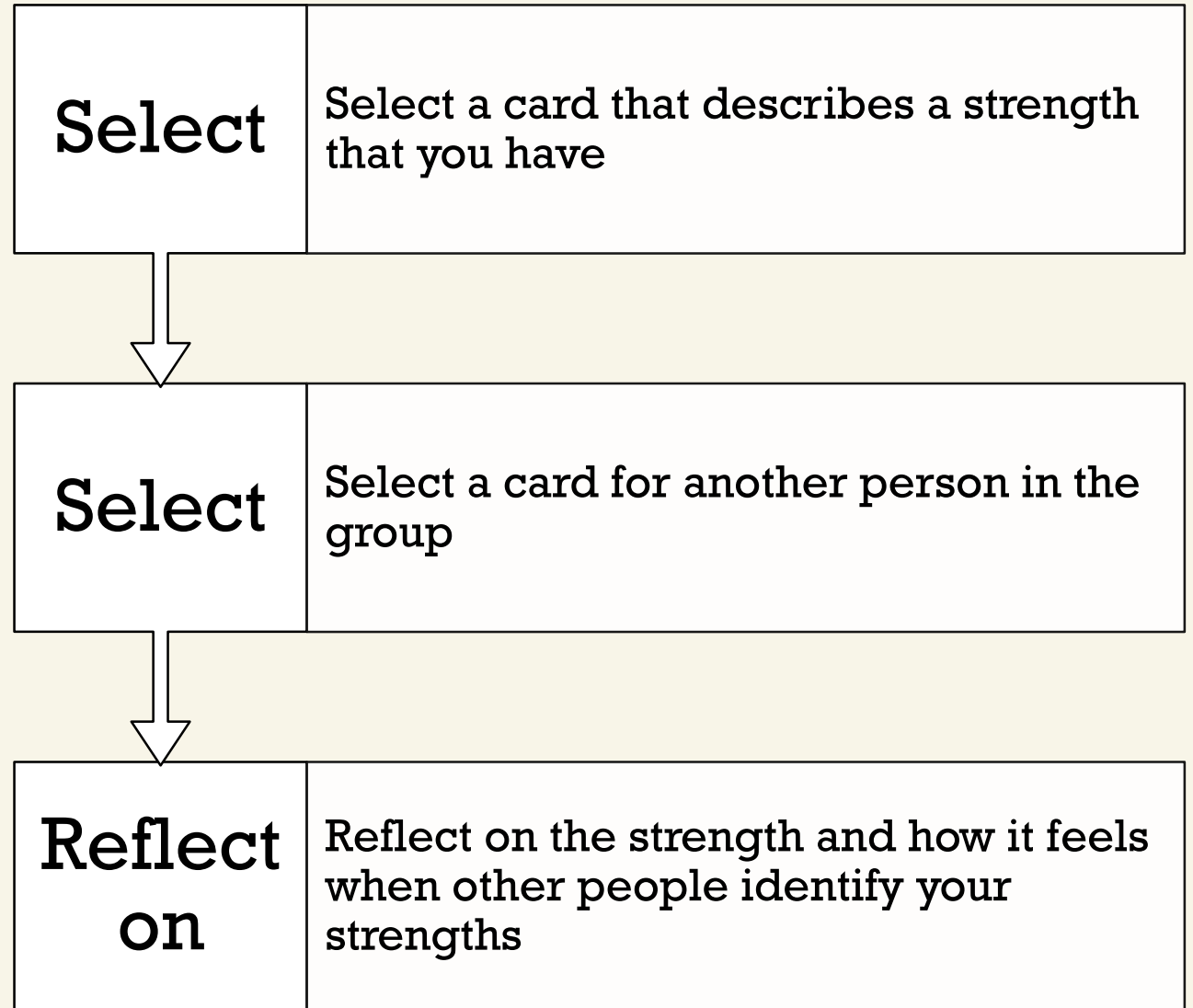
Strengths Vs Deficits

One theoretical approach is focusing on building strengths.

Most people believe that the way to improve is to work on your weaknesses.

Research found that when you work on building the YP person by starting on their strengths the YP makes more progress than a focus on their deficits.

