

Evidence into action – Parental Engagement and Social and Emotional Learning

Dr Tanya Vaughan, Webinar, 7 November 2018



**EVIDENCE
FOR LEARNING**

Acknowledgement of Country

We acknowledge and pay respect to the past, present and future traditional custodians and elders of this country on which we meet.



Outline of webinar

- Parental engagement
- Social and emotional well-being
- Resilient Families
- Questions



QUIZ



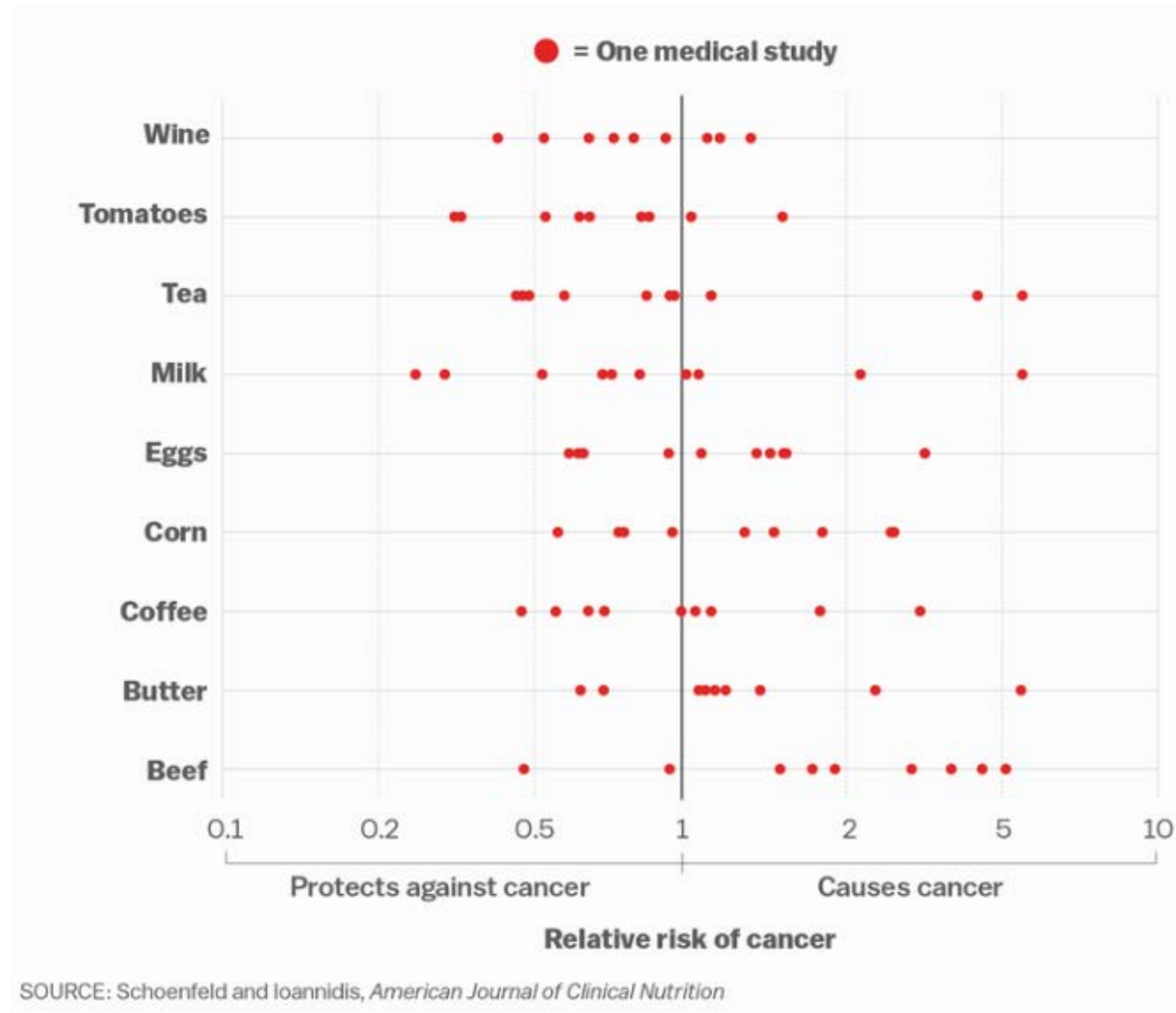
True or false?

