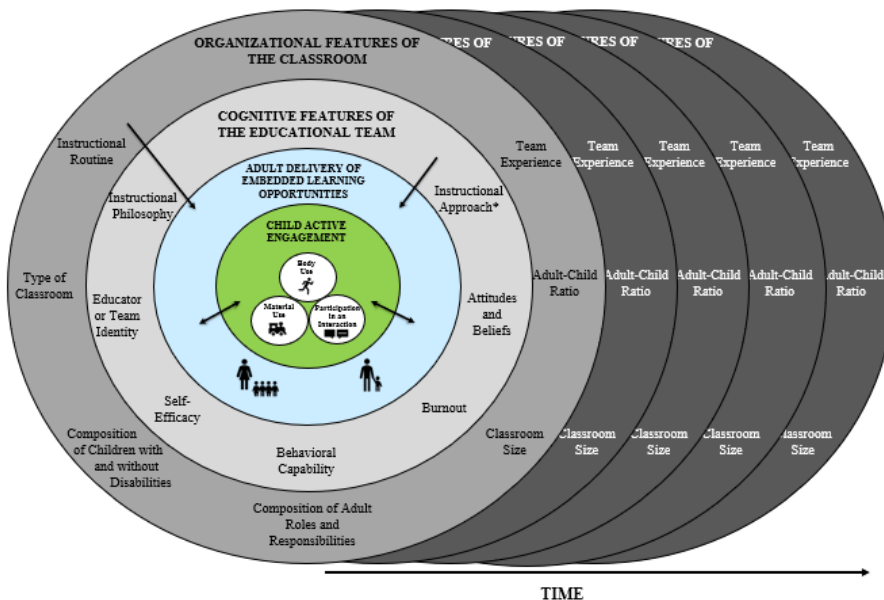


Defining and Measuring Children’s Active Engagement to Understand How to Facilitate it

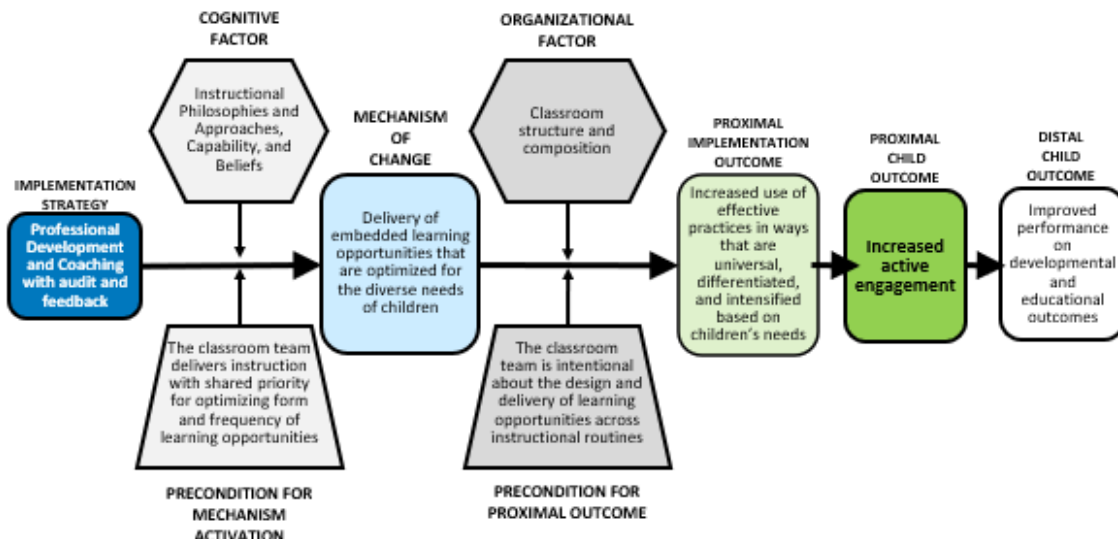
Johnson, L.D., Ford, A.L.B., Dupuis, D., & Hugh, M.L. (2021). Exploring features within organizational and cognitive factors that predict variability in estimates of classwide active engagement. *Topics in Early Childhood Special Education, 41*, 207-220, <https://doi.org/10.1177/02711214211030341>

