

**Frederick Community
College
Mar. 27, 2010**

**Siskin Children's
Institute
Aug. 3, 2009**

**UCP Nassau Co.
Mar. 20, 2009**

Engagement of Every Child in the Preschool Classroom

Robin McWilliam, Ph.D.

Siskin Center for Child and Family Research

**10th National Early
Childhood Inclusion Institute
May 17-18, 2010**

**Connecticut UCEDD
July 15, 2010**

**Cromwell, CT
Dec. 18-19, 2007**

**Altoona, WI
Aug. 6-7, 2007**

Contact

- Robin.McWilliam@Siskin.org
- www.SiskinResearch.org
- E-mail if interested in visiting a demonstration of the model to be described, in Chattanooga, TN

Outline

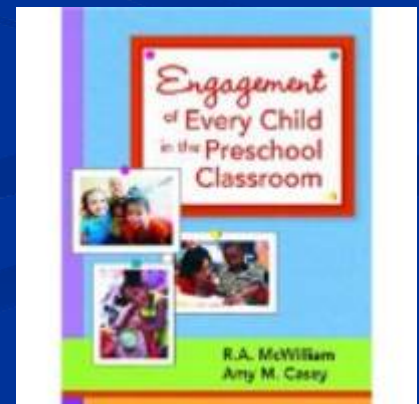
- Needs assessment for IFSP/IEP development
- Goal writing
- Integrated therapy/ECSE
- Teaching methods
- Organization of adults
- Room arrangement
- Data collection
- Behavior management



Value of This Information (if any)

- Not so much a different way of doing things, like the Stockholm Library

- ...as an organizing framework for high-quality classroom organization
- Described in *Engagement of Every Child in the Preschool Classroom*, by R. A. McWilliam and Amy M. Casey, published by www.brookespublishing.com



**Evidence-Based
Practices**

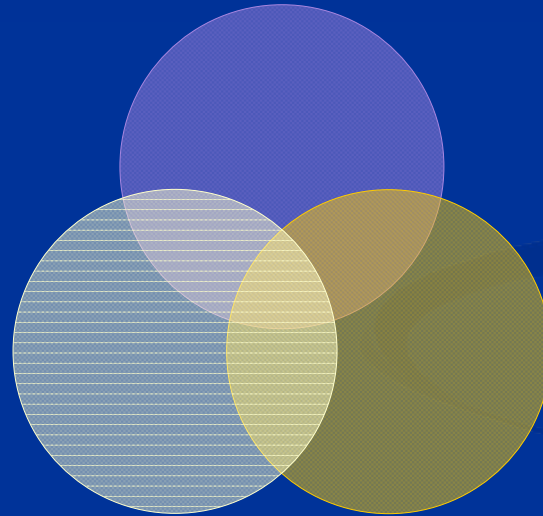
**Developmentally
Appropriate
Practices**