Activity: Strength Cards



Strength based responses to YP

1. Actively acknowledge their strengths when they share something they have done. *“You are very brave facing up to that challenge when it is hard to do.”*
2. You are really talented at playing sport. Encourage and support this interest by helping them participate in teams and clubs.
3. Reframe negative self talk with a positive strength based comment.

Instead of

“I am not good at maths “ reframe “ I am working on building my maths skills and using my persistence to help me practice my skills. “

Morning Tea



Theories that inform how we understand behaviour

1. Trauma Theory
2. FBA
3. Strengths Based Approach
4. The Principles of De-Escalation

1. Trauma Theory

Discuss in groups your understanding of what trauma is?

Think about:

- complex trauma
- simple trauma and
- intergenerational trauma

Trauma Definition:

- “ psychic trauma occurs when sudden, unexpected, overwhelming intense emotional blow or series of blows assaults the person from outside. Traumatic events are external but they quickly become incorporated into the mind.”
- Terr, L., *Too Scared To Cry: Psychic Trauma in Childhood*. 1990, New York: Harper and Row

Trauma impacts the entire person: the way they learn, the way they remember things, the way they feel about themselves, feel about others, and the way they make sense of the world.

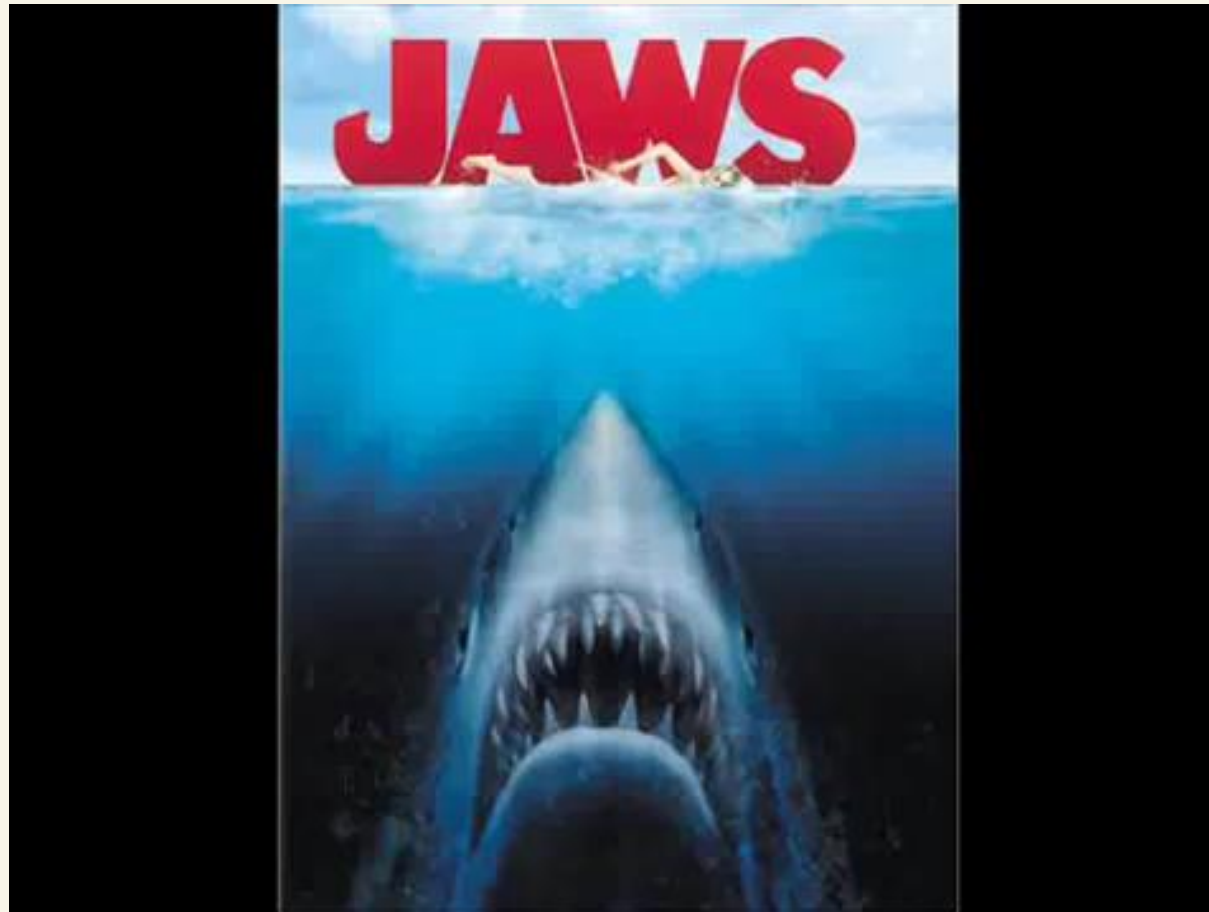
Definition of Challenging Behaviour

Behaviour of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy or; behaviour which is likely to seriously limit or deny access to the use of ordinary community facilities (Emerson)

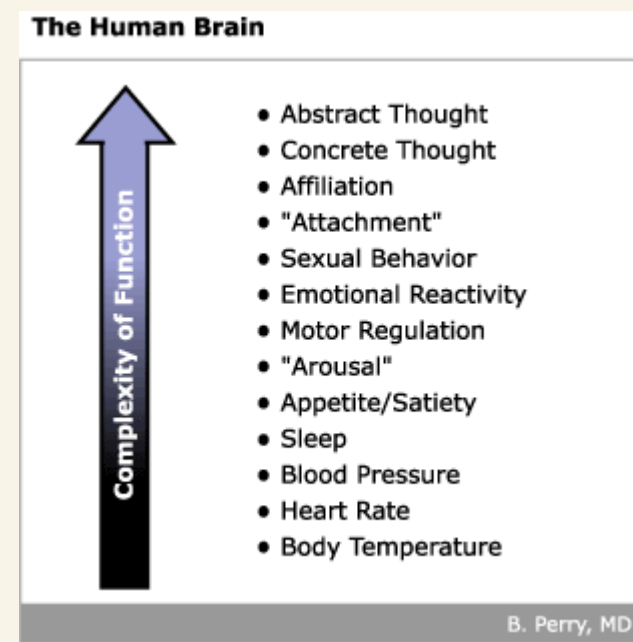
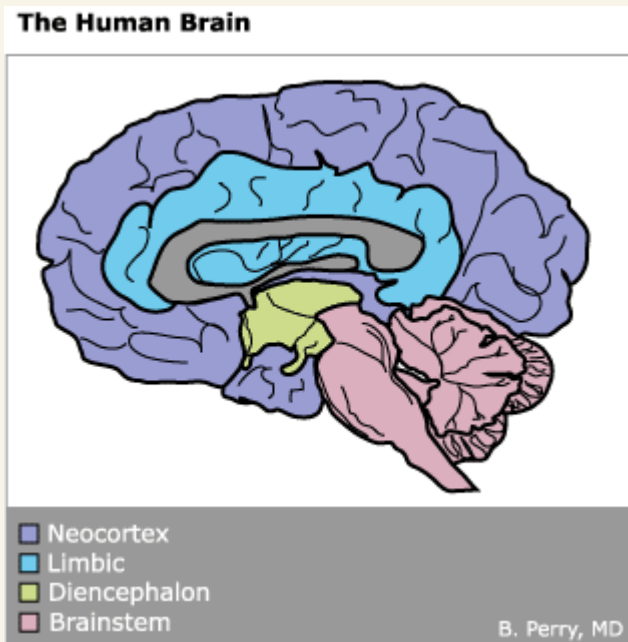
Fight, Flight, Stun Response

- Biology equips humans to protect themselves with this mechanism
- The body triggers this response in all of our organs and systems to protect us
- With every flight or fight response our brain becomes more sensitive to danger and forms a network of connections that are more sensitive to being triggered
- Children who have repeated experiences become unusually sensitive, so minor threats trigger physical, emotional and cognitive responses. This biological response is in- built and cannot be controlled

Reflect on the last time you were in fight , flight or stun



The structure of the human brain



Unable to Recognize Danger

- Human beings are programmed for self protection through fight, flight response. When a victim is unable to protect themselves, human biology cannot tolerate this
- The biological response to this dilemma is to accommodate and become accustomed to trauma
- They fail to recognize danger, this can often be linked to risk taking behaviors
- This is known as “learned helplessness”