The current state of the evidence base suggests that...

1. The best way for parents to help their children learn in literacy is to read to them? (True or False)
2. Approaches in social and emotional well-being can positively impact students' learning? (True or False)



Using evidence



Parental engagement

Moderate Impact, moderate cost, based on moderate evidence

Developing effective parental engagement to improve their children's achievement is challenging.

Average cost

\$ \$ \$ \$ \$

Evidence security



Months' impact

+3

7.3

Engage with the parents/carers

Understand strategies for working effectively, sensitively and confidentially with parents/carers.

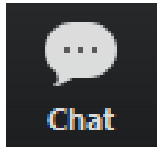
3.7

Engage parents / carers in the educative process

Describe a broad range of strategies for involving parents/carers in the educative process.

Parental engagement

How would you define parental engagement?



Enter your answer into the chat box.



A definition for parental engagement

We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:

- approaches and programs which aim to develop parental skills such as literacy or IT skills;
- general approaches which encourage parents to support their children with, for example reading or homework;
- the involvement of parents in their children's learning activities; and
- more intensive programs for families in crisis.




The Teaching & Learning Toolkit

The Toolkit aims to:

- Support evidence-informed decision making in Australian schools;
- Provide guidance for educators on how to use their resources to improve educational outcomes for their students;
- Act as an introduction to educational research.



The Teaching & Learning Toolkit

-  Average months' worth of learning progress;
-  Cost to implement; and
-  The security of evidence.

\$ Costs

Cost estimations are based on the approximate cost of implementing an approach in a class of 25 students. Cost estimates commonly include the cost of additional resources, and the cost of training or professional development if required.

Cost	Description
\$	Very low: up to about \$4,000 per year per class of 25 students, or less than \$160 per student per year.
\$\$	Low: \$4,001 to \$8,000 per year per class of 25 students, or up to about \$320 per student per year.
\$\$\$	Moderate: \$8,001 to \$30,000 per year per class of 25 students, or up to about \$1,200 per student per year.
\$\$\$\$	High: \$30,001 to \$50,000 per year per class of 25 students, or up to \$2,000 per student per year.
\$\$\$\$\$	Very high: over \$50,000 per year per class of 25 students, or over \$2,000 per student per year.

Evidence security



Rating	Description
Very limited	Quantitative evidence of impact from single studies, but with effect size data reported or calculable. No systematic reviews with quantitative data or meta-analyses located.
Limited	At least one meta-analysis or systematic review with quantitative evidence of impact on achievement or cognitive or curriculum outcome measures.
Moderate	Two or more rigorous meta-analyses of experimental studies of school age students with cognitive or curriculum outcome measures.
Extensive	Three or more meta-analyses from well-controlled experiments mainly undertaken in schools using student achievement data with some exploration of causes of any identified heterogeneity.
Very extensive	Consistent high quality evidence from at least five robust and recent meta-analyses where the majority of the included studies have good ecological validity and where the outcome measures include curriculum measures or standardised tests in school subject areas.

+5

Average months' worth of learning progress

Months impact	Effective size from to	Description
0	-0.01	0.01	Very low or no effect
1	0.02	0.09	Low
2	0.10	0.18	Low
3	0.19	0.26	Moderate
4	0.27	0.35	Moderate
5	0.36	0.44	Moderate
6	0.45	0.52	High
7	0.53	0.61	High
8	0.62	0.69	High
9	0.70	0.78	Very high
10	0.79	0.87	Very high
11	0.88	0.95	Very high
12	0.96	>1.0	Very high

Six types of parental involvement

Type of parental involvement	Description	Impact
Parenting	Assist families with parenting skills and setting home conditions to support children as students. Also assist schools to better understand families.	
Communicating	Conduct effective communications from school-to-home and from home-to-school about school programs and student progress.	1 month
Volunteering	Organise volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.	

