

An Environment to  
Encourage  
Engagement in  
Early  
Education

Robin McWilliam & Cami Stevenson

# Poll 1: Who Are You? (choose one)

- Classroom teacher or assistant
- Visitor to classrooms (specialist)
- Administrator
- Parent
- Other

# Poll 2: Do you use these words (multiple choice)?

1. Lah
2. Aiyoh (what?!)
3. Siao (crazy)
4. Sian (bored, restless, defeated)
5. Wah lah eh (expressing emotion)

# Engagement Classroom Model

- a model for organizing young children's classroom environments to promote maximal learning opportunities.



# Outline

- Functional Goals
- Effective Teaching
- Integrated Services
- Organizing Space and Adults
- Stimulating Environment



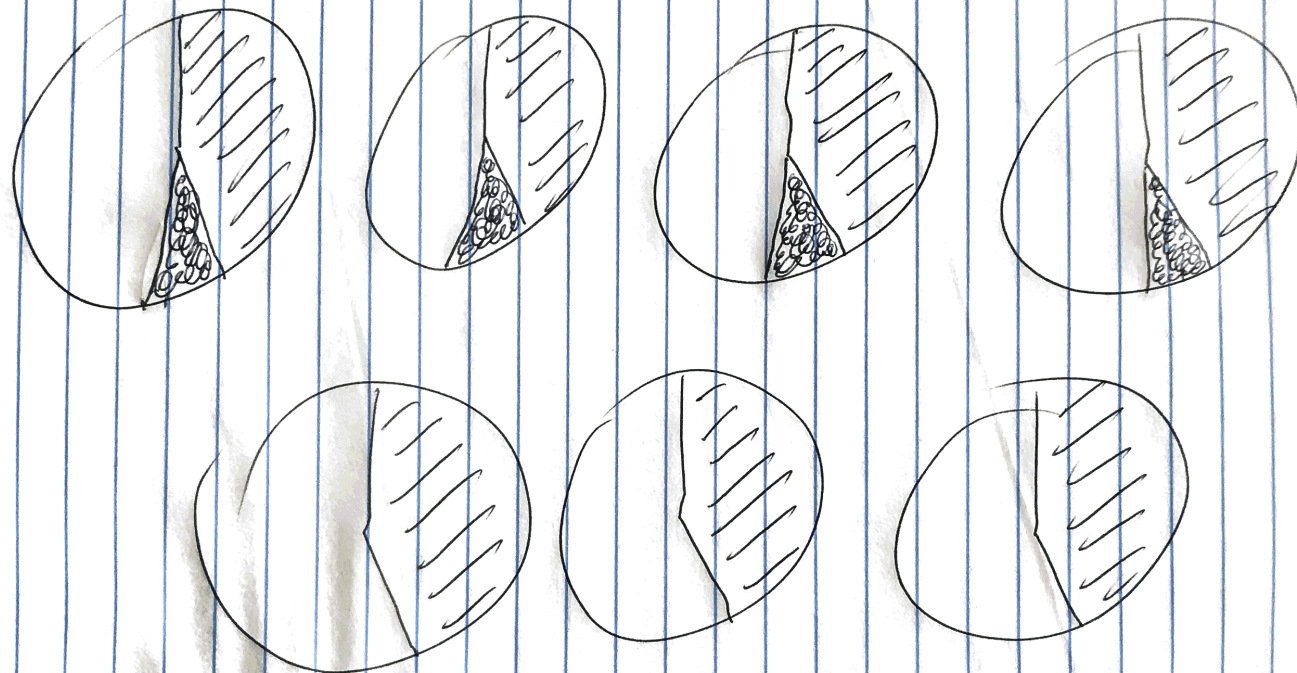
# What's wrong in classroom programs?



# Times and Places

Morning	
	8:00 Arrival Job/Free Play
	8:15 Opening Circle
  	8:30 Learning Rotation 1
  	9:00 Learning Rotation 2
  	9:30 Learning Rotation 3
	10:00 Outside Time
	10:15 Circle Time
	10:30 Snack
	10:45 Circle Play/Closing Circle
	11:00 Dismissal





/// ASLEEP 10 HRS = 98 AWAKE HOURS

⊗ PRESCHOOL TIME =  $(3 \times 4) = 12$  HRS/WK

○ OTHER PLACES = 86 HRS/WK



# Amount of Instruction



# Orphans



# Low Engagement



# Poor integration of specialized services into ongoing routines



# Functional Goals

Inclusion, engagement, then functional goals



# Inclusion





# Inclusion

- All children with typically developing peers



# Inclusion

All  
services/supports/  
instruction occur  
during regular  
classroom routines  
or activities



# Inclusion

The real child  
learning occurs  
between specialists'  
visits



# Functioning



Graph these comma-separated phrases: ENGAGE,ENGAGEMENT

case-insensitive

between 1920 and 2008 from the corpus English

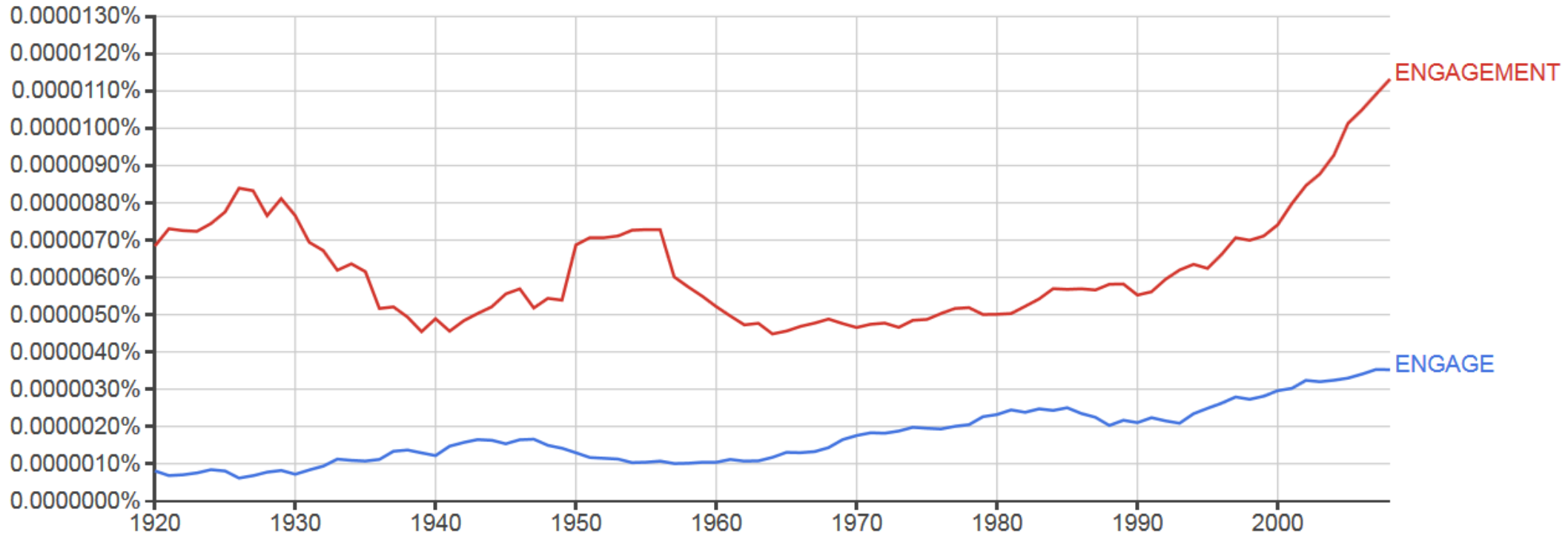
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# Why Engagement Is Important