Volume Control

- Repeated trauma results in the ability to modulate arousal based on the importance and relevance of stimulus
- This means they are chronically irritable, angry, impulsive, unable to manage aggression and anxiety
- Willing to do anything to establish self control and self soothing

Function is dependent on state

Sense of Time	Extended/Future	Days	Hours/Minutes	Seconds
Brain Area	Neo cortex/Sub-brain	Sub-brain/Limbic	Limbic	Brain Stem Autonomic
Cognition	Abstract	Concrete	Impulsive/Aggressive	Reflexive
Heart Rate	CALM 60-90	ALERT 91-100	FEAR 101-135	TERROR 136+

Peak Clinical Range Triggers	<u>Characteristics</u> Fight , stun or flight automatic response	<u>Strategies</u> Removal from environment safely crisis management plan Contact family and emergency management
High	Building to a major incident of violence/property damage	Third party intervention with key relationship Remove stimulation Minimise interaction
Medium Making provocative statements	Oppositional defiant; refusing reasonable requests	One to one support Change of activity/ diffusion Principles of de-escalation
Low Noise level Being reprimanded Space	Swearing, agitated, irritable, disengaging	Refocus / Re teach This and Then Using coping strategies
Calm Frustration; tone of voice	Friendly and co-operative	Able to respond to instructions Three engagement Q's

Key Concepts

- A Behavior Management Plan works to modify behavior over time. To be effective, staff must be able to identify behavioral indicators of distress and respond in a way to diffuse these behaviors
- Strategies that are put in place work best as an early intervention when the child is in a low to medium state
- The aim of a BMP is to help children remain in a calm state
- A crisis management plan is when the child is in crisis and their removal from others is necessary for safety
- Students in crisis are in peak; In many cases safe exit may be necessary.

Observations

- Some students need to peak before they are able to calm themselves down
- Some students appear to escalate very quickly once in a medium state of distress and there is not enough time to redirect them
- Some students respond to support via relationships to calm themselves before they peak
- Some students may hover on the threshold between peak and high and can never quite resolve their distress
- Learning only takes place when students feel calm and safe

Cycle Example

- Trigger: reading and writing task
- Body language is withdrawn; head down on the desk slouching and looking disengaged
- Begins swearing and taunting others in the form of a joke
- Starts complaining about the task and refusing cooperation
- Begins targeting and annoying others
- Builds to bullying and victimizing students who respond to taunts with a negative response

Common Triggers

- Transitions between activities
- Tone of voice
- Noise levels
- Rejection by peers
- Academic tasks
- Direct Instruction
- Being Punitive

Map the cycle

Example BSP

This format is more detailed and includes de-escalation strategies using CBP data

- Trigger: Circle time group sharing
- Low Behavior- walking around the room
- Medium Behavior- lying on the floor and rocking to and fro
- High – Hysterical crying; tantrums and screaming; self stimulating activity

Example CBP

This format can be used to collect data and explore themes

- Setting event:
- Trigger
- Problem Behaviour
- Maintaining Consequence
- Function

2. Functional Behaviour Analysis (FBA)

- **Escape** or avoidance of demands.
- Gaining **access** to preferred activities or objects
- Or has a **sensory** function

Behaviour has a function and is communication

By working to build relationships with students you may be able to more clearly identify what they are trying to communicate

Replacement Behaviours

When working to replace a behaviour of concern, the replacement must serve the same function.

Example:

If I eat chocolate to meet an emotional need, replacing this behavior by eating a more healthy food will not meet the same function.