Service

Research

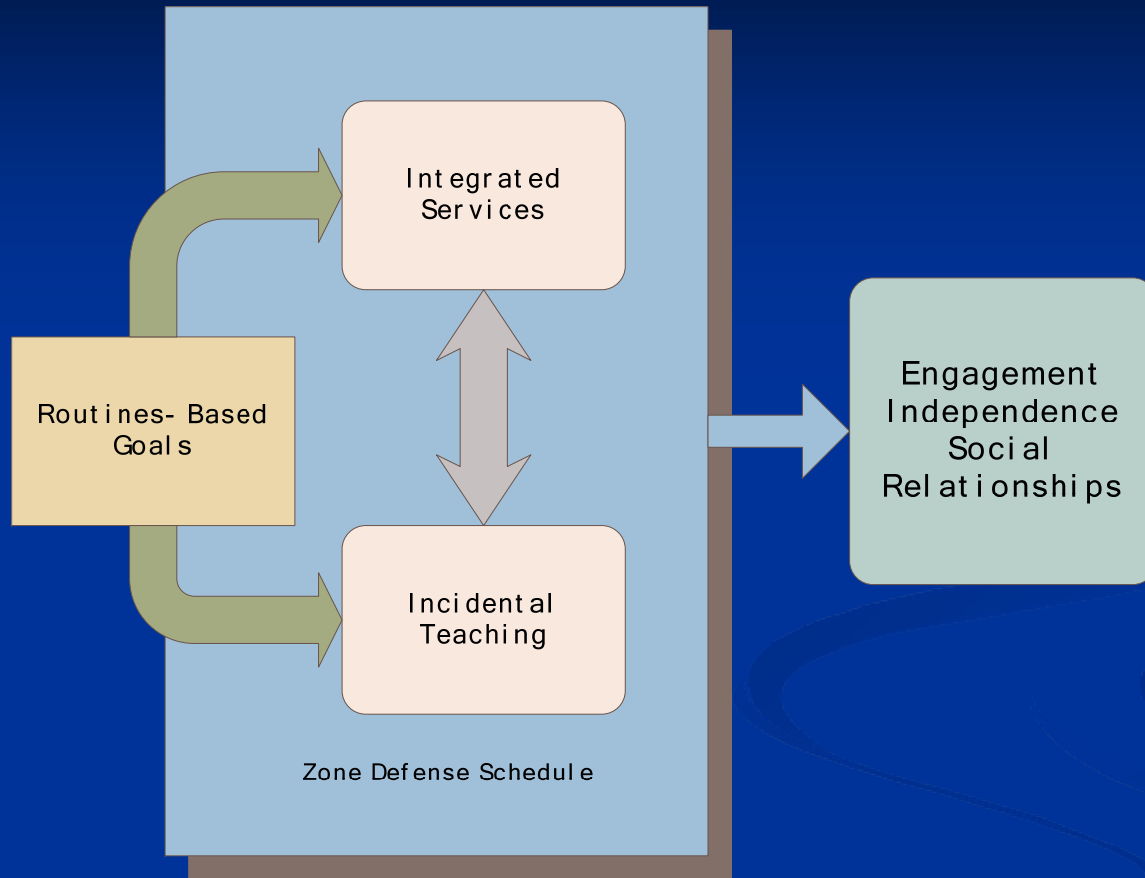
Demonstration

**Engagement
Classroom
Model**



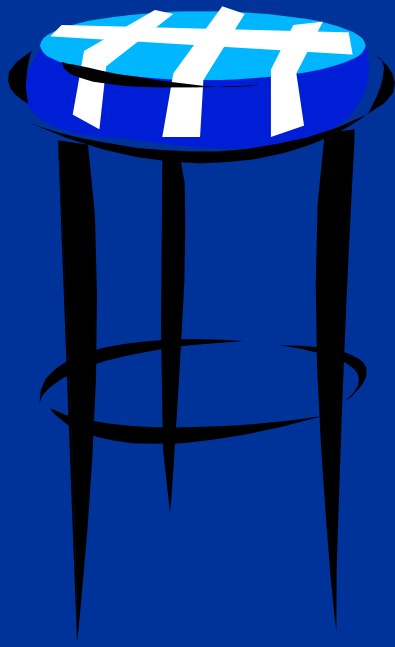
Characteristics of Demonstration-Quality Programs

- High level of fidelity to a model
 - Not “eclectic”
- Continuous improvement
 - Staff constantly seek to innovate and improve
 - Not afraid or tired of change
- “Community of practice”
 - Staff have access to information
 - Staff have major input into what should be studied



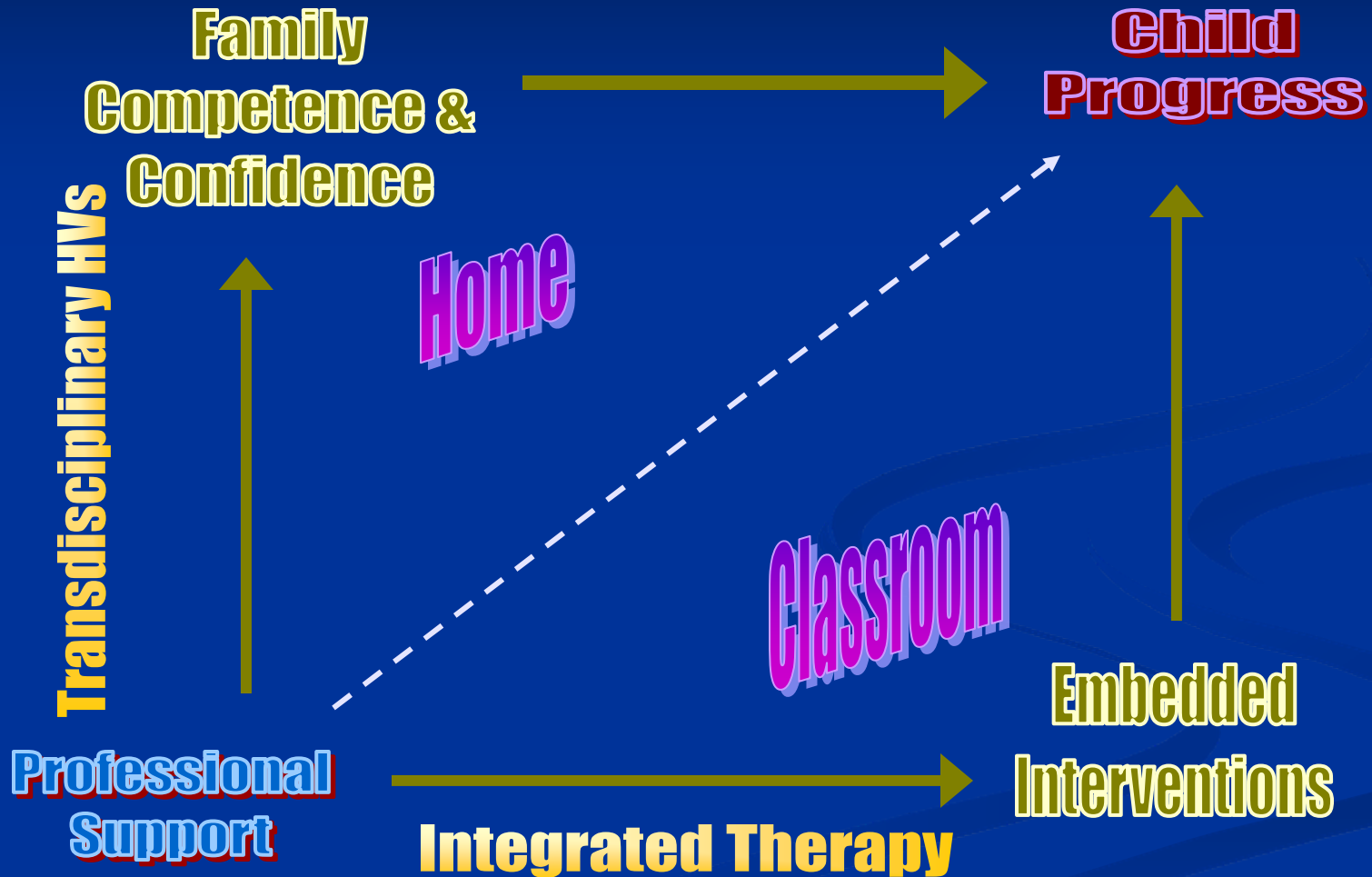
Jump to [collaboration](#)