# Definition of Engagement

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

Bioray



# E-I-SR

Engagement

Independence

Social Relationships

# Types and Levels

Level	With Adults	With Peers	With Materials
Persistent			
Symbolic			
Encoded			
Constructive			
Attentionally focused			
Differentiated			
Casually attentive			
Undifferentiated			
Nonengaged			

# Nonengaged

- Inappropriate or undesired behavior
  - Test question: Would I want this child to do this more?
  - If no, nonengaged
- Active
  - Crying, being aggressive (including SIB), destroying things
- Passive
  - Staring into space, wandering, displaying stereotypic behaviors
- [Video of stereotypes](#)

# Undifferentiated

- Repetitive, simple behavior
  - Typical in infancy and infant-level intellectual abilities
- With adults: Pat-a-Cake, “mamamama”
- With peers: Parallel play, banging objects
- With materials: Banging objects together, hitting high-chair tray over and over
- [Video of undifferentiated engagement with peers](#)



# Casually Attentive

- Looking around, with eye gaze lasting no longer than 3 sec on any one person or object or wandering around with fleeting attention
- With adults: Occasionally looking at adults for short bouts
- With peers: Same
- With objects: Picking up objects but discarding them within 3 sec
- [Video of casually attentive and attentionally focused](#)

# Differentiated

- Default level, if not a lower or a higher level.
- Participating in the routine, doing different things
- With adults: Responding and initiating; nonverbal and verbal (oral) communication
- With peers: Same
- With materials: Displaying different behaviors with objects (vs. repetitive behaviors)
- [Video of child eating](#)

# Attentionally Focused

- Maintaining eye gaze for over 3 sec
- Absorbed in activity but only by looking or listening, not manipulating
- With adults: Listening to story or directions
- With peers: Watching them do something
- With materials: Intense focus even if some manipulation is involved (e.g., looking at pictures in book); watching video

# Constructive

- Making something with materials
- Usually representational
  - Drawing something (vs. scribbling, repetitive)
  - Building something (vs. simply stacking)
  - Making a “snake” (vs. simply rolling Playdoh™)



# Encoded

- Using rules such as conventionalized language or organized games with others
- Usually with adults or peers
- Using words, signs, or symbols correctly (vs. gestures/pointing)
- Playing game with rules



# Symbolic

- Pretending with objects or discussing people or objects when the referent is absent.
- Substituting one object for another in pretend play.
- Talking about the past or future or something not visible at the time.

# Persistent

- Repeating a behavior two or more times to solve a problem.
- Trying and not giving up easily
- With adults and peers: To get attention, communicate, or play
- With materials: To grasp, fit in, build, etc.





# Functional, Participation-Based Outcomes/Goals

# Routines-Based Interview *With Fidelity* for Needs Assessment

# The Routines-Based Interview

- Go through each “routine” (i.e., time of day or activity)
- Get a sense of family’s and child’s functioning
- Write down significant information
- Star the concerns
- Recap concerns with the family, showing them the starred items
- Ask what the family would like to concentrate on
- Write down these outcomes
- Ask them for the priority order

# Structure

## Home Routine

Waking  
Changing diaper  
Going to kitchen  
Breakfast  
Parent getting ready  
Going outside  
In shops  
Lunch  
Going to park  
Other family members  
coming home  
Dinner preparation  
Dinner  
Bath  
TV  
Bedtime

## Within Each Routine

1. What does everyone else do?
2. What does this child do?
  - a) Engagement
  - b) Independence
  - c) Social relationships
3. How satisfactory is this routine?

Outside  
Music  
Story  
Lunch  
Nap  
enters  
departure

3. How well is this routine working for the child ("goodness of fit")

# Example Informal Goals From RBI Done With Family and Teacher

1. Play cooperatively with other children (free play, outside, play time at home)
2. Use complete sentences when appropriate (meals, car ride, circle)
3. Finish tasks (art, free play, meals)
4. Label pictures (bedtime, story, free play)
5. Help with hair washing, without fussing (bath time)
6. Parents have 1 night out a month for 6 months
7. Holds crayon with thumb and two fingers (art, play time at home)
8. Climbs slide ladder (outside, park)
9. Washes hands, going through ALL the steps (handwashing times at school)
10. Puts on coat and pulls zipper up, after adult inserts zipper (going out from home, going outside at school, departure)
11. Mother has information about kindergarten options

# Criteria for Attainment

How we will know the child can do it

# Example Participation-Based Outcomes

- Priya will participate in circle, centers, and snack by staying in place. We will know she can do this when she stays with one activity for 5 minutes during circle, one center, and snack in one day for 5 consecutive days.
- Quentin will participate in dinner preparation, free play at school, and play time at home by playing with a toy (no screen). We will know he can do this when he plays with one or more toys with no help, after being told to play, for 10 minutes during dinner prep, one free play time at school, or one play time at home in 1 day for 3 consecutive days.



# More Examples

- Rose will participate in car ride home, circle, and centers by using 2-word combinations. We will know when she uses three true 2-word combinations (i.e., combining two ideas, such as noun + verb) during each of these 3 times of day on 5 consecutive days.
- Sam will participate in going to school, going to the bathroom at school, and outside play by walking with his walker. We will know he can do this when he walks 10 yards with his walker twice a day on 3 of 5 days.

<b>Functional Areas</b>	<b>Circle</b>	<b>Free Play/ Centers</b>	<b>Art</b>	<b>Music</b>	<b>Outside</b>	<b>Meals</b>
Engagement	Say name of song	Stay with something for 5 minutes	Stay with something for 5 minutes	Play with instruments appropriately	Play on playground equipment	Stay at table while food still there
Independence	Go to circle without indiv prompting	Complete 10-piece puzzle	Hold crayon with pencil grasp	Put away instrument w/out indiv prompting	Climb slide ladder indep.	Pour milk in glass
Social Relation-ships	Participate w/out bothering other children	Share materials	Describe art product	Watch and listen to other children	Wait turn to get on equipment	Pass food dish to next child

