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”

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

Klin et al, 2012

How can we foster this social emotional growth?

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-mangement 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 P'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 Investment in Classroom Lessons

A. Foster Engagement

Getting the emotional “hook” in classroom lessons

All children benefit

A. FOSTER ENGAGEMENT

Fostering emotional investment through movement and role play
A. FOSTER ENGAGEMENT

Stimulating emotional investment through hands-on activities

A. FOSTER ENGAGEMENT

Stimulating emotional investment by creating a collaborative “product”
Fostering Independence in Classroom Lessons

B. Provide information in multiple ways

Fostering deeper comprehension in classroom lessons

All children benefit

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

A daily agenda is a critical tool for encouraging independence
B. PROVIDE INFORMATION IN MULTIPLE WAYS
Fostering independence with visuals for the sequence of daily activities

March 2, 2010

9:10 - 9:30 - Correct Paragraph
9:30 - 10:15 - Writing
10:15 - 11:00 - Read Aloud
11:00 - 11:15 - Recess
11:15 - 12:30 - Math
12:30 - 12:50 - Word Study
12:50 - 1:30 - Lunch
1:30 - 2:00 - Ind. Reading
2:00 - 2:30 - Library
2:30 - 3:30 - Catchup Time

Escape From School Game

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B. PROVIDE INFORMATION IN MULTIPLE WAYS
Fostering independence with visuals for the steps within 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 with visuals during group activities

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

Fostering Initiations in Classroom Lessons

C. Foster expression

Fostering students’ abilities to show what they know!

http://www.cast.org
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.
C. ENCOURAGE CHILD EXPRESSION

Encouraging initiations with frequent opportunities for initiations

[Images of a classroom setting with children and educational materials]
C. ENCOURAGE CHILD EXPRESSION

Encouraging initiations with frequent opportunities for initiations

- **Table Inspector**: Your job will be to make sure all of the TABLES are cleaned properly.
- **Floor Inspector**: Your job will be to make sure that there is NOTHING left on the floor.
- **Time Keeper**: Your job is to tell the teacher when there is 10 mins left of class.
- **Supply Inspector**: Your job is to make sure that ALL of the supplies are put back in the correct places.

C. ENCOURAGE CHILD EXPRESSION

Encouraging initiations with frequent opportunities for initiations

- A picture of a book showing various activities such as:
  - I can: deliver messages, listen to music, go to relaxation corner, get a drink
  - I feel bored...


## Student Engagement Ladder (Whole Group)

**District / Site:** 

**School Year:** 

**Teacher:** 

**Coach / Observer(s):** 

**Activity / Segment / Time:** 

**Communication Stage:**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Fully engaged. All students should see 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).</td>
</tr>
<tr>
<td>3</td>
<td>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 evidenced by occasional expression of shared positive emotion).</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td>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, and b. are not yet following teacher or peer directions to engage with targeted materials, and are not yet sharing emotion.</td>
</tr>
</tbody>
</table>

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**Focus on the three I's of engagement**

- Independence
- Investment
- Initiation

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**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)

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References

References


To learn more

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