

Effectively engaging young people using online technology.

Webinar practicalities

- Mics are closed to help manage the sound quality
- Use the question box to send questions throughout the webinar
- Use the chat box to share experiences and ideas with colleagues
- We will send you a survey afterwards along with the link to view the recording at your leisure

About us

Mesma and SDN are specialists in education reforms, quality improvement and compliance for further education and skills and universities.

We combine consultancy and CPD services with Mesma's quality assurance and improvement software platform insightQ

Our guest today

Lou Willis-Keeler



Tim Chewter



Louise Doyle

Overview

- Identify barriers to engagement and how to overcome them
- Understand the importance of 'setting the standard' and creating a 'safe space' for young people and how to respond to safeguarding / behavioural concerns
- Explore a range of techniques to promote engagement and relationship building

#STEP 1....

What barriers to engagement
might we need to consider?

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Barriers may be;

● EMOTIONAL

- Psychological impact of impact of Covid-19
- May not be in a suitable mental state for when interaction is planned

● PHYSICAL

- Accessibility of session: Time, length, practicality
- Privacy

● SOCIAL

- Uncomfortable with communication mode
- Lack appropriate social skills
- Impact of relationship of facilitator and peers

● TECHNOLOGICAL

- May not have appropriate equipment
- May lack technological 'know how'

Poll question

On a scale of 1-4, how well do you think your organisation has responded to these barriers in its support of young learners?

1 – Not well at all

2 – Well in some areas but not in others

3 – Well but not in a structured, planned way

4 – Very well - we often work with learners remotely so had already thought through these barriers



What can you and
your organisation do
to overcome those
barriers?

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STEP 2....

SETTING THE STANDARD AND WHY IT IS IMPORTANT

We must create a 'Safe Space' for ourselves and young people

To do this we must clarify what behavioural expectations need to be in place.

We should consider how we will negotiate this with young people and create 'buy in'

Must cover mandatory responsibilities such as safeguarding and behavioural policies and procedures.



SETTING THE STANDARD

BREAKING DOWN THE PROCESS



Pace the session

Model the behaviour you want to see during the session

Clarify don't assume

At the start of each session what do you need to ensure young people know, how are you sure that they know it?

Be consistent and challenge

Use a framework that helps young maintain the standard and keeps everyone safe and engaged.

S.A.I.D APPROACH

A WAY TO CHALLENGE
BEHAVIOUR



STANDARD



ACTION



IMPACT



DO / DEVELOP

Questions and Comments

#STEP 3

Engagement techniques

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"WE CAN NOT CONTROL ANOTHER HUMANS
BEHAVIOUR, WE CAN ONLY CONTROL OUR OWN

WHILST WE CAN NOT CONTROL ANOTHER
PERSON'S BEHAVIOUR WE CAN INFLUENCE IT.

THE STENGTH OF THAT INFLUENCE DEPENDS
UPON THE STRENGTH OF THE RELATIONSHIP"

#choicetheory

Dr William Glasser



Facts

Find out more

Levels of involvement

“The human brain can really only hold on to four things at a time, so if you go on and on for five or 10 minutes trying to argue a point, the person will only remember a very small part of that.”

Andrew Newberg "Words can change your brain"

“Speak briefly, meaning that you speak one or two sentences, maybe 30 seconds worth or so, because that’s really what the human brain can take in.”

Andrew Newberg "Words can change your brain"

THE PACE AND LEAD TECHNIQUE

3 KNOW FACTS AND A SUGGESTION...



#1 Fact

It's Monday morning



#2 Fact

We spoke last week



#3 Fact

Here we are catching up again

Wouldn't it be great if....



CALIBRATION, MATCH & MIRROR

Connecting on a deeper level

WDEP Model

Want

What do you want to achieve / happen?

Doing

What are you doing to achieve this / make it happen?

Evaluation

is this working for you?

Plan

What is your plan to make it happen?

STEP 4 - FOLLOW ON....

Sign posting

Be prepared to signpost and have appropriate details to hand.

Agree follow on actions

Review the session and ensure there are no unanswered questions or loose ends. What has the young person done themselves to meet their needs.

Gain commitment

Establish and confirm the details of the next session.

5 tips

1. Blend your communication, ensuring an appropriate mix of visual, audio and text. Do you need to video call?
2. Keep communication brief and to the point avoiding video fatigue.
3. Relax and become comfortable being uncomfortable. Things will go wrong and that is ok!
- 4, Set and maintain boundaries. Model the behaviour you would like to see and appropriately challenge to maintain a safe space. Remember we are all learning and adapting during a difficult period.
- 5, Ensure sessions are practical and relevant, identifying and responding to current needs (WDEP)

Questions and Comments

Your take-away key action from today?

Any further support needs?

Psych-logical provide specialist behavioural and safeguarding services

Training

All levels of training, including issue specific and Designated Safeguarding Officer. Support developing internal training programmes.

Consultancy

Safeguarding audits, policy and procedure development

Coaching and Supervision for DSLs

Regional Designated Safeguarding Officer forums



Image: Mbro College DSL training 2020

Coming your way from mesma....

- insightQ – self assessment module is **free for life** for one user for providers who have not as yet had their first inspection. £449 per module per year for up to 10 users
- Improvement partner programme extended for 2020
- Using data to support self-assessment webinar May 15th 1015-1115
- Rearranged date for peer observation webinar TBC
- Forthcoming webinar CPD with our colleagues at SDN:
 - Evaluation of early monitoring visits 25th June 12:30

Find out more [here](#)

CPD webinar library from SDN

Access to the CPD webinar library for you and your staff
– **60% discount until May**

- Developing your curriculum, schemes of work and ILPs for apprenticeship standards
- Getting initial assessment right for standards
- Monitoring the progress of apprentices on standards
- Developing and assessing behaviours
- Supporting your employers with their mentor role
- Trainer-assessors – preparing for your changing role
- The changing role of the IQA

[Find out more here](#)



Getting in touch

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