CBP Activity

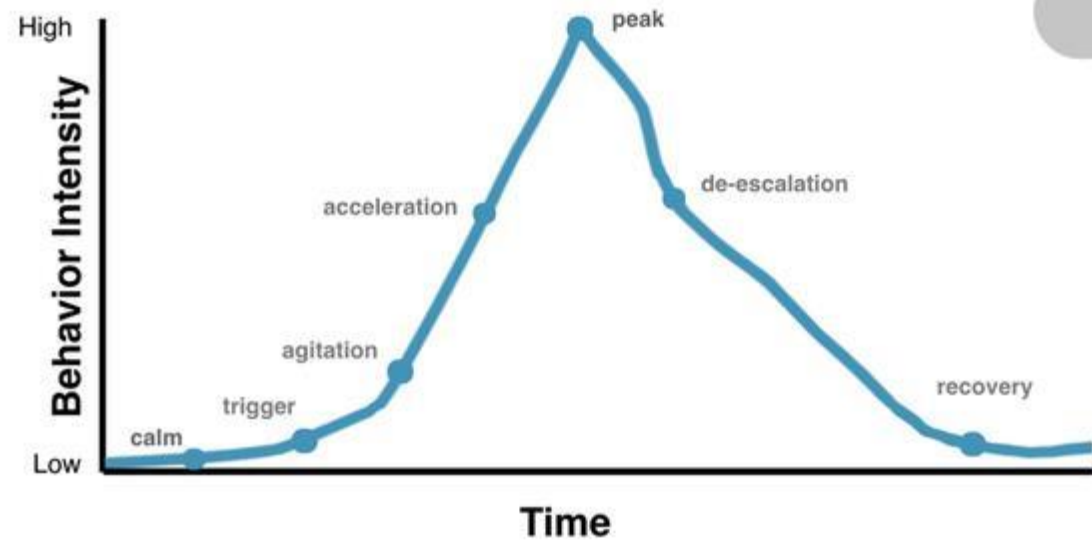
Using competing behaviour pathways, map the behaviours of concern of a student that you are working with

FBA structure for case conference of support meeting

<u>Explain</u>	<ul style="list-style-type: none"> • What is the problem behaviour? • Can you describe it in a way that someone else could act it out? • When and where does it occur? • What happens as a consequence of the problem behaviour?
<u>Reason</u>	<ul style="list-style-type: none"> • What is [add student name] getting out of this behaviour? • Or what are they able to avoid by exhibiting this behaviour?
<u>Appropriate</u>	<ul style="list-style-type: none"> • What do you want [add student name] to do instead? • Describe it in a way that someone else could act it out. • When does [add student name] exhibit this behaviour?
<u>Support</u>	<ul style="list-style-type: none"> • How can you help this behaviour to happen more often? • What ideas do you have for this? • What is happening when they do behave appropriately? • How can you draw on the student's strengths in developing ideas?
<u>Evaluate</u>	<ul style="list-style-type: none"> • How will you know if your strategies have worked?

3. Principles of De-escalation

The Escalation Cycle



Aggressive Behaviour

Managing an episode of aggressive or disruptive behaviour can be stressful for all concerned.

The aim is to minimise danger to;

- themselves and the student (and, on occasions, others who are present)
- at the same time, maximise the opportunity for a positive outcome.

No matter how extreme the behaviour, it may quickly subside if the student feels that you pose no threat and that you have their concerns as your priority.

Be sensitive to what the student is trying to say to you, even if it is largely incoherent.

**Reflection:
What is being in
control?**

Often the critical skill that you need to develop when working with YP is being self aware.