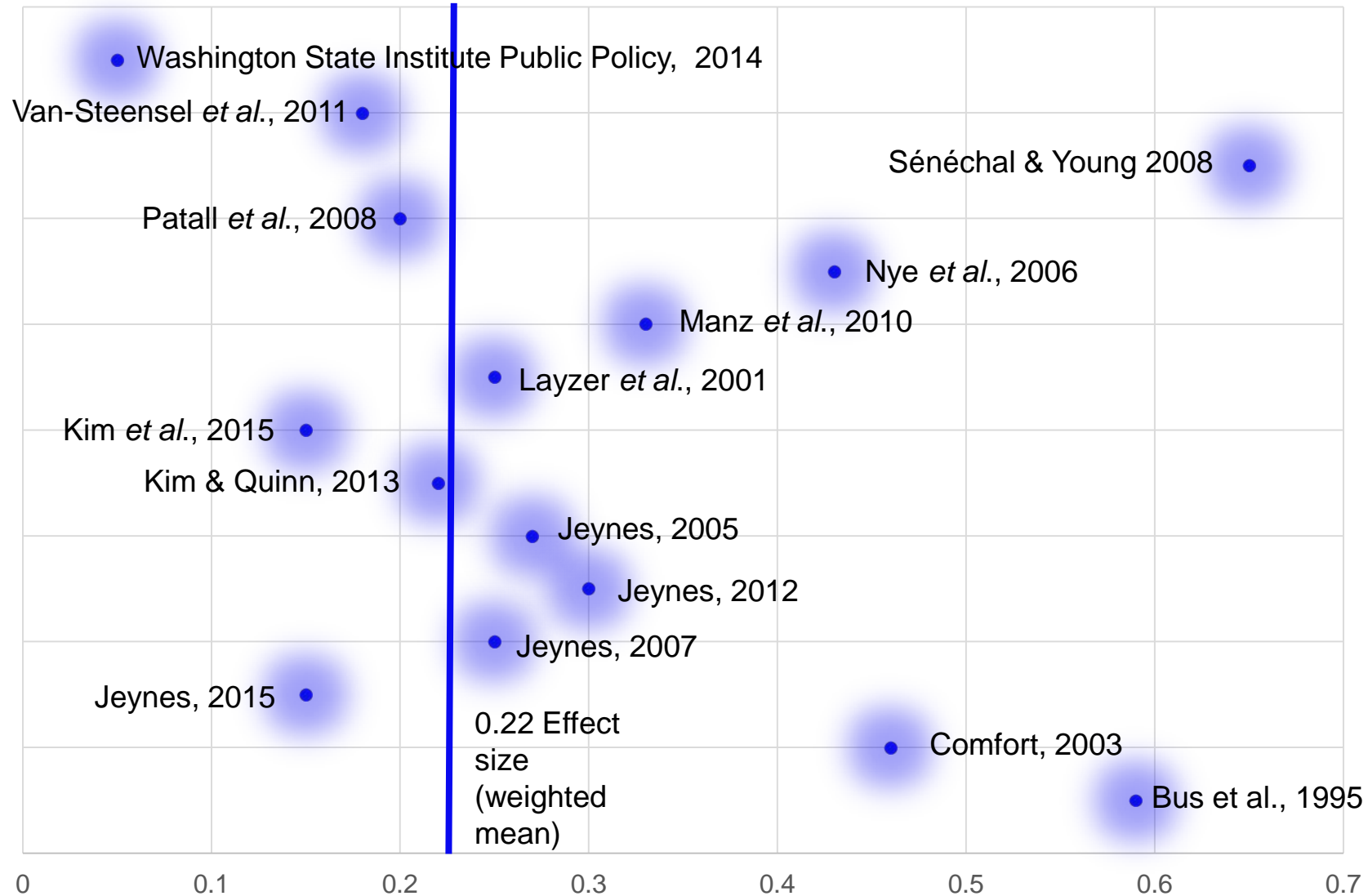
Epstein, J.L., Sanders, M.G., Salinas, K.C., Jansorn, N.R. and Van Voorhis, F.L. (2002) School, Family, Community Partnerships: Your Handbook for Action, Second Edition Thousand Oaks, CA: Corwin Press and Education Endowment Foundation. (2017). Evidence for Learning Teaching & Learning Toolkit: Education Endowment Foundation. Retrieved from <http://evidenceforlearning.org.au/the-toolkit/>

