



Coaching for Interactions that Support and Promote Child Engagement

Focus of this Video

- Why promoting and supporting child engagement is important.
- What promoting child engagement looks like.
- Coaching strategies for this interaction.



Why Promoting and Supporting Child Engagement is Important

- Children's engagement with peers, materials, and activities in the classroom helps children to learn more, engage in self-management strategies and become school ready.
- Children who are actively engaged are less likely to have challenging behavior.
 - When children lose interest in an activity, if an activity continues for too long, or is developmentally inappropriate, children's engagement decreases and the tendency to exhibit challenging behaviors that disrupt the activity increases (Hemmeter, Fox, & Snyder, 2014).

What Promoting and Supporting Child Engagement Looks Like:

Engagement is responding, talking, playing, and interacting with people and/or materials that are developmentally appropriate and culturally relevant.

Positive descriptive feedback about engagement might include adults saying things like, "Thanks for listening to your friend tell us about his trip"

"You are working so hard on your painting!"

"You had a good idea to tape the ends together. It works better now."



STRATEGIES TO PROMOTE CHILD ENGAGEMENT

Educators can ensure that:

- activities are appropriate for children's developmental level, abilities, interests, and experiences.
- the classroom has child-sized furniture and conversation occurs at the child's eye-level.
- large-group activities offer numerous opportunities to respond, interact with materials, and allow movement.
- materials are offered that promote engagement, support children in making choices and address issues around representation.
- assistance is provided to the child who exhibited challenging behavior, so as they become re-engaged with an activity or interaction.

MORE STRATEGIES TO PROMOTE CHILD ENGAGEMENT



Educators can make small modifications and adjustments, such as:

- Having children sit next to the teacher.
- Providing visual supports in the classroom.
- Providing novel or high-interest items to hook in and capture children's attention.
- Allowing children who have difficulty with engagement to respond first.

Facilitating activities for the whole class that are developmentally appropriate, capture their interests and encourage play.

Coaching an Educator on Promoting and Supporting Child Engagement

Start with a few good questions:

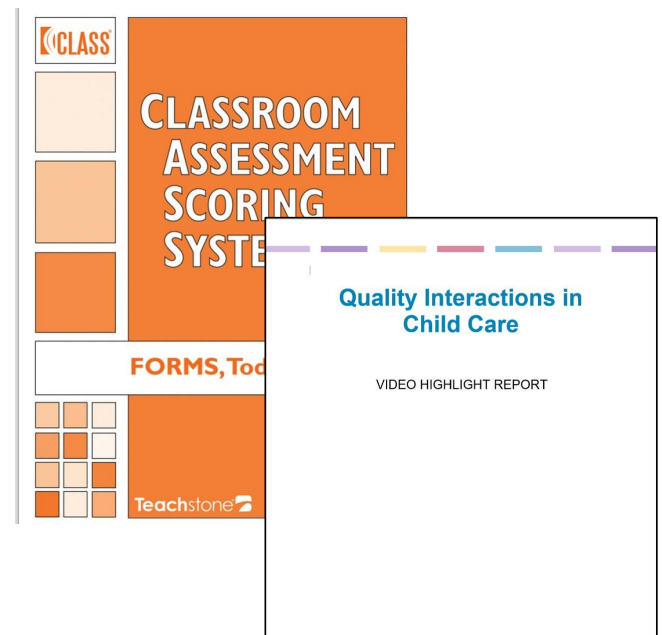
- How do you feel you're doing with promoting and supporting children's engagement?
- What do you think about child engagement related to children who exhibit challenging behaviors?
- What challenges do you experience getting children engaged and maintaining their engagement?
- When do you think the best time is during your day to work on child engagement?
- What more do you want to know about this teaching practice?



What Data to Focus On for This Interaction

What to look at:

- “Child Engagement” data field in the QUIC tool.
- “Instructional Support and Engaged Support for Learning” sections of the CLASS tools.
- All areas that address individualizing for children.



Observing An Educator Promoting and Supporting Children's Engagement

- You can observe an educator's practice by doing a focused observation during different times of the day and different activities.
- The focus or measurable component is noticing how and when the educator uses different strategies to encourage children to be engaged in an activity or conversation and how they support them to maintain their interest and engagement.
- The exemplar videos illustrate an educator engaged in this teaching practice.

INSTRUCTIVE SESSION

- Some educators may not understand what it means to use strategies that promote and support children's engagement and need more specific information about what it looks like and how to do it.
- You can provide an instructive coaching session to help the educator gain a better understanding of the practice to be able to implement it with children.



INSTRUCTIVE SESSION CONTINUED

Start by sharing information about these six strategies:

- activities are appropriate for children’s developmental level, abilities, interests, and experiences.
- the classroom has child-sized furniture and conversation occurs at the child’s eye-level.
- large-group activities offer numerous opportunities to respond, interact with materials, and allow movement.
- materials are offered that promote engagement and support children in making choices.
- assistance is provided to the child who exhibited challenging behavior, so as they become re-engaged with an activity or interaction.
- making modifications and adjustments to activities, materials or the environment.



MORE INFORMATION ABOUT AN INSTRUCTIVE SESSION

Next, you can show the informational video and the exemplar videos we shared with you in this assignment that illustrate and explain the practice.

After viewing the video, ask the coachee:

- What did you learn in the video about promoting child engagement?
 - How would you implement the six different strategies for promoting and supporting children’s engagement?
 - What more do you need to know about these practices?
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