The Three Legs Supporting Individualized Inclusion



- Routines-based needs assessment
- Integrated therapy and special instruction
- Embedded intervention

The Model



The Four Contexts of Teaching



McWilliam, R. A., de Kruif, R. E. L., & Zulli, R. A. (2002). The observed construction of teaching: Four contexts. *Journal of Research in Childhood Education*, 16, 148-161.

Harte, Helene Arbouet (Northern Kentucky Univ.; 2010). The project approach: A strategy for inclusive classrooms. *Young Exceptional Children*, 13(3), 15-24.

- “The project approach is a detailed, thoughtful exploration of a subject matter of significance to the children” (p. 16).
 - Involve children in the process
 - Collaboration is extremely important
 - Environment plays a significant role
 - Teachers must have high expectations
 - Documentation and data-based decision making are paramount

The Engagement Classroom Model



An Engaging Classroom

1. Definition of engagement
2. Physical arrangements to promote engagement
3. Child grouping to promote engagement

www.ashwoodwaldorf.org/



Engagement

The amount of time

a child spends interacting

with the environment

in a developmentally

and contextually appropriate manner,

at different levels of competence

Engagement

The amount of time
a child spends interacting
with the environment
in a developmentally
and contextually appropriate manner,
at different levels of competence

Engagement

The amount of time
a child spends interacting
with the environment
in a developmentally
and contextually appropriate manner,
at different levels of competence

Engagement

The amount of time
a child spends interacting
with the environment
in a developmentally
and contextually appropriate manner,
at different levels of competence