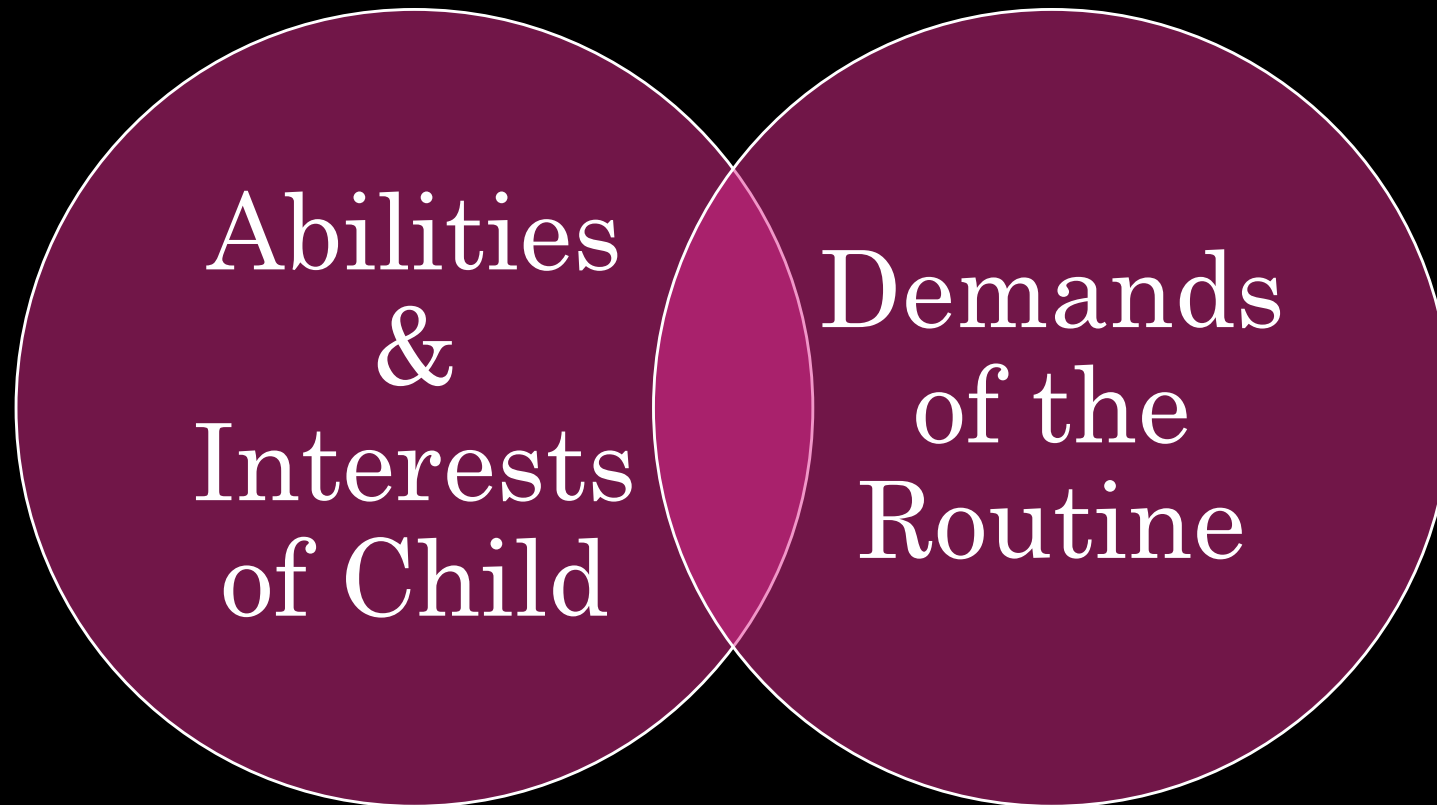
# Child-Related Family Goals

1. Miriam will learn 20 signs by February 1.
2. Monica will have information about autism and sleep disorders by December 1.
3. Maria will take Pau to the otolaryngologist by January 1.

# Family-Level Goals

1. Olivia will have information about enrolling in the university by February 1.
2. Paula will find new housing by March 1.
3. Rosa will have one evening for herself every two weeks for 6 months.

# Needs Assessment: goodness of Fit



# Poll 3: How functional are the goals you usually have?

1. Not at all functional
2. Somewhat functional
3. Functional
4. Very functional

# Poll 4: How meaningfully do you measure acquisition of a goal?

1. What do you mean? We don't have measurable criteria!
2. Not at all: We measure number of trials completed
3. Somewhat meaningful: We measure what a child does during data collection
4. Meaningful: We estimate frequency, duration, volume, distance in everyday routines