Six types of parental involvement

Type of parental involvement	Description	Impact
Learning at home	Involve families with their children on homework and other curriculum-related activities and decisions.	5-8 months
Decision making	Include families as participants in school decisions, and develop parent leaders and representatives.	
Collaborating with the community	Coordinate resources and services from the community for families, students, and the school, and provide services to the community.	

Epstein, J.L., Sanders, M.G., Salinas, K.C., Jansorn, N.R. and Van Voorhis, F.L. (2002) School, Family, Community Partnerships: Your Handbook for Action, Second Edition Thousand Oaks, CA: Corwin Press and Education Endowment Foundation. (2017). Evidence for Learning Teaching & Learning Toolkit: Education Endowment Foundation. Retrieved from <http://evidenceforlearning.org.au/the-toolkit/>

Meta-analysis of parental engagement



Examples of parental involvement –learning at home

Type of involvement	Description	Impact
Parent-child reading activities (Sénéchal & Young, 2008)	Parents who tutored their children using specific literacy activities produced larger effects than those in which parents listened to their children read books.	8 months (0.65 ES)
Parent-pre-schooler reading (Bus <i>et al.</i> , 1995)	Joint book reading related to increased in language growth, emergent literacy and reading achievement.	7 months (0.59 ES)
Parental engagement in assisting their child in academic activity (Nye <i>et al.</i> , 2006)	Active engagement of a parent with their child outside of the primary school day in an activity which centres on enhancing academic performance.	5 months (0.43 ES)

Parent Engagement Project

16,000 students in 36 English secondary schools – randomised control trial methodology.

Parents were sent an average of 30 texts over one school year (roughly one per week) with content ranging from dates of upcoming tests and warnings about missed homework, to conversation prompts on what their child had learnt that day.



Increase in maths achievement – additional month gain and absenteeism reduced.



Parental engagement –what should I consider?

Engagement is often easier to achieve with parents of very young children. How will you maintain parental engagement as children get older?

Have you provided a flexible approach to allow parental engagement to fit around parents' schedules? Parents of older children may appreciate short sessions at flexible times.

How will you make your school welcoming for parents, especially those whose own experience of school may not have been positive?

What practical support, advice and guidance can you give to parents who are not confident in their ability to support their children's learning, such as simple strategies to help early readers?

Social and emotional learning

Moderate Impact, moderate cost, based on extensive evidence

SEL approaches have been found to be effective in primary and secondary schools, and early years settings.

Average cost

\$ \$ \$ \$ \$

Evidence security



Months' impact

+4

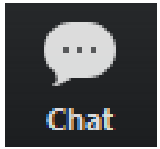
4.4

Maintain student safety

Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.

Social and emotional learning

How would you define social and emotional learning?