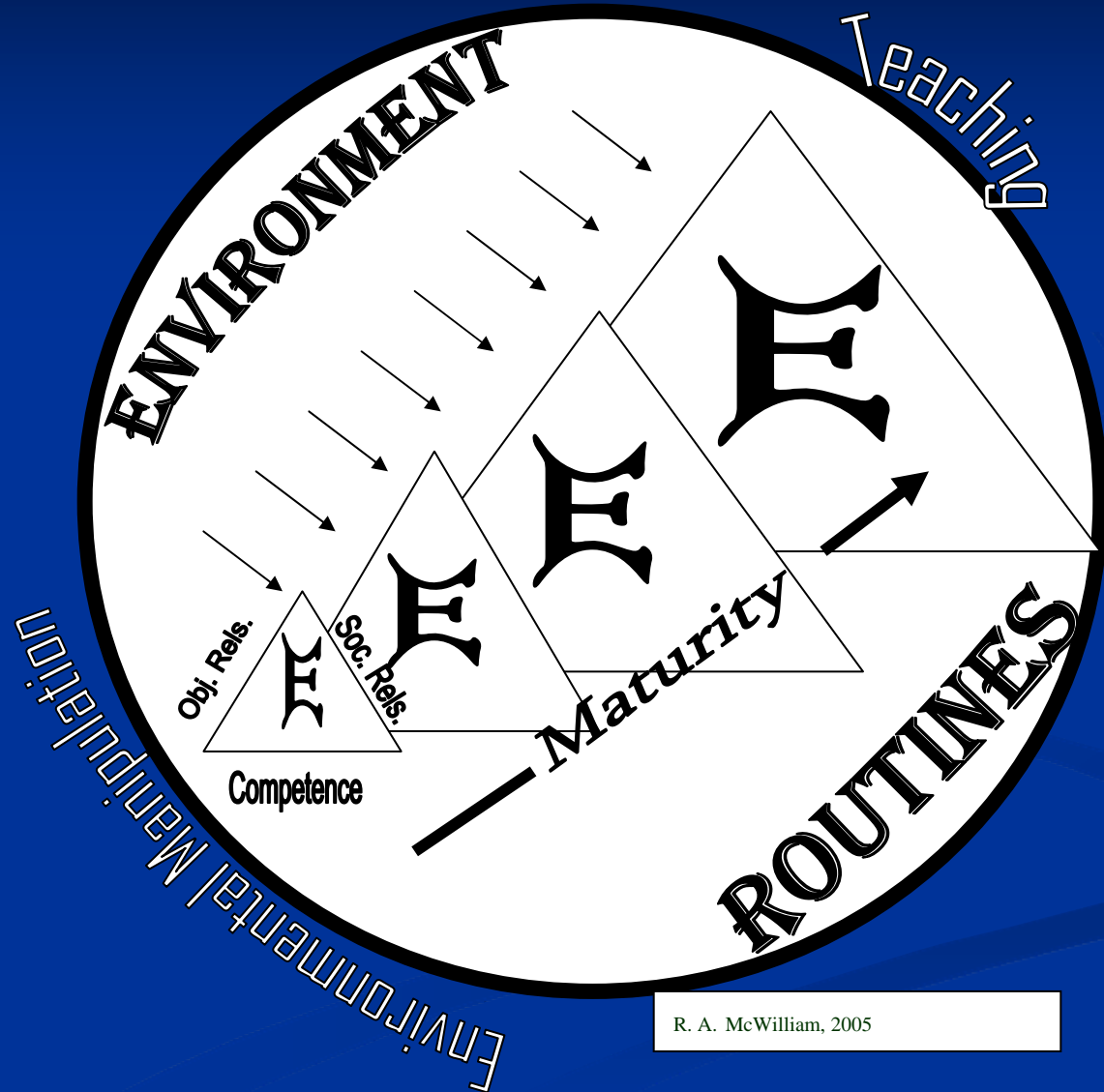
Engagement

The amount of time
a child spends interacting
with the environment
in a developmentally
and contextually appropriate manner,
at different levels of competence

Engagement

The amount of time
a child spends interacting
with the environment
in a developmentally
and contextually appropriate manner,
at different levels of competence

Conceptual Framework



Causes of Low Engagement

- Developmental immaturity (think “delayed”)
- Functional impairment (think “blind, deaf, CP, etc.”)
- Social environment (think “teaching quality”)
- Physical environment (think “access”)

Methods to Measure Engagement

- Engagement Check II
 - For group engagement
 - Measures how engaging different routines are
- STARE
 - For individual engagement
 - Measures a child's engagement in different routines
- Engagement Quality Measurement System (E-Qual III)
 - For individual engagement
 - Computerized data collection for research

STARE

- Scale for Teachers' Assessment of Routines Engagement (McWilliam, 2000)
- Ratings of amount of time spent with
 - Adults
 - Peers
 - Materials
- Ratings of sophistication of engagement
- Can be graphed by these four elements, by routine, over time

Language Development

ALL RIGHTS RESERVED
<http://www.cartoonbank.com>



P. BYRNES.

"He's swearing in full sentences now."

1 Routine From the STARE

Teacher-Directed Activity	None of the time	Little of the time	Half of the time	Much of the time	All of the time
With Adults	1	2	3	4	5
With Peers	1	2	3	4	5
With Materials	1	2	3	4	5
Complexity*	Unsophisticated		Average		Sophisticated

***Unsophisticated** = repetitive play, casually looking around, etc. **Average** = following routines, participating, etc. **Sophisticated** = creating, pretending, persisting.

Methods to Promote Engagement

- Prevention of engagement problems
 - Physical environment
 - Social environment
 - 4 contexts of teaching
- Attention to engagement problems
 - Change the routine
 - Change the child
 - Change the expectations

Key Features of the RBI

- Interview the family about home routines
 - Engagement, independence, social relationships, satisfaction
- Go through classroom routines
 - Current or previous interview
- In each classroom routine, describe the following....

In Each Routine

- Engagement
- Independence
- Social relationships
- On a scale of 1-5, how good is the fit between the child and the routine?

Key Features (cont.)