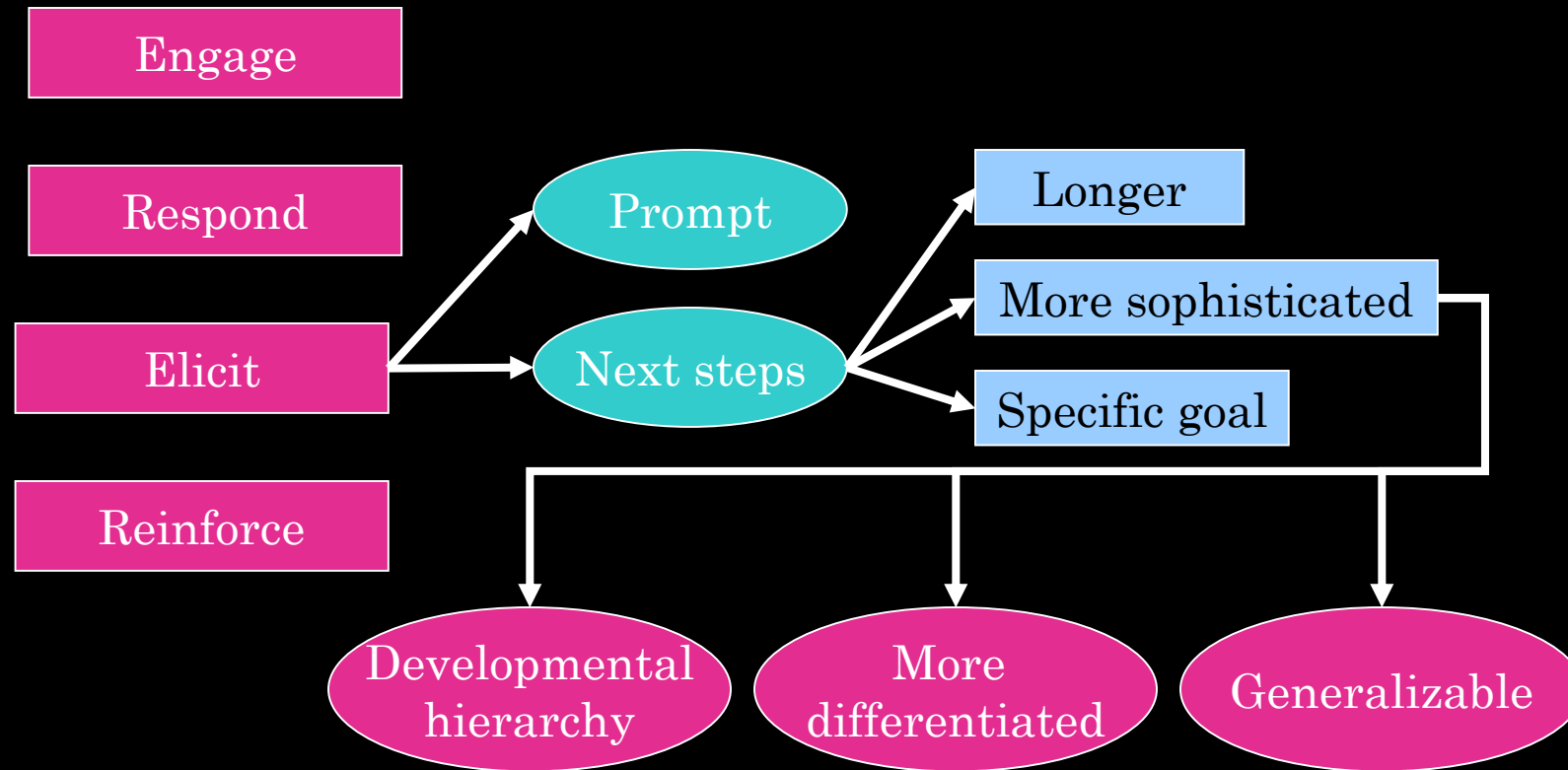
# Incidental Teaching

Actual teaching

# Incidental Teaching

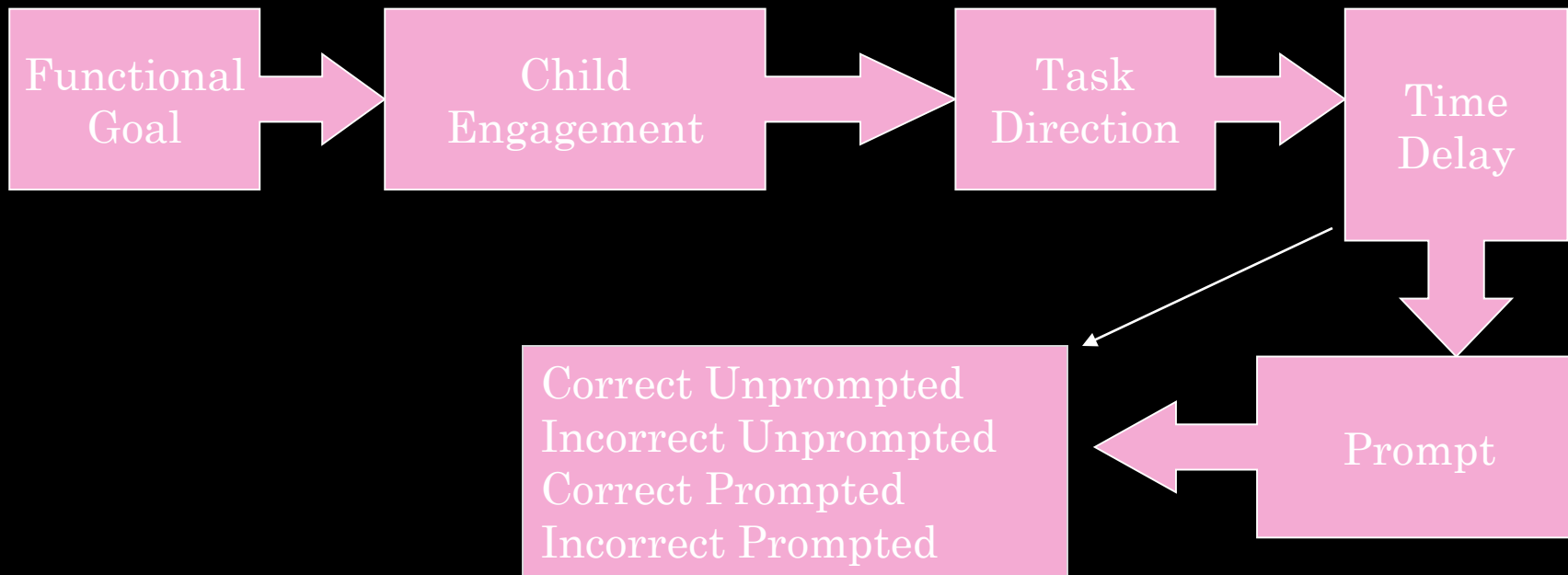
- Get children engaged
- Follow their lead (i.e., interest)
- Elicit
  - Longer engagement
  - More sophisticated engagement
  - Goal-established behavior
- Ensure interaction was rewarding

# Systematic Incidental Teaching



# Eliciting More Elaborate Behavior

- Task Direction
  - How am I going to let the child know it's time to perform the behavior?
- Time Delay
  - How much time will I give the child to perform the behavior?
- Prompt
  - How am I going to help the child perform the behavior correctly?



**Table 4. Correlations Among Predictors and Outcomes**

	1	2	3	4	5	6	7
<b>Outcomes</b>							
1. Nonengagement	1.00						
2. Unsophisticated engagement	.32	1.00					
3. Focused attention	.01	.15	1.00				
4. Differentiated engagement	-.68	-.57	-.57	1.00			
5. Sophisticated engagement	-.35	-.06	.06	-.15	1.00		
<b>Predictors</b>							
6. Incidental teaching	-.25	-.09	-.27	.17	.42	1.00	
7. Developmental quotient	-.48	.21	.29	-.03	.43	-.01	1.00
8. Child-Child score	-.55	-.29	.04	.29	.45	.12	.46

Casey, McWilliam, &amp; Sims (2012)

**Table 5.** Results of Standard Regression Analyses ( $n = 61$ )

Variables	$R^2$	$B$	$SE B$	$\beta$	$sr^2$	$p$
Nonengagement	.408					.001
Incidental teaching		-0.736	0.370	- .204	.041	.052
Developmental quotient		-0.183	0.069	- .306	.073	.010
Child-Child score		-0.832	0.251	- .384	.114	.002
Unsophisticated engagement	.234					.002
Incidental teaching		-0.020	0.091	- .025	.001	.831
Developmental quotient		0.056	0.017	.435	.148	.002
Child-Child score		-0.227	0.062	- .486	.182	.001
Focused attention	.159					.019
Incidental teaching		-0.647	0.311	- .255	.064	.042
Developmental quotient		0.138	0.058	.325	.083	.021
Child-Child score		-0.127	0.211	- .083	.005	.551
Differentiated engagement	.133					.042
Incidental teaching		0.628	0.630	.124	.015	.323
Developmental quotient		-0.163	0.118	- .193	.029	.171
Child-Child score		1.119	0.427	.367	.104	.011
Sophisticated engagement	.416					.001
Incidental teaching		0.181	0.048	.388	.148	.001
Developmental quotient		0.025	0.009	.316	.078	.008
Child-Child score		0.073	0.032	.261	.053	.027