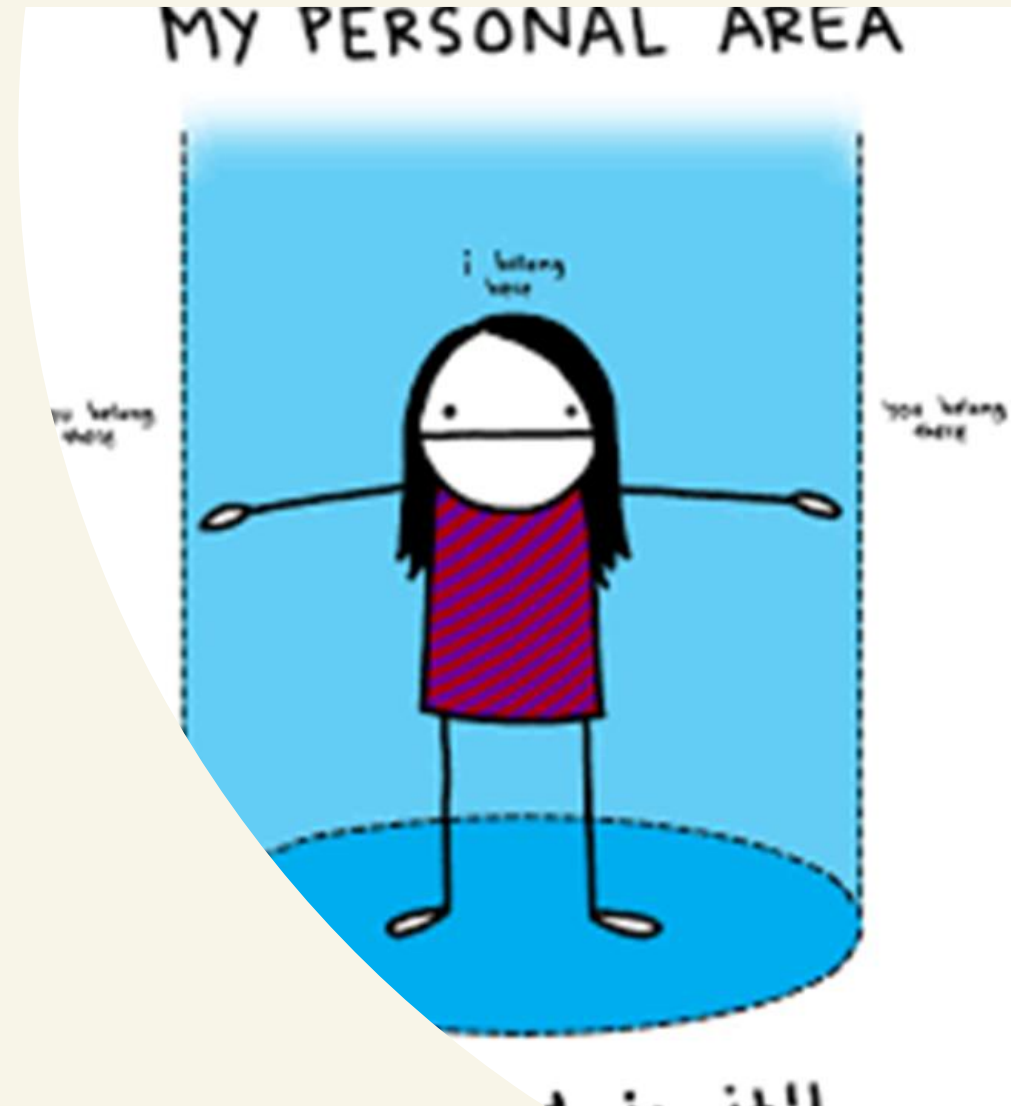
How are we controlling ourselves?

How are we attempting to control others?