Conceptualizing Features Associated with Active Engagement



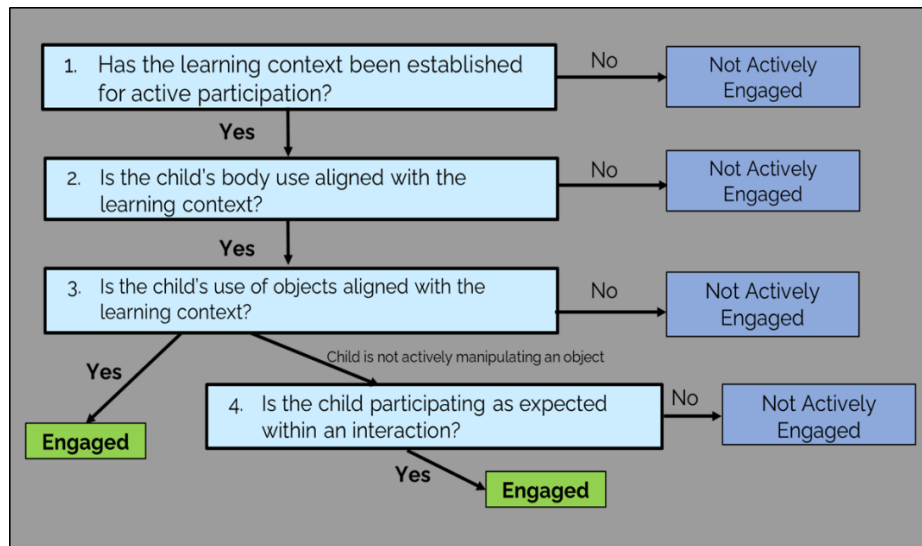
“...organizational factors may exert an influence on how learning opportunities are delivered within the classroom’s natural routines. Organizational features of the classroom, such as the type (e.g., inclusion vs. self-contained) and composition (e.g., percent of children with Individualized Education Plans [IEP]) of the classroom, influence how instructional practices are used to meet children’s differentiated and intensified needs (Mashburn et al., 2008; Pianta et al., 2009).”

Describing a Causal Pathway Facilitating Active Engagement



“...educators’ delivery of embedded learning opportunities is a critical mechanism in the learning process (Snyder et al., 2018) as it represents a mechanism through which outcomes are achieved (Lewis et al., 2018). To support the range of child ability levels and needs, the delivery of these learning opportunities can take on different forms and functions when embedded in routine preschool activities and environments (Horn & Banerjee, 2009). For example, as educators work to promote active engagement for children with disabilities, they can increasingly differentiate (e.g., visual support with a verbally provided opportunity to respond; MacSuga-Gage & Simonsen, 2015) and intensify (e.g., increased frequency and intentional use across routines; Fuchs et al., 2017) to optimize impact.”

Defining and Measuring Children’s Active Engagement



“As described by Fredericks et al. (2004), there are three forms of engagement that are often represented in the literature - behavioral, emotional, and cognitive - that interact in dynamic ways to facilitate learning. For children with developmental delays or disabilities, a focus on observable behaviors associated with acquiring skills, indicators of connection and affect during opportunities for learning, and signs that learning is taking place may help to explain why some children make developmental advances while others do not (Williford et al., 2013). Therefore, measurement of components that reflect active and observable forms of engagement demonstrated through children's (a) use of their body to participate in activities and tasks, (b) manipulation of materials, and (c) participation in social interactions with their classroom peers and adults in ways that align with the expectations and demands of the preschool classroom (Bailey & Wolery, 1992; McWilliam & Casey, 2008; Vitiello et al., 2012) may enhance our explanatory power relative to other, more distal learning outcomes.”

Examining Features that Predict Children’s Active Engagement