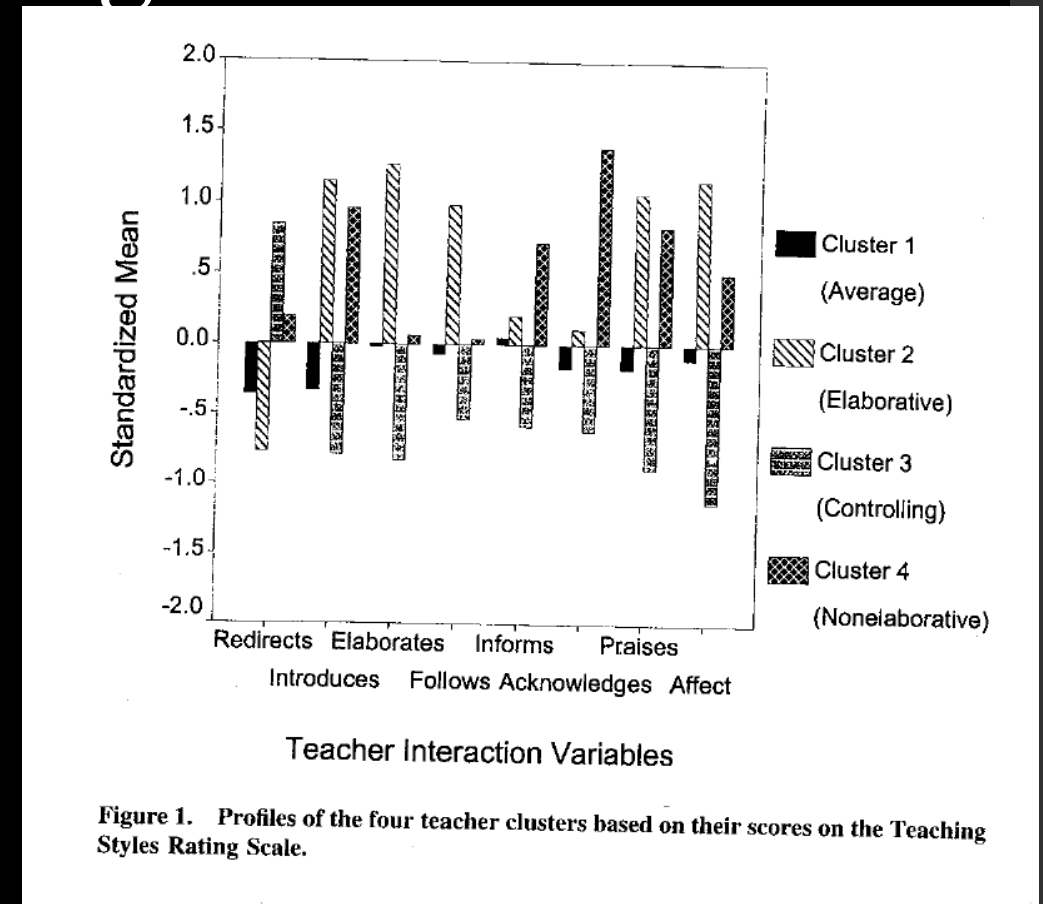


# Teaching Styles

*Affect is more important than you realize*

# Teaching Styles Rating Scale

Elaborative cluster (2):  
Low on redirects,  
High on introduces,  
elaborates, follows, praises,  
and affect  
Average on informs,  
acknowledges  
Versus  
Controlling: See Cluster 3



*Affect was important!*

# Integrated Services

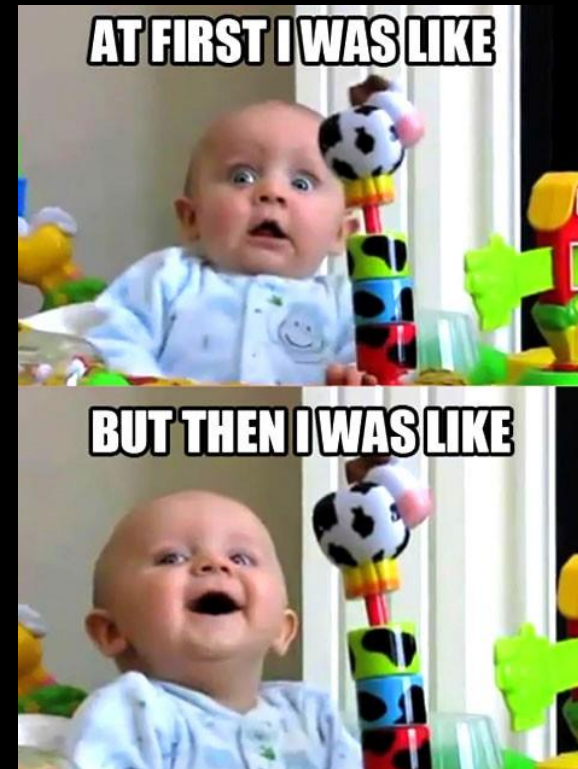
No pull-out

# Teamwork

Pineapple farm team

# Collaborative Consultation to Child Care (CC2CC)

- Visiting TEACHING STAFF/CAREGIVERS
- In their context
- Conjoint behavioral consultation



# Collaborative Consultation

<b>Collaborative</b>	<b>Expert</b>
Decide on the problem together	Consultant decides what the problem is
Decide on the solution together	Consultant decides what the solution is
Evaluate the solution together	Consultant evaluates whether the solution has worked

# Gaining Trust and Credibility

## **Social**

- Get to know the teachers and let them get to know you

## **Task**

- Show you know what you're talking about



# Rules of Consultation

1. Work in the classroom (don't pull the child out)
2. Establish ground rules with the teachers
3. Respect whose turf you're on



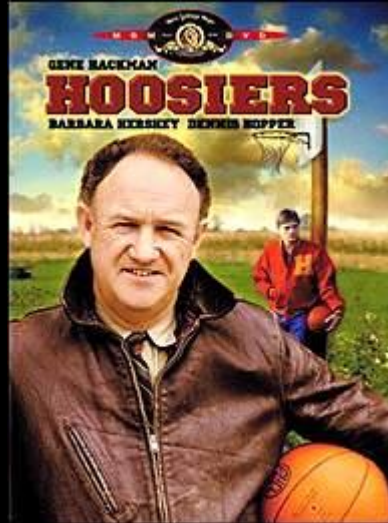
4. Aim to make routines more successful for teachers and the child
5. Communicate during the activity
6. Position yourself to model and to observe

7. Model incidental teaching
8. Aim for child engagement, independence, and social relationships
9. Debrief before leaving
10. Make friends with the teachers

# Collaborative-Consultation Reflection

- Collaborative versus expert
- Communication
- Working in routines
- Building teachers' capacity
- Making routines easier
- Which of these has been our weakest area?
  - Why?

# Hoosiers Rule: The Secret to Collaborative Consultation!



“How many times we gonna pass  
the ball before we shoot?”  
“Four!”



“How many questions we gonna ask before we make a suggestion?”  
“Four!”



# Why Not Just Give Suggestions?

- Your input should be added value...
- So you need to know background
- You should not be the hero of the visit
- Think about feasibility and implementation
- Partners work together





## IMPACTS OF WORKING THIS WAY

- Adults “empowered”
  - Know what to do throughout the day
- Child receives intervention in every routine (see matrix)
- Child receives intervention in context where skills needed (i.e., programming for generalization, Stokes & Baer, 1972)

# How We Get there

- Checklists
- All specific steps articulated
- Platform for feedback
- Data on implementation extent and fidelity

Routines-Based Home Visit Checklist 1

Routines-Based Home Visit Checklist

Home Visitor's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Observer's Name: \_\_\_\_\_

*Prerequisites: Ten-twelve functional child goals and family goals, derived from an in-depth assessment of needs in everyday routines, such as the Routines-Based Interview, and an ecomap.*

Did the home visitor	✓	±	-
<b>Greeting</b>			
1. Greet everyone present in a friendly way?			
2. Make brief small talk (i.e., off task)?			
3. If familiar in the home, make herself <sup>1</sup> at home in the usual place; if not, ask parent <sup>2</sup> where she should sit?			
4. Ask parent how things have been going?			
5. If parent brings up an issue to discuss, continue this conversation thread?			
6. If parent does not bring up an issue, prompt one more time by asking if anything new has come up since the last visit?			
7. Consult Next-Steps Form to see what family wanted this visit to concentrate on?			
8. Refer to the matrix to place discussion of a skill in the context of a routine?			
<b>Child Goal</b>			
9. Always discuss skills in the context of routines? (e.g., "At what time of day do you see this?" "At what time of day, would you like him to do this?")			
10. Ask at least four questions before making a suggestion, such as			
a. What does your child do now (related to the goal or issue)?			
b. When and where does this occur?			
c. What do you do?			
d. What would you like your child to do?			
e. What happens if you _____? (Almost a suggestion.)			
11. Make a suggestion (e.g., "Have you ever tried _____?")			
12. Discuss only evidence-based practices (i.e., avoid suggestions of practices determined by authorities to have little evidence and little likelihood of effectiveness such as oral-motor stimulation, play therapy, sensory integration, and other noncontingent approaches)?			