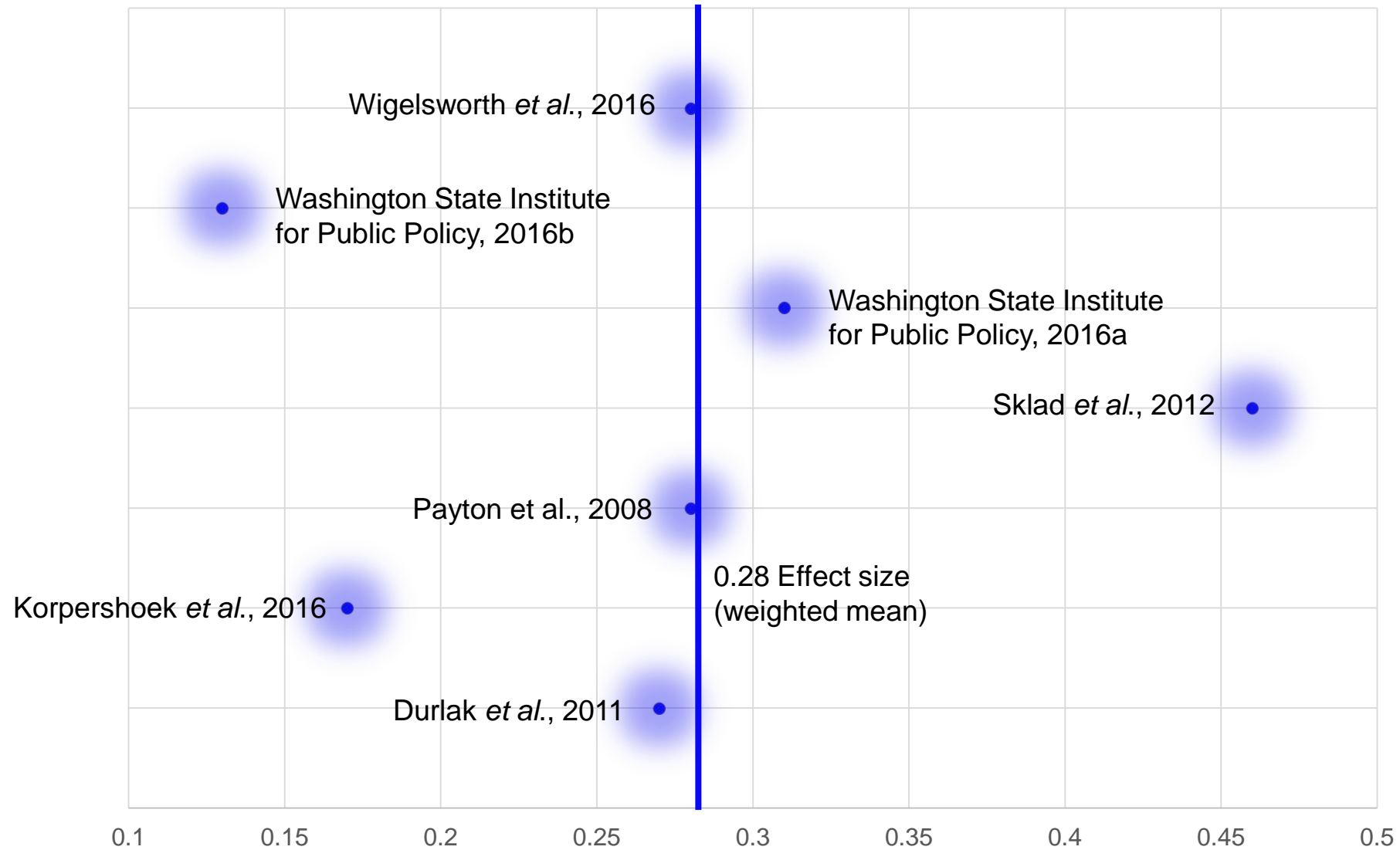
Enter your answer into the chat box.



A definition for social and emotional learning

- Approaches which target social and emotional learning (SEL) seek to improve achievement by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning.
- SEL approaches might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified:
 1. Universal programs which generally take place in the classroom;
 2. More specialised programs which are targeted at students with particular social or emotional problems;
 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.

Meta-analysis of SEL



Evidence of effective practice in SEL

Type of approach	Description	Impact
SEL (Durlak et al., 2011)	Use sequenced step by step training approach, active forms of learning, focus sufficient time on skill development, and have explicit learning goals.	3 months' impact on academic outcomes (0.27 ES) and 7 months' impact on SEL skills (0.57 ES)
SEL (Sklad et al., 2012)	Increase in social skills and decrease in antisocial behaviour were most often reported. Although considerable differences in efficacy exist, the analysis demonstrated that overall beneficial effects on all seven major categories of outcomes occurred: social skills, antisocial behaviour, substance abuse, positive self-image, academic achievement, mental health, and prosocial behaviour.	6 months impact on academic (0.46 ES)

