Defining Engagement in Classroom Settings for Students on the Autism Spectrum *(Part 2 of 2)*

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Learning Objectives

As a result of this activity, participants will be able to identify:

1) Three critical elements of engagement that ensure a students' access to the classroom curriculum.
2) Three domains of research-based instructional strategies for increasing engagement in students.

What is "Engagement"
Engagement = Learning

Social Orienting
"attending and responding"

Social Liking
"increased initiations and active seeking"

Social Maintaining
"reputation management or fitting in"

oxytocin, opiods, and dopamine

oxytocin, opiods, and dopamine

Chevallier, et. al. (2012). *The social motivation theory of autism.* Trends in Cognitive Sciences., Vol. 16, No. 4

The "Why" of Social Emotional Engagement
Using *engagement* as our gauge of success

- Children with autism tend to show less neural sensitivity to social stimuli in their early childhood (Elsabbagh, et al., 2012).

- Neurodevelopmental differences contribute to preferential attention for nonsocial stimuli, such as objects and toys, along with less orientation to social engagement (Klin, Lin, Gorrindo, Ramsay, & Jones, 2009).

The "Why" of Social Emotional Engagement
Using _engagement_ as our gauge of success

Developing Expertise about the Social World

Developing Expertise about the Physical World

April 1926
S M T W T F S

Klin et al, 2012

How can we foster this social emotional growth?

Before Words

Emerging Language

Conversational

Before Words — Spontaneous nonverbal communication

Emerging language — Combining peoples' names, verbs, and nouns to share intentions

Conversational — Building self-efficacy and social conventions

Engagement

The research basis of _active_ engagement

1. The National Research Council (NRC 2001) has recommended that students with autism spend a minimum of 25 hours per week _actively engaged_ in learning activities.

2. Active engagement was identified as a key component in effective programming for students with autism (Iovannone et al. 2003, Ruble and Robson, 2007).

3. Higher rates of initiation and independence foster active participation and emotional regulation (self-mangament skills) (Sparapani et al., 2015)

How to we measure social emotional engagement in a classroom setting?

Using an engagement ladder

What are the essential elements of engagement?

Focus on the three I's of engagement

Independence
Investment
Initiation

What does authentic social engagement look like?

1 – Emerging / Fleeting   2 – Partially Engaged   4 – Fully Engaged

Before Words

What does a fully engaged child look like and what occurs in our lesson plans to support this?

Getting the emotional "hook"

Letting kids "show what they know"

Providing information in different ways

The "How" – The universal design for learning framework can foster independence, investment, and initiation for *all* children

A. Foster Engagement

B. Provide information in multiple ways

C. Encourage expression

All children benefit

http://www.cast.org

Fostering <u>Investment</u> in Classroom Lessons

Getting the emotional "hook" in classroom lessons

A. Foster Engagement

All children benefit
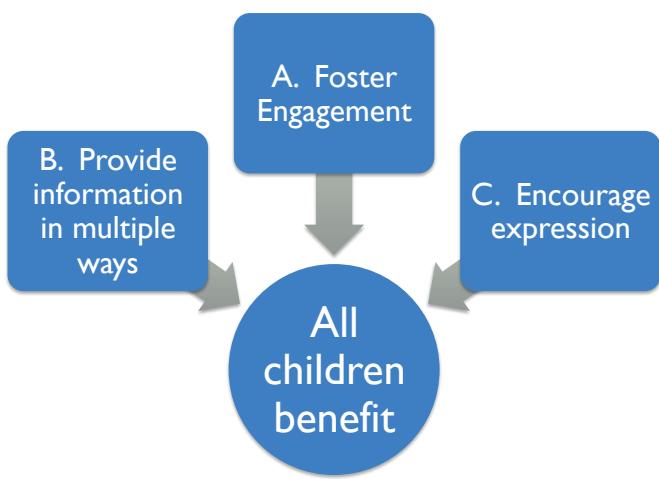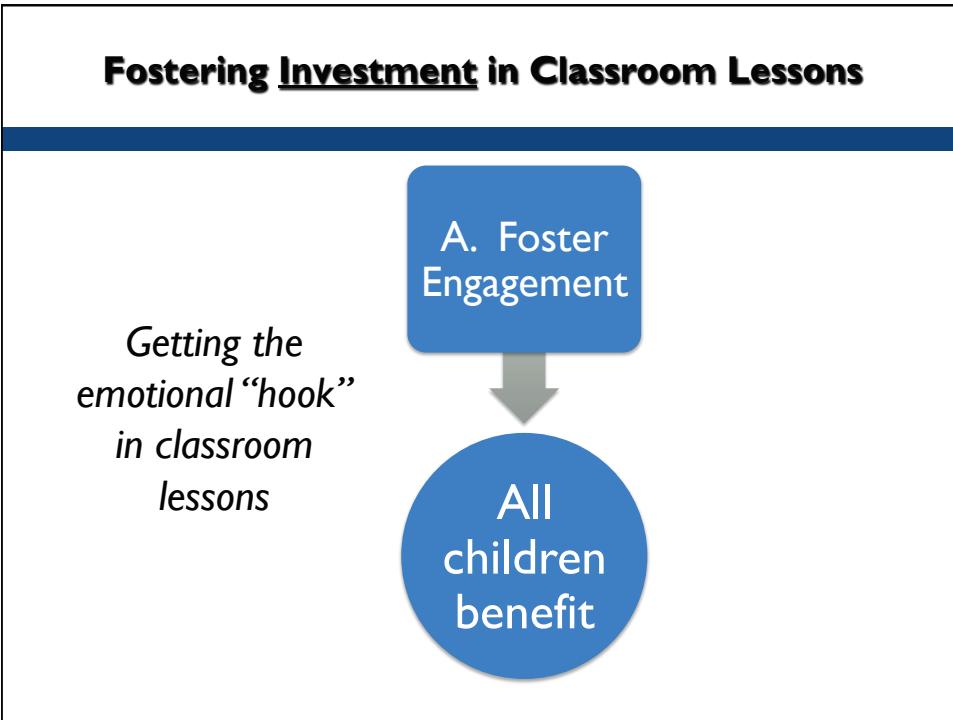
A. FOSTER ENGAGEMENT
Fostering emotional <u>investment</u> through movement and role play