9 Principles of De-escalation



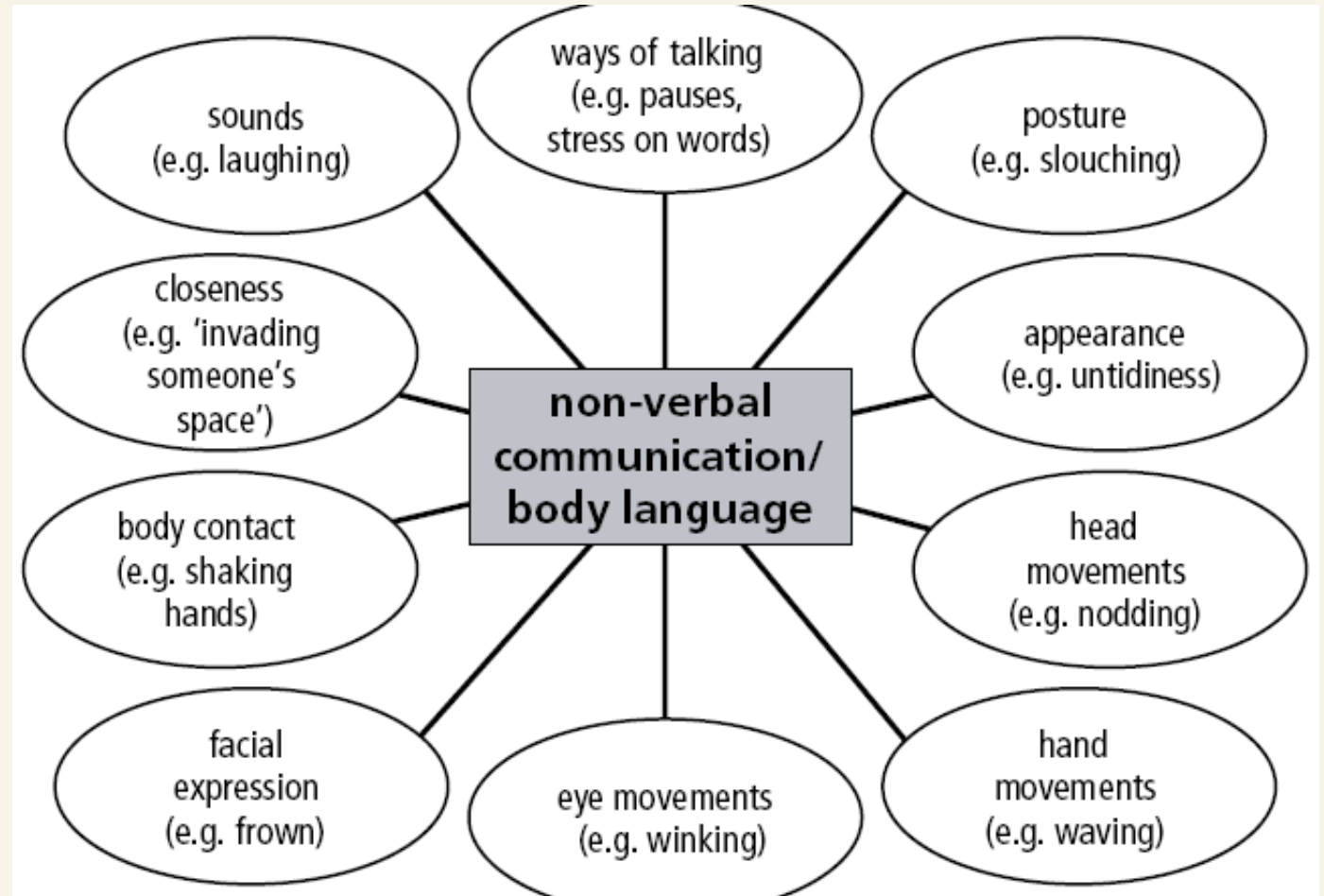
1. Respect Personal Space



2. Do not be Provocative

Best responses are:

- Eye contact
- Positive open posture
- Avoid provocative statements
- Open listening
- Reassuring and focusing on safety