- Remind the family of concerns arising during the interview
- Ask the family to identify those they want the team to work on
- End up with 6-10 goals

7 Steps to Writing Functional, Measurable Child-Level Outcomes

1. Read the informal functional outcome
2. Determine the routines involved
3. Write “[The child] will participate in [those routines]”
4. Write “...by _____ing,” inserting the desired behavior
5. Consider *We will know this when he or she _____* and add a measurable acquisition criterion
6. Add a generalization criterion
7. Add the criterion specifying the amount of time over which the behavior needs to be displayed (e.g., “in one week”)

Using verbs and nouns

- Needed in meal times, small group activities, car
- Parents said, “Longer sentences”
- Deshawn will participate in meal times, small-group activities, and car rides by using verbs and nouns together.
- We will know he can do this when he uses noun-verb-noun combinations in at least two of these activities (routines) for 5 consecutive days

Initiating interactions with other children

- Needed on playground, in free play, and at community park
- Parent said, “Go up to other kids and play”
- Colin will participate in playground time, free play at school, and at the community park by going up to other kids to start play.
- We will know he can this when he initiates play with at least one child in all three settings (routines) in one week.

Jenny's Goals

1. Communicate what he wants
2. Sleeping on good schedule
3. Eat more food choices
4. Potty awareness
5. Jenny have time for herself
6. Reduce number of meltdowns
7. Sit at table at lunch and dinner, at Grandma's, & at restaurants
8. Sit for haircut
9. In store, "contingency awareness" (accept bribes!)
10. Play with other kids
11. Family go somewhere after 5:00, without tantrums
12. Play or hang out in early morning without fussing

Natasha's Priorities

1. Creative things to do with children
2. Forming words—book reading, calling people, when frustrated
3. Monitor allergy
4. More engaged with an activity at play times, dinner time, while Lauren's doing things. Entertain himself
5. Feed himself with a spoon
6. Cup drinking
7. Teach Lauren to be flexible at play times
8. Walking—play times, hangin' out
9. Natasha work out with friends

Integrated Specialized Services

DEFINITION

When therapy and specialized instruction occur in the classroom with other children usually present, and in the context of ongoing routines and activities.

Continuum of Service Delivery Models

- 1-on-1 pull-out
- Small-group pull-out
- 1-on-1 in classroom
- Group activity
- Individualized within routines
- Pure consultation



Research Findings

- Individualized within routines most effective, followed by group activity
- 4 times as much communication occurs in in-class methods vs. out-of-class methods
- It's not just a location issue

Research Findings (cont.)

- Teachers more satisfied with integrated than pull-out
 - Especially when they like the therapist
- It can take parents over a year to acknowledge the benefits, if they are predisposed to segregated models
- ECSE is the most integrated, followed by OT

Research Findings (cont.)

- Most practitioners say their choice of method depends on the child
- In fact, after controlling for
 - Discipline
 - Goals worked on
 - Family choice of method
 - Teacher characteristics

Child characteristics accounted for only 10% of the variance in choice

Incidental Teaching

Embedded Interventions

- Needed so children benefit from interventions throughout daily routines, not just in sessions or lessons
- Specific practice: Incidental teaching, which can be used across
 - Domains
 - Types of disabilities
 - Routines

Embedded Interventions

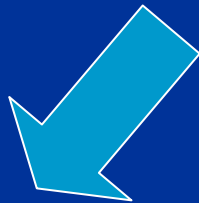
- Goes beyond instruction
- “Incidental teaching” a good general skill
- The more functional the goal, the more embeddedness you’ll get
- The more severe the child’s disabilities, the harder to embed, slightly

How Does Incidental Teaching Work?

Child Engagement



Teacher Elicitation



Outcome/Goal

More Engagement

Higher Engagement

What Happens Within the Incidental Teaching Episode?

- That's where the expertise of the teacher, with input from specialists, comes in
 - What behavior to elicit (B)
 - Approximation, changing criteria
 - How to elicit the behavior (A)
 - How to fade prompts
 - How to reinforce the behavior (C)
 - How to change the schedule and type of reinforcement

Time	Person 1	Person 2
8:00-8:15	Arrival	Set Up
8:15-8:30	Set Up	Story
8:30-8:45	Free Play	Set Up
8:45-9:00	Set Up	Circle
9:00-9:15	Small Toys	Set up
9:15-9:30	Set Up	Centers
9:30-9:45	Set Up	Centers
9:45-10:00	Snack	Set Up
10:00-10:45	Set Up	Bathroom and Outside/Hallway
10:45-11:00	Music	Set Up
11:00-11:15	Set Up	Art