# Why We Work This Way

- All the intervention occurs between visits
- Building families' capacity
- Promoting children's functioning/engagement/participation





**NEXT STEPS FORM**

Family Name: \_\_\_\_\_ Date: \_\_\_\_\_

**What we did today**

**What we will do from now until the next visit**

**Plan for next visit**

Name of Service Provider: \_\_\_\_\_

Phone #: \_\_\_\_\_ Date & time of next visit: \_\_\_\_\_

# Matrix

Child: Danielle, aged 30 months, overall delay (no known etiology)

Also in the home: Brenda (your 20-year-old sister, a college student)

You: Single mother, used to work as a bank teller, now stay home with Danielle, living on savings and support from your parents, who live in a nearby town

See the matrix for your IFSP outcomes, in your priority order, and the times of day when you want Danielle to have the skills.

	Outcome	Waking Up	Meals	Play Inside	Outside	Bath	Bedtime	Outings	Diaper	Dinner Prep
1.	Eat with spoon		X							
2.	Use 25 words consistently	X		X		X			X	
3.	Run without running into things			X	X			X		
4.	Do as she's told, without saying <i>no</i>		X		X		X			X
5.	Time for [mother] alone									
6.	Information about preschool options									
7.	Play with something for 15 minutes	X		X						X
8.	Name objects in a book			X			X			
9.	Play without pulling <u>Tibby's</u> tail			X						X
10.	Stay nearby, without running off				X			X		
11.	Decide about going back to work									
12.	Say yes or no to <i>Messy diaper?</i>	X		X	X			X	X	

From the teacher's perspective....



# How Best to Use Professionals Who Visit the Classroom

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# Outline

1. Who visits classrooms?
2. Why do they visit?
3. What's this like for teachers?
4. What's this like for visiting professionals?
5. What does the research say?
6. What are the key practices teachers should use?



# 1. Who Visits Classrooms?

- ECSEs
- OTs
- PTs
- Speech-language pathologists
- Psychologists, behaviorists, etc.
- Others

## 2. Why Do They Visit?

- “Work with the child”
  - Where?
  - How?
- “*Provide recommendations* about working with the child”
  - How?

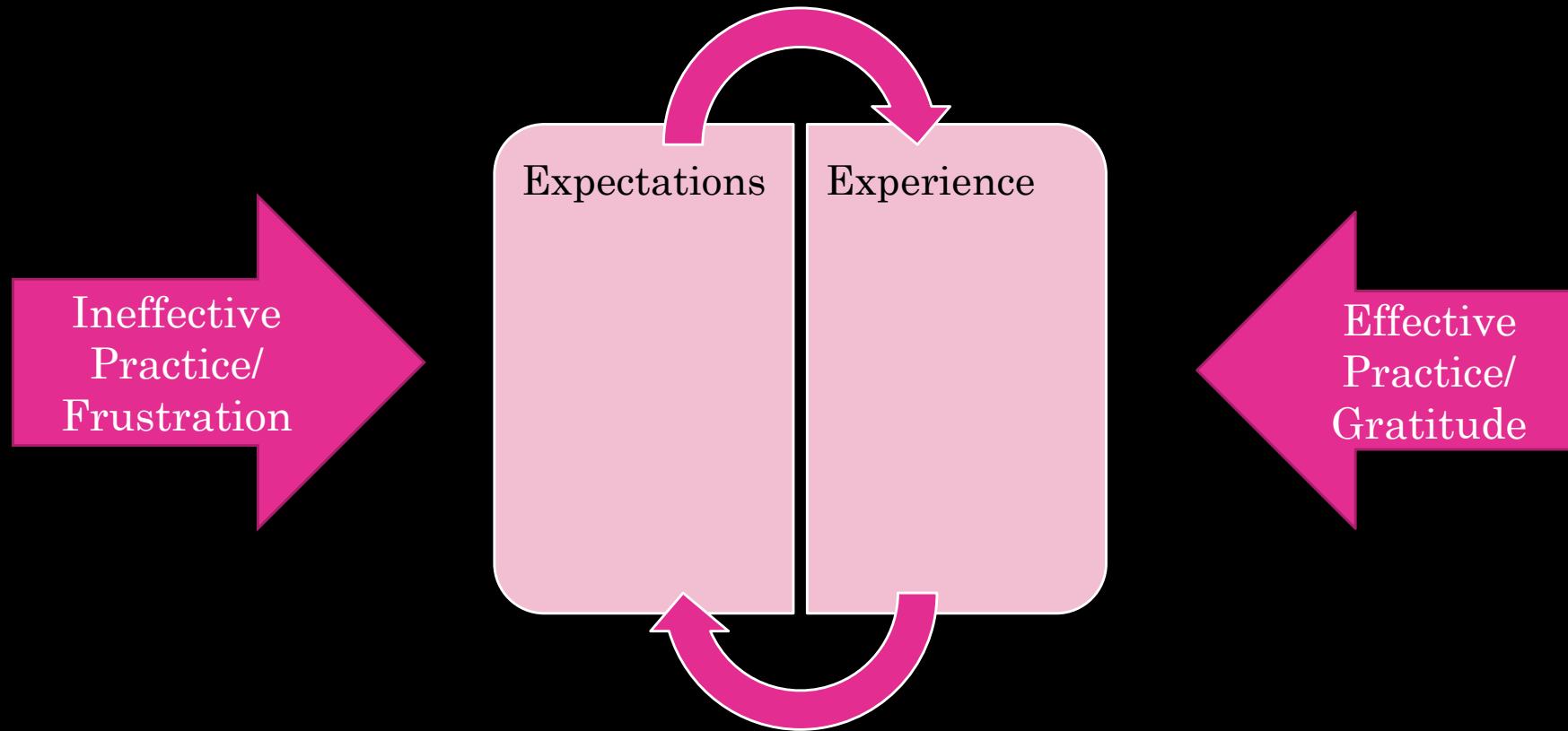
# Should We Revisit These Purposes?