A. FOSTER ENGAGEMENT
Stimulating emotional <u>investment</u> through hands-on activities

A.   FOSTER ENGAGEMENT
Stimulating emotional <u>investment</u> by creating a collaborative "product"

Fostering <u>Independence</u> in Classroom Lessons

Fostering deeper comprehension in classroom lessons

B. Provide information in multiple ways

All children benefit

B. PROVIDE INFORMATION IN MULTIPLE WAYS
Fostering independence with visuals for the sequence of daily activities

A <u>daily agenda</u> is a critical tool for encouraging independence
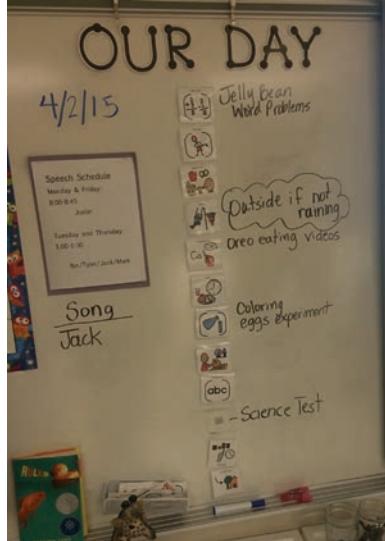
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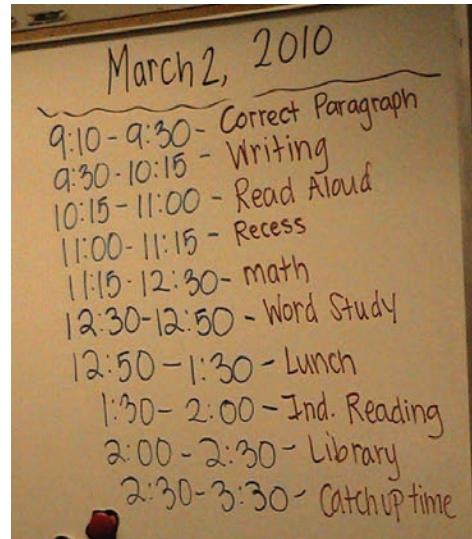
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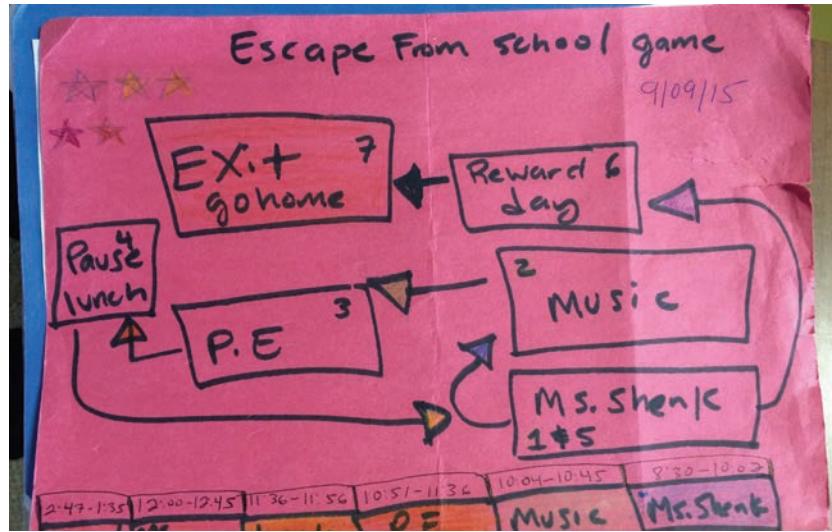
B. PROVIDE INFORMATION IN MULTIPLE WAYS
Fostering independence with visuals for the steps within activities
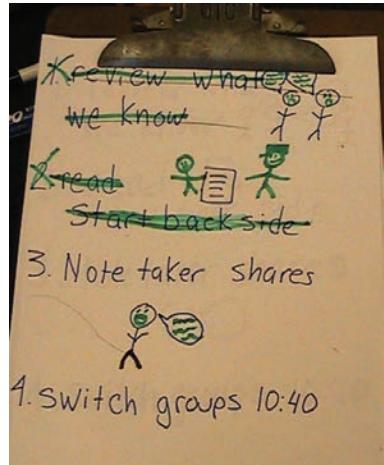
B. PROVIDE INFORMATION IN MULTIPLE WAYS
Fostering independence with visuals during group activities