Time	Person 1	Person 2	Person 3
8:00-8:15	Arrival	Set Up	Arrival
8:15-8:30	Story	Story	Set Up
8:30-8:45	Set Up	Free Play	Free Play
8:45-9:00	Circle	Set Up	Circle
9:00-9:15	Small Toys	Small Toys	Set up
9:15-9:30	Set Up	Centers	Centers
9:30-9:45	Set Up	Centers	Centers
9:45-10:00	Snack	Set Up	Snack
10:00-10:45	Bathroom and Outside/Hallway	Bathroom and Outside/Hallway	Set Up
10:45-11:00	Set Up	Music	Music
11:00-11:15	Art	Art	Set Up

Room Arrangement

- Split up the middle of the room
- Clearly marked zones
- Accessible materials
- Free, but not too free, traffic flow







Zone Defense Schedule

1. The schedule
2. The physical arrangement of the classroom
3. Transitions

The Schedule

- Divide day into 15-minute blocks
- Arrange one column for each permanent adult
- Alternate “set-up” person
- Use existing schedule but adjust trouble spots
 - Any active activities immediately followed by very quiet activities?

Set Up

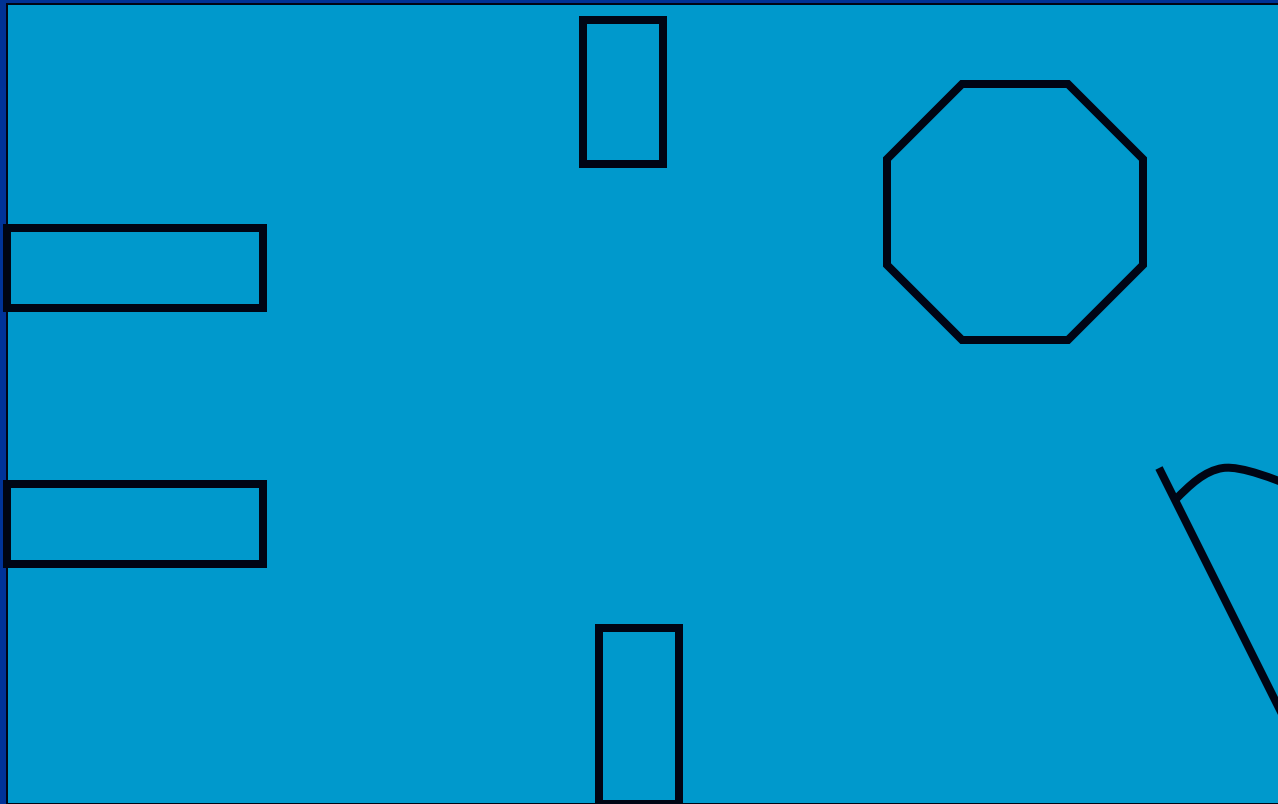
- Clean up previous activity
- Set up the next activity
- Help with all extra needs, so activity leaders can stay in place
- Be in place at the beginning of the transition