- All the intervention occurs between visits
- Expert consultation is ineffective in educational settings

### 3. What's This Like for Teachers?

- Teachers' expectations
  - Where did these come from?
- What frustrates teachers about professionals?
  - Violation of expectations, of course
  - Interventions unlikely to work
  - Interventions not feasible
  - No added value
  - Attitude

# What Do Teachers Like From Visiting Professionals?



# When Everything Clicks, Teachers Like Like

- Being part of the assessment
- Being part of the solution finding
- Being part of the evaluation of the solution
- Communication
- Their Visiting Professional

## 4. What's This Like for Visiting Professionals?

- No one pays attention to me.
- They expect me to take the child out.
- The classroom's a disaster.
- They don't follow through.
- There's nowhere for me to work with the child.
- There's no meeting time.

# No One Pays Attention to Me

- Have ground rules been established?
- Do you add value?
- Who came up with the intervention?

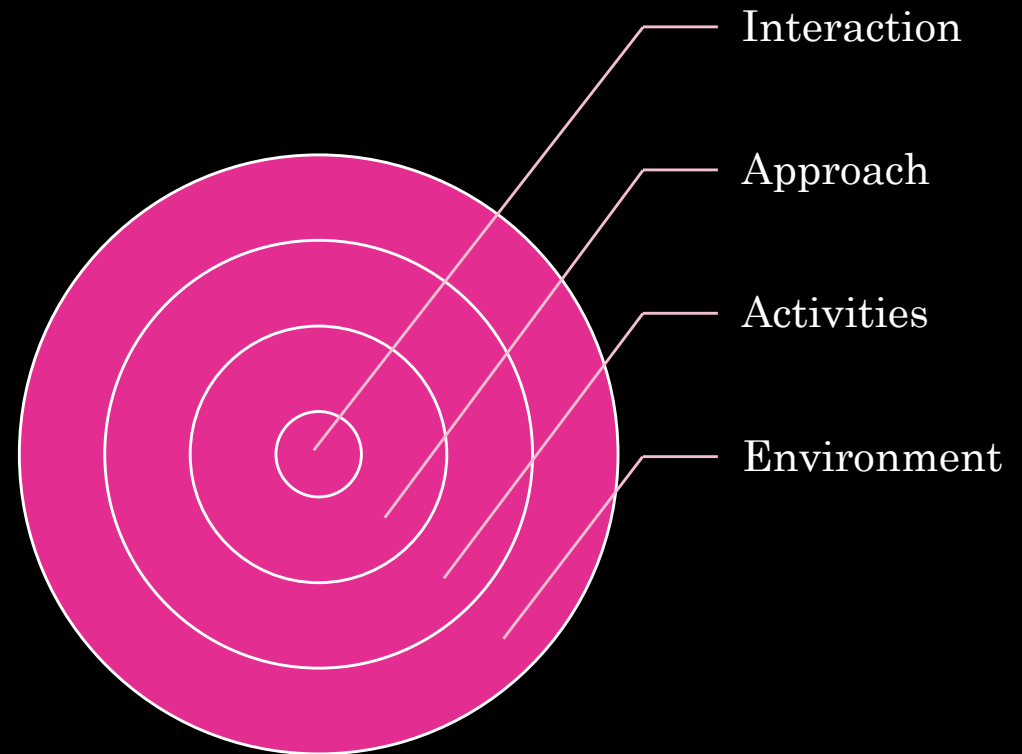


# They Expect Me to Take the Child Out

- Tell them why that's ineffective.
- Do not capitulate!
- Consultants are not respite providers.

# The Classroom's a Disaster

- Consultants' role should not be limited to the child.
- How to introduce yourself: "I am here as a classroom consultant because you have a child with an IEP in your room."
- The 4 contexts of teaching (McWilliam, de Kruif, & Zulli, 2002)



# Are Classroom Consultants Prepared to be *Classroom* Consultants?

- Typically, no
  - Insufficient knowledge of
    - Classroom management
      - Engagement
      - Room arrangement + other environmental factors
      - Organization of adults
- But then they're not trained to be individual-child consultants either!

# Insufficiency in Individual-Child Consultancy

- Effective teaching practices
  - Incidental teaching
    - Prompting procedures
      - Timing
    - Chaining
    - In context
    - Reinforcement schedules

# They Don't Follow Through

- “Follow through” = Do as I say
- Collaborative consultation doesn't work that way
- Joint solution finding
- Hoosiers Rule
  - Pass the ball four times before you take a shot



# There's Nowhere for Me to Work With the Child



- Pull-out is ineffective (McWilliam, 2006)
- Role of therapists working with children in classrooms ~~has~~ should have changed

# There's No Meeting Time



- Meeting time is a luxury
- ...necessary in some models
- One ground rule: We will communicate during my session

# 5. What Does the Research Say?

- Teachers and therapists communicate 4x more with in-class
- Relationship is important to implementation by teachers
- Individualized within routines is most effective
- Consultants have to add value
- Teachers prefer in-class, when they know what it is





# 6. What Key Practices Should Teachers Use



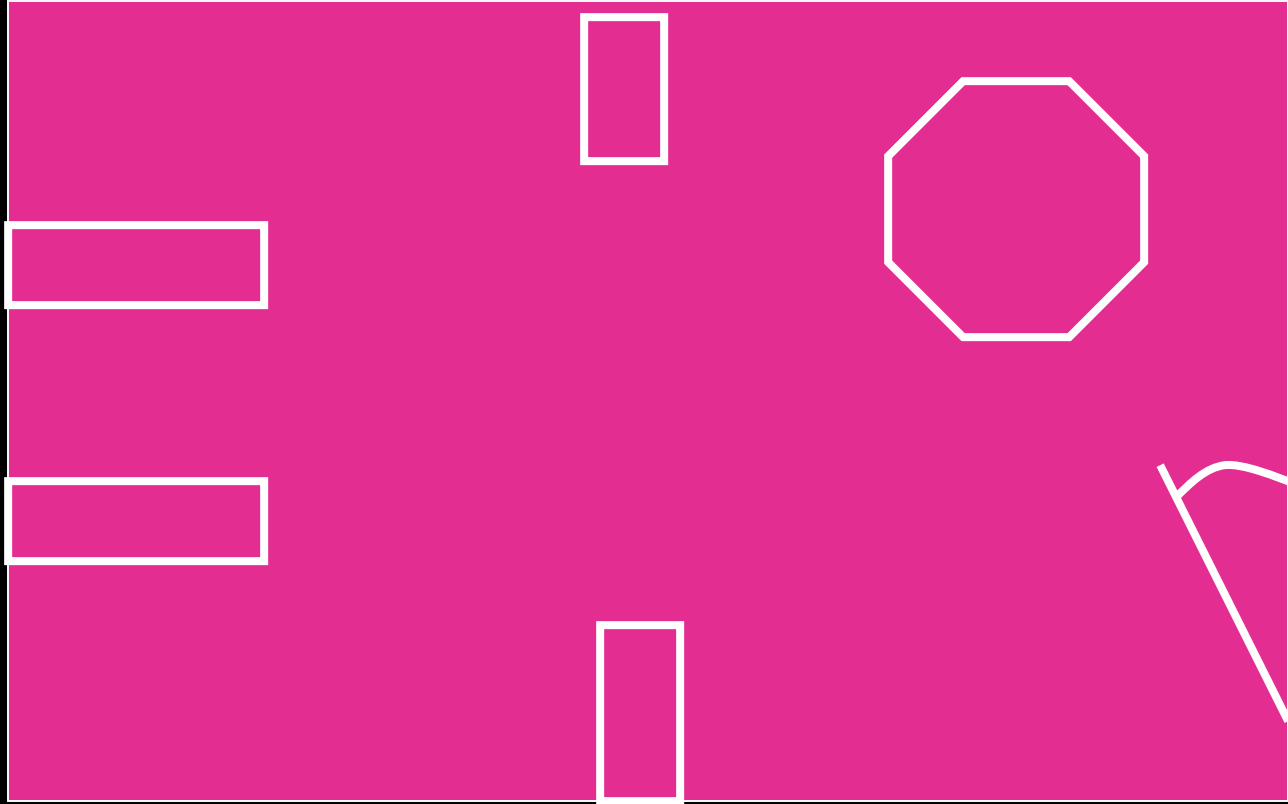
- Receiving Consultation/Integrated Therapy Checklist
- This might be your most valuable hour of the week. Treat it as such!