Weather wheels for each student

B. PROVIDE INFORMATION IN MULTIPLE WAYS
Fostering independence with visuals during group activities

B. PROVIDE INFORMATION IN MULTIPLE WAYS
Fostering independence by providing visuals for social cues

Addressing social
awareness through
turn-taking visuals.
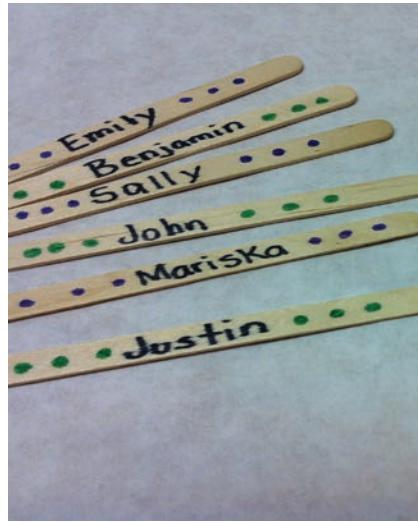
B. PROVIDE INFORMATION IN MULTIPLE WAYS
Fostering independence with social expectations

Fostering <u>Initiations</u> in Classroom Lessons

Fostering students' abilities to show what they know!

http://www.cast.org

C. Foster expression

All children benefit

C. ENCOURAGE CHILD EXPRESSION
Encouraging initiations with frequent opportunities for initiations

Group visuals provide students with an opportunity to join in during songs and lessons.

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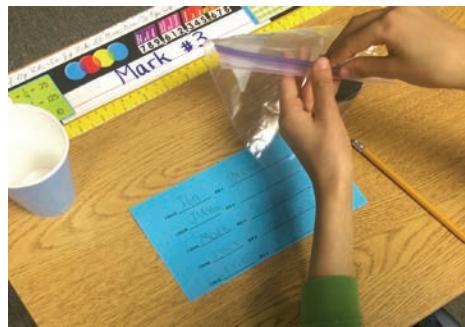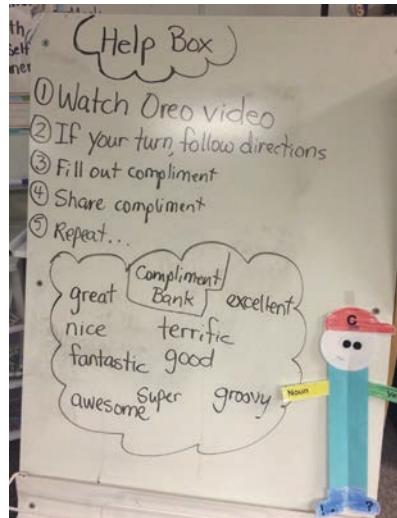
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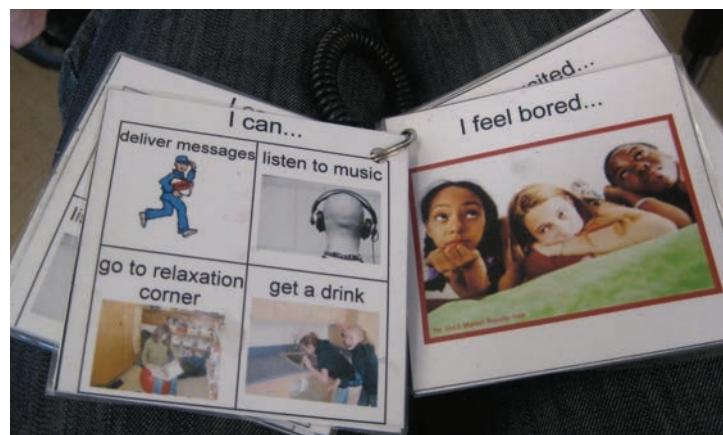
Start Climbing the Engagement Ladder!