**The most important
component of the ZDS!**

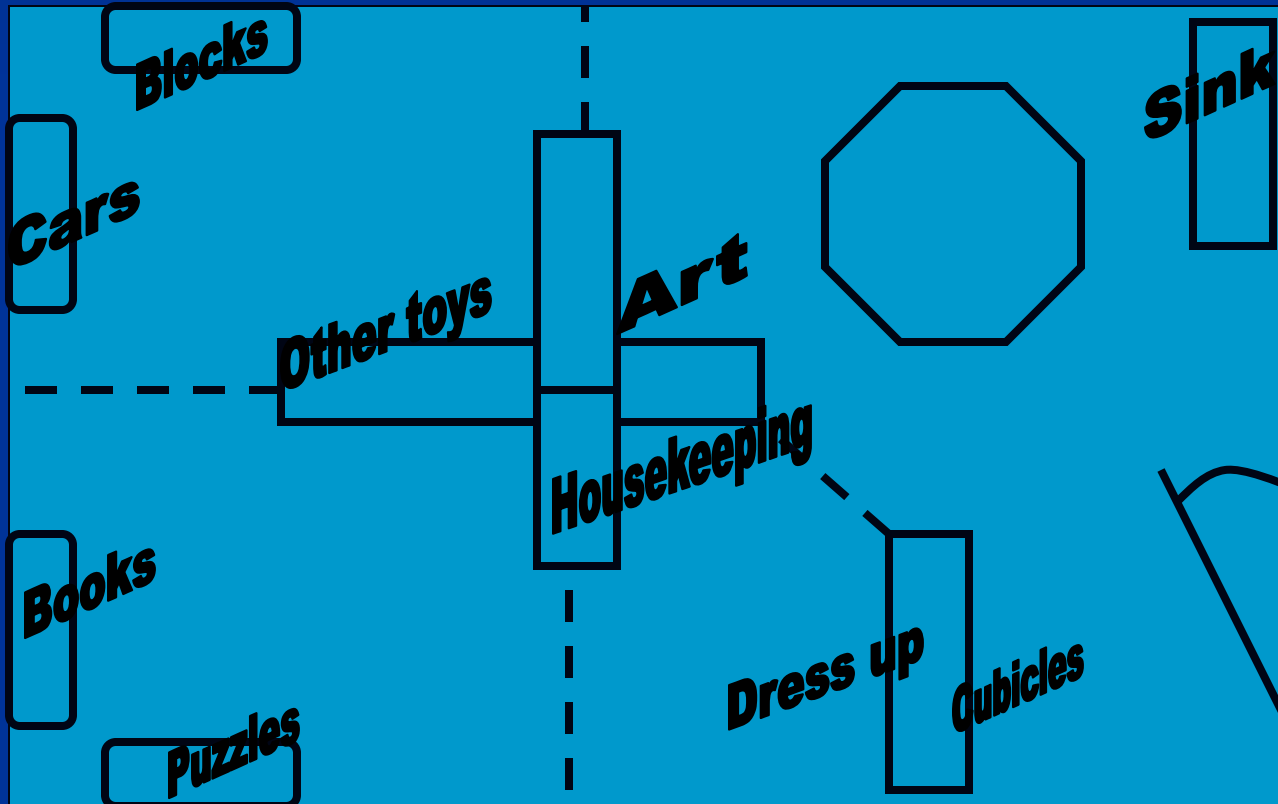
Secrets to Success

- Make the schedule fit what you're comfortable with
- Keep activities fairly short
- Be flexible!
- Communicate!
- Stick to your roles as much as possible
- Watch for nonengagement or low engagement during transitions

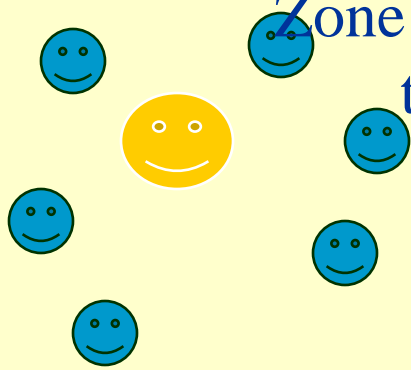
Ineffective Arrangement



Effective Arrangement

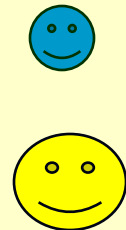
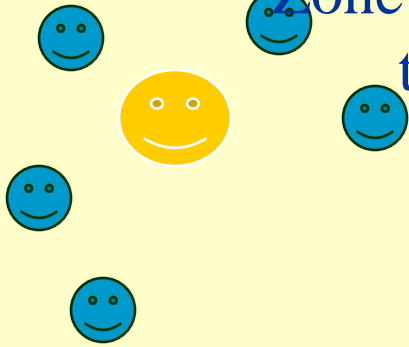