# Zone Defense Schedule

Organizing space and adults

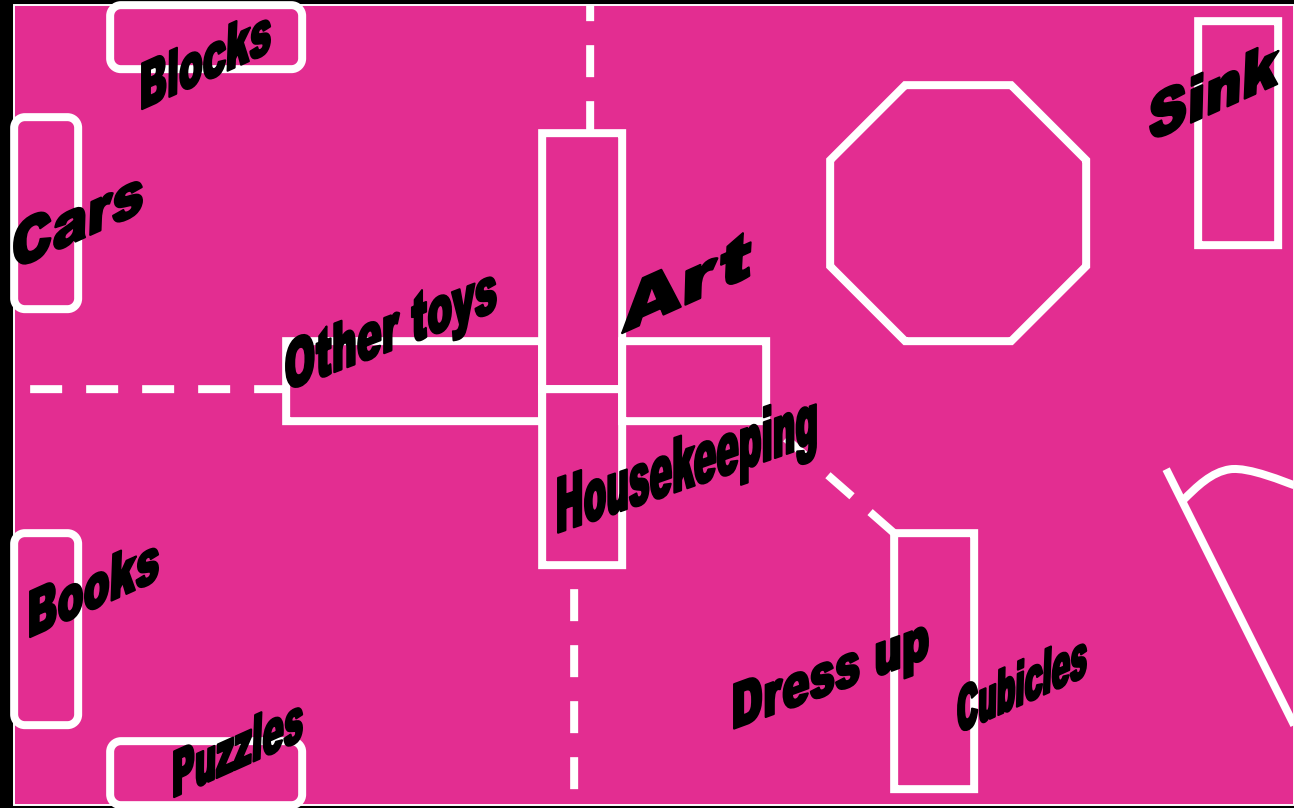
# The Zone Defense Schedule

- Method for organizing the roles and responsibilities of classroom staff
  - Set-up role
  - Focus on engagement
  - Empowers staff members



# Room Arrangement

- Break up the middle of the room
  - Prevents children from running laps or wandering
  - Creates four zones
- Scatter centers throughout the room and throughout the zones
  - Most nonengagement occurs in wide open, empty spaces
- Put similar activities near each other



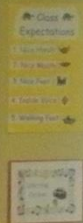
## Poll 5: How developmentally appropriate are your classrooms (choose one)?

1. They have desks and minimal distractions.
2. Some areas encourage play
3. They have many colors and much plastic
4. They are beautiful spaces with many things to do





EXIT



Circle Time



Time Motor Center





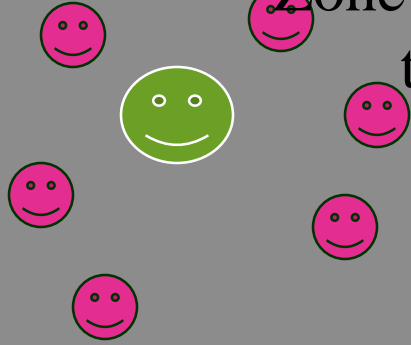
# Example 2-Person Schedule

Time	Person 1	Person 2
8:00-8:15	Arrival	Set Up
8:15-8:30	Set Up	Morning Meeting
8:30-8:45	Free Play	Set Up
8:45-9:00	Set Up	Free Play
9:00-9:15	Story	Set up
9:15-9:30	Set Up	Centers
9:30-9:45	Set Up	Centers
9:45-10:00	Set Up	Centers
10:15-10:30	Snack	Set Up
10:30-10:45	Set Up	Music

# Example With Part-Time Person

<b>Time</b>	<b>Person 1</b>	<b>Person 2</b>	<b>Person 3</b>
2:00-2:15	Set Up	Snack	Snack
2:15-2:30	Story	Set Up	Story
2:30-2:45	Centers	Centers	Set Up
2:45-3:00	Centers	Centers	Set Up
3:00-3:15	Centers		Set Up
3:15-3:30	Set Up		Outside
3:30-3:45	Set Up		Outside
3:45-4:00	Free Play		Set Up
4:00-4:15	Free Play		Set Up

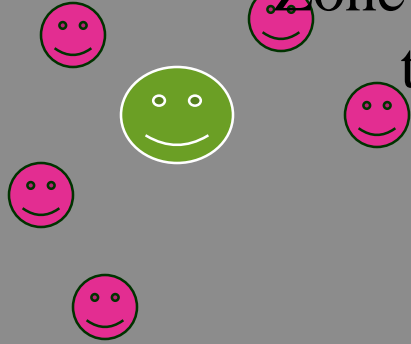
Zone for story  