SEE-KS

Social Emotional Engagement · Knowledge & Skills
Student Engagement Ladder (Whole Group)

District / Site:
Teacher:
Activity / Segment / Time:

School Year:
Coach / Observer(s):
Communication Stage:

|	Indicate # or Names of Students	Criterion
4		**Fully engaged.** SEE-KS coaches should tally the number of students who are: a. spontaneously initiating a high frequency (through nonverbal or verbal means), b. demonstrating independence in engaging with targeted materials, and c. highly emotionally invested (as evidenced by frequent expression of shared positive emotion).
3		**Mostly engaged.** SEE-KS coaches should tally the number of students who are: a. spontaneously initiating a mild to moderate frequency (through nonverbal or verbal means), b. demonstrating some independence in engaging with targeted materials, and c. emotionally invested (as evidence by occasional expression of shared positive emotion).
2		**Partially engaged.** SEE-KS coaches should tally the number of students who are: a. predominantly responsive to teacher or peers' bids for interaction (through nonverbal or verbal means), b. following teacher or peer directions to engage with targeted materials, and only seldom share positive emotion.
1		**Emerging/Fleeting.** SEE-KS coaches should tally the number of students who are: a. only intermittently responsive to teacher or peers' bids for interaction (through nonverbal or verbal means) and show no initiation, b. are reliant on following teacher or peer directions to engage with targeted materials, and do not share positive emotion.
0		**No focus.** SEE-KS coaches should tally the number of students who are: a. do not respond to teacher or peers' bids for interaction (through nonverbal or verbal means) and show no initiation, b. are not yet following teacher or peer directions to engage with targeted materials, and are not yet sharing emotion.

For additional information about student engagement, please visit:
http://complexld.ssatrust.org.uk/project-resources/how-to-use-it.html

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Focus on the three I's of engagement

Independence
Investment
Initiation

To learn more, join me at the
TASN Autism & Tertiary Behavior Supports
Kansas Autism Providers Conference

Lecture Title: *Social Emotional Engagement within a Universal Design for Learning in the Classroom (April 28, 2017)*

Please contact: **Emily@CommXRoads.com**

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To learn more

Please contact: Emily@CommXRoads.com

SEE-KS

Social Emotional Engagement - Knowledge & Skills

Student Engagement Ladder (Whole Group)

District / Site: **School Year:**
Teacher: **Coach / Observer(s):**
Activity / Segment / Time: **Communication Stage:**

	Indicate # or Names of Students	Criterion
4		**4** **Fully engaged**. SEE-KS coaches should tally the number of students who are: a. spontaneously <u>initiating</u> a high frequency (through nonverbal or verbal means), b. demonstrating <u>independence</u> in engaging with targeted materials, and c. highly <u>emotionally invested</u> (as evidenced by frequent expression of shared positive emotion).
3		**3** **Mostly engaged.** SEE-KS coaches should tally the number of students who are: a. spontaneously <u>initiating</u> a mild to moderate frequency (through nonverbal or verbal means), b. demonstrating <u>some independence</u> in engaging with targeted materials, and c. <u>emotionally invested</u> (as evidence by occasional expression of shared positive emotion).
2		**2** **Partially engaged.** SEE-KS coaches should tally the number of students who are: a. predominantly <u>responsive</u> to teacher or peers' bids for interaction (through nonverbal or verbal means), b. <u>following</u> teacher or peer directions to engage with targeted materials, and only <u>seldom share positive emotion</u>.
1		**1** **Emerging/Fleeting.** SEE-KS coaches should tally the number of students who are: a. only intermittently <u>responsive</u> to teacher or peers' bids for interaction (through nonverbal or verbal means) and show <u>no initiation</u>, b. are <u>reliant on following</u> teacher or peer directions to engage with targeted materials, and <u>do not share positive emotion.</u>
0		**0** **No focus.** SEE-KS coaches should tally the number of students who are: a. <u>do not respond</u> to teacher or peers' bids for interaction (through nonverbal or verbal means) and show <u>no initiation</u>, b. are <u>not yet following</u> teacher or peer directions to engage with targeted materials, and <u>are not yet sharing emotion.</u>

For additional information about student engagement, please visit:
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