Zone for story
time



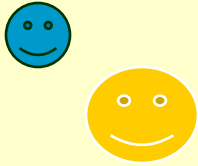
Zone for free
play

Zone for story
time

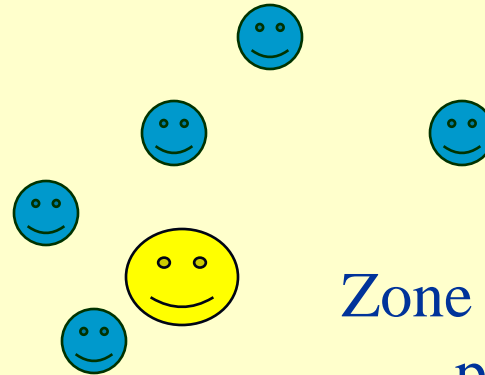


Zone for free
play

Zone for story
time



Zone for free
play



Data Collection

- Engagement
 - STARE
 - Child Engagement Questionnaire
 - EQual III
 - EQualITIES
- Learning Opportunities
 - VECTOR
- Extent of Embeddedness
 - EIEIO
- Classroom Program Quality
 - PIPERS

Practices for Instruction, Play, and Engagement Rating Scale (PIPERS)

R. A. McWilliam, Siskin Center for Child and Family Research, 2008

1. Needs assessment

Typical practice: (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7	
Goals are determined by specialists based on professionals' assessment		Goals are suggested by professionals		Goals are determined by parents alone or parents and professionals together, but without a Routines-Based Interview		Goals are determined by parents as the result of a Routines-Based Interview	

Ideal practice: (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT WOULD BE IDEAL FOR YOUR CLASSROOM OR PROGRAM)

2. Organization of adults

Typical practice: (CIRCLE THE NUMBER THAT MOST CLOSELY MATCHES WHAT TYPICALLY HAPPENS IN YOUR CLASSROOM OR PROGRAM)

1	2	3	4	5	6	7	
All adults follow the classroom schedule		Adults generally follow the classroom schedule but go where needed		Adults know where they are supposed to be at each time of the day, but individual schedules are not written		Each adult has a list of responsibilities scheduled throughout the day	

Items

1. Needs assessment
2. Organization of adults
3. Room arrangement
4. Responsiveness
5. Elaboration
6. Context of teaching
7. Integration with ongoing routines
8. Role release and acceptance
9. Least prompts/devices necessary
10. Big-picture goals for children
11. Play
12. Complete-learning interactions
13. Attention to IFSP/IEP child-level goals
14. Room furnishings
15. Type of engagement
16. Peer interactions
17. Self-direction versus compliance
18. Language promoting DAP
19. Language promoting membership (“children”)
20. Individualization for all
21. Partnership with families
22. Attention to family-level needs
23. Behavior management
24. Participation

Behavior Management Principles

1. First, it gets worse
2. Pick your battles
3. Prevention is better than attempting a cure
4. Be consistent but recognize that life isn't consistent
5. Ignore what you don't want
6. Attend to the desired behavior
7. Negative attention can still be reinforcing
8. Spend quality, nonconflictual time with your children
9. Structure can help
10. Have realistic expectations
11. Discipline is teaching

**Sit
and
Watch**

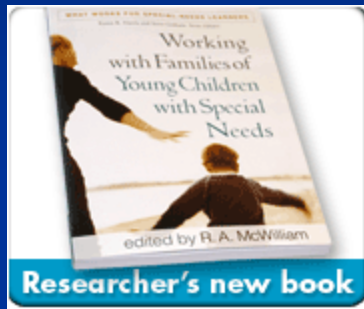
- 2 warnings
- Take the child to the side of the activity
- Very briefly, say, “Sit here and watch until you are ready to (play) nicely.”
- Return to the activity and have fun
- If the child leaves to return to the activity, welcome him or her
- Don't be concerned about amount of time in sit and watch
- If the child leaves to do something else appropriate, it's fine
- If child resumes undesired behavior, return him or her to sit and watch
- Do this as often as you can stand
- Again, do not insist on the child's staying in sit and watch
- If it isn't working this time, redirect the child to another activity that is not highly desirable but that is unlikely to be problematic

Teaching interpersonal problem-solving skills and self-regulation

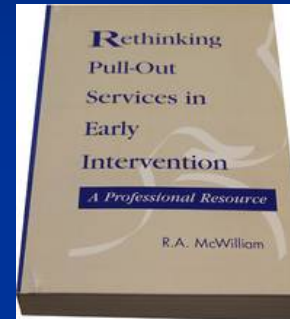
- Gail E. Joseph and Phillip S. Strain (2010, June). Teaching young children interpersonal problem-solving skills. *Young Exceptional Children*, 13(3), 28-40.
 - Al's Pals (www.wingspanworks.com)
 - Incredible Years (www.incredibleyears.com)
 - I Can Problem Solve (www.researchpress.com)
 - PATHS Curriculum (www.channing-bete.com/positiveyouth/pages/PATHS/PATHS.html)
 - Second Step (www.committeeforchildren.org)

Resources

www.guilford.com



www.siskinresearch.org



www.brookespublishing.com