Evidence of effective practice in SEL

Type of approach	Description	Impact
SEL (Washington State Institute for Public Policy, 2016a)	<p>Positive Action is one example of a school-wide positive behaviour program, aimed at improving social and emotional learning and school climate.</p> <p>Positive Action consists of a detailed curriculum of approximately 140 short lessons throughout the school year in K-6th grades and 82 lessons in 7th-8th grades.</p> <p>School climate components of the program reinforce the classroom curriculum and include training and professional development for teachers, resource coordination, and incentives for positive behaviour.</p>	4 months' impact on academic outcomes (0.31 ES)

Why does teaching SEL increase students learning outcomes?

Students who are more self-aware and confident about their learning capacities try harder and persist in the face of challenges.

Students who set high academic goals, have self-discipline, motivate themselves, manage their stress, and organise their approach to work to learn more and get better grades.

SEL approaches may affect central executive cognitive functions, such as inhibitory control and planning that are the result of building greater cognitive affect regulation in prefrontal areas of the cortex.

What should I consider?

Skills should be taught purposefully and explicitly linked to direct learning in schools, encouraging students to apply the skills they learn.

Teachers and other school staff can effectively support these approaches, particularly with appropriate professional development.

How will you ensure that staff commit to supporting the program and consistently apply the skills more widely in school?

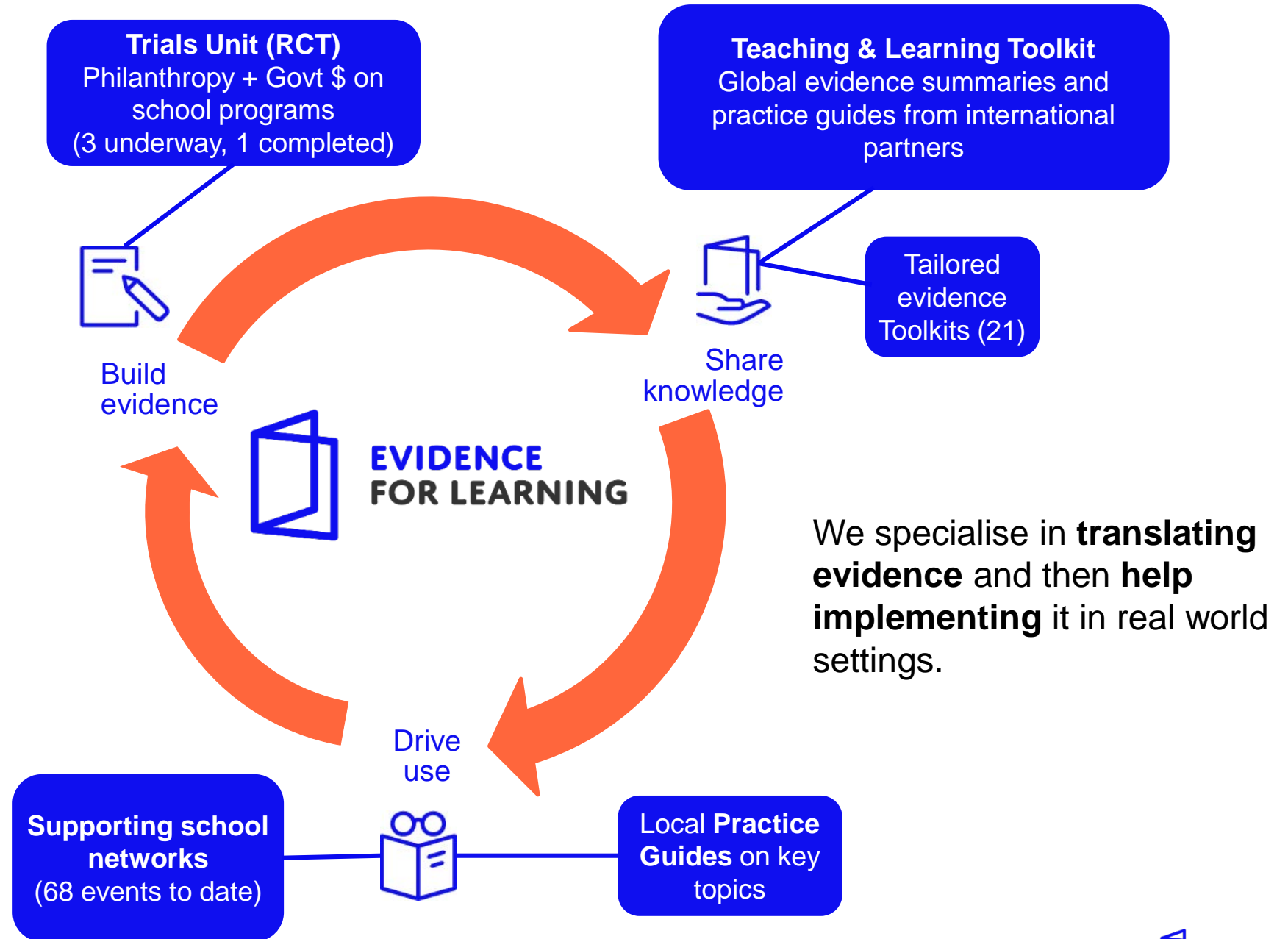
Sensitive and targeted intervention may benefit at risk or more vulnerable students.