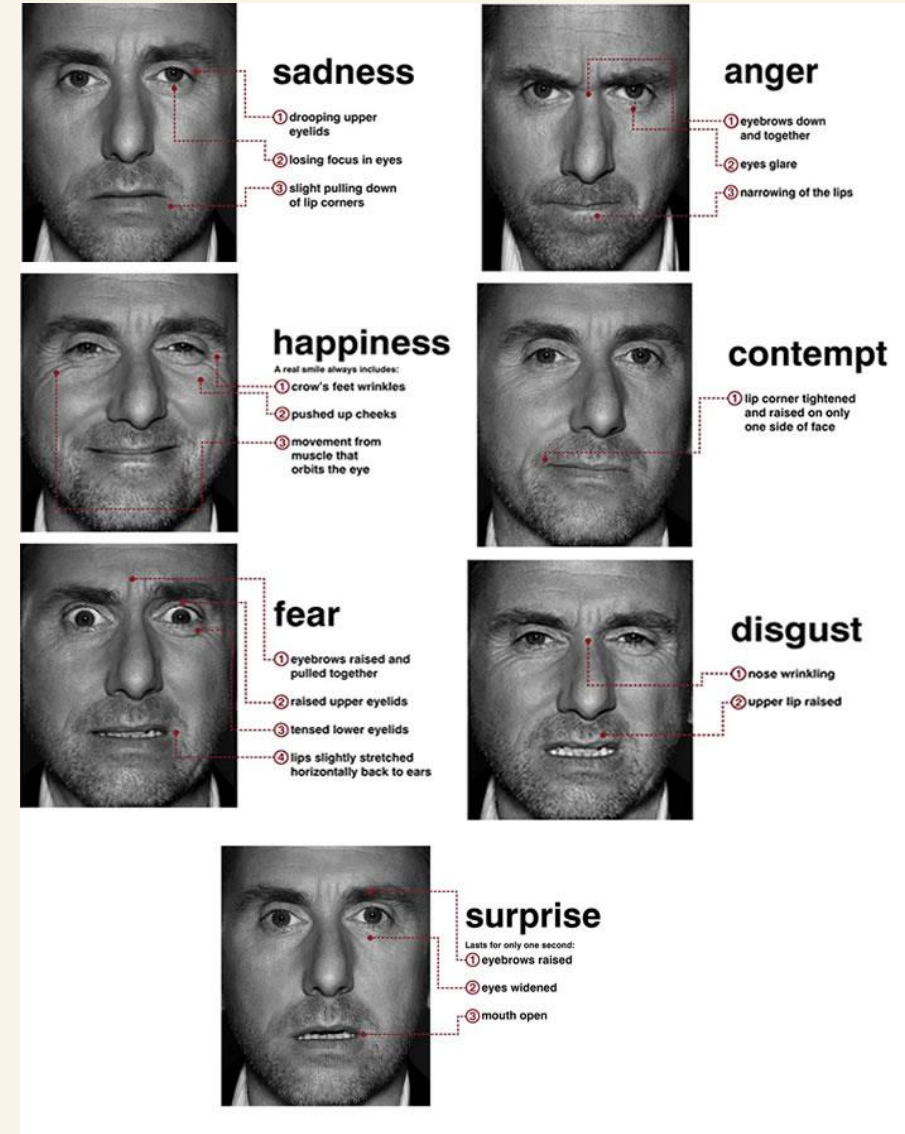


3. Establish Verbal Contact

- Always be polite
- Tell the student your name and your aim
- Explain that they are safe
- If the student is very agitated, they may need additional reassurance that you want to help them regain control
- Orientate the student to where he/she is and what to expect

Read the non verbal communication

- What can you see in their body language and facial expressions about how they are feeling ?
- Respond Selectively



Verbal De-escalation

- Be honest
 - Be respectful
 - Don't get loud, or too fast when speaking
 - Respond to the emotional state with empathy
-
- Think about the skills that you use to settle a child when they are crying and share your thought with the person next to you



4. Be Concise – Keep it Simple

Agitated students often are impaired in their ability to process verbal information:

- short sentences and a simple vocabulary
- Give time to process what has been said and to respond before providing additional information

Repetition Is Essential to Successful De-escalation

- Repeating your message until it is heard
- Repetition is essential whenever you make a request



repetition
repetition
repetition
repetition

5. Listen closely to what the student is saying

Use Active Listening

Miller's Law

Miller's law states; “To understand what another person is saying, you must assume that it is true and try to imagine what it could be true of.”

6. Agree or Agree to Disagree

There are **3 ways** to agree with a student in distress

- Agree with the truth
- Agree in principle
- Agree with the odds

You may be asked to agree with an obvious delusion or something else that they can obviously have no knowledge of.



7. Set Clear Limits

- All YP must be clearly informed about acceptable behaviours
- YP need to know that injury to self or others is unacceptable
- **If necessary**, tell the YP that police will be notified if violent. This should be communicated in a matter-of-fact way and not as a threat
- Violation of a limit must result in a consequence, which is clearly related to the specific behaviour, is reasonable and is presented in a respectful manner



8. Offer Choices and Options

- Offering choices and options can be valuable
- You need to be assertive and quickly propose alternatives to violence. **Choices should be based on acts of kindness**
- **Choices must be realistic:**
 - Never deceive by promising something that cannot be provided for them
- Be optimistic. Let them know that things are going to improve and that they are safe
- Give realistic time frames for solving a problem and agree to help the student work on the problem

9. Review De-escalation Experiences

A. Discuss events you have encountered that required de-escalating?.

B. What went well and what did not?

C. Share findings with each other

When you plant lettuce, if it does not grow well, you don't blame the lettuce. You look into the reasons it is not doing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce. Yet if we have problems with our friends or our family, we blame the other person. But if we know how to take care of them, they will grow well, like lettuce. Blaming has no positive effect at all, nor does trying to persuade using reason and arguments. That is my experience. No blame, no reasoning, no argument, just understanding. If you understand, and you show that you understand, you can love, and the situation will change.

-Thích Nhất Hạnh

WWW.LIVELIFEHAPPY.COM



Thank you

BGKLEN
www.bgkllen.org.au
Emma McCarthy
www.emmc.net.au