The impact on achievement of social and emotional aspects of learning is not found consistently, so it is important to evaluate the impact of any initiative.

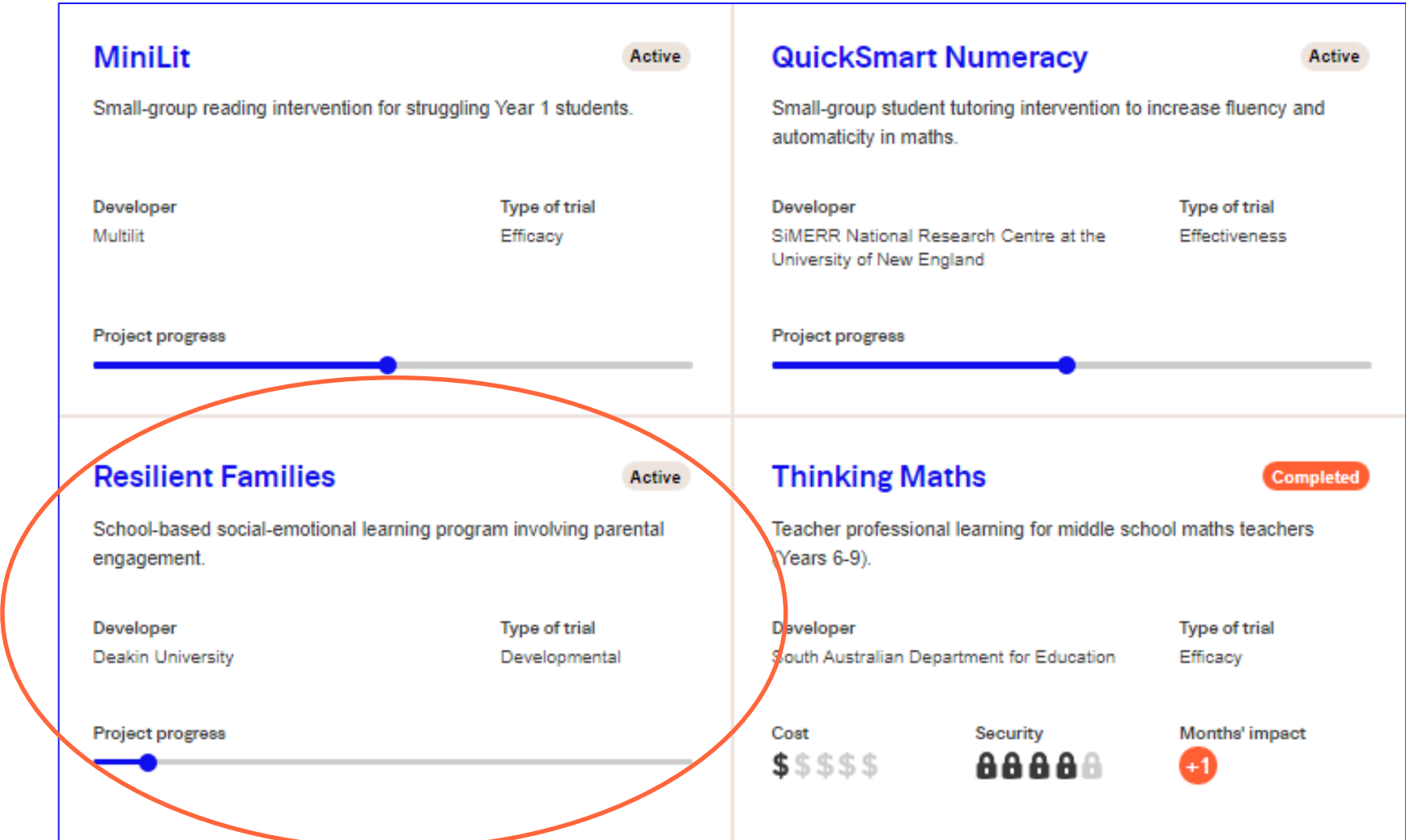
Have you considered how you will evaluate the impact of these approaches?

Better school decisions informed by evidence

We are an **Evidence Intermediary**; we play a brokering role between research and practice



Current progress in Learning Impact Fund



Resilient Families

Resilient families was developed from Deakin University. In a partnership between VicHealth and Evidence for Learning, Western Sydney University is evaluating the program in 14 Victorian Schools.

The Resilient Families program works with parents to increase their engagement with schools and supports students to develop their social skills and emotional intelligence both at school and at home.

A previous trial of the program found students became closer with their parents and teachers. Binge drinking reduced by 25 per cent across the whole student population, and depression reduced in at-risk students whose parents attended program activities.



Fairhills High School acting assistant principal Adrienne Tanner with year 7 students. The school is testing out a program to help students resist peer pressure. *Photo: Eddie Jim*

Resilient Families

Year levels	Number of schools	Type of trial
Year 8	Approx. 14 secondary schools and approx. 700 students*	Developmental
Scope of funding	Program grant	Evaluation grant
Program grant and evaluation	\$100,000	\$83,000
Project summary	*Recruitment of schools currently underway.	
Testing an intervention in secondary schools to engage parents to develop knowledge, skills and support networks and its effect on students' academic achievement and resiliency.		

Resilient Families

Why are we funding it?

The Resilient Families intervention has a proven track record of decreasing anti-social behaviour and drug and alcohol use among year 8 students. We are funding the further development of the program to include a family home-reading component and an evaluation to investigate the intervention's impact on student academic outcomes. We are specifically interested in programs that can simultaneously improve student resilience and academic outcomes.

Resilient Families is already delivered in many Victorian schools and is participating in a larger evaluation as part of the Communities That Care trial.

What is the evidence to date?

A large randomised trial (14 intervention and 14 control schools, N> 2,000 students followed for three years) found that the program increased early secondary school student social connectedness and reduced binge drinking by 25% across the whole student population. An evaluation in 2016 showed improvements in student social emotional competence in students who received the program, with an effect size > 0.40.

Resilient Families

How are we evaluating it?

The Learning Impact Fund has appointed a research team from the School of Education at Western Sydney University to conduct the evaluation. The evaluation team has extensive experience in educational psychology research.

The evaluation will run as an efficacy 2x2 repeated measures design. The trial is designed to examine the effect of the Resilient Families program on students' academic outcomes. The evaluation will analyse academic outcomes of a randomised group of students from 14 Victorian schools who receive the intervention program as compared to academic outcomes of students from 14 Victorian schools who do not receive the intervention program.

The evaluation will measure student academic outcomes based on year 9 NAPLAN results, as well as student academic resilience and academic self-concept based on pre-and post-surveys administered by the evaluators.

There will also be a developmental evaluation of the new family home-reading components of the program to test their feasibility.

When will the evaluation report be due?

The evaluation report is due in early 2020.

Questions?



Where to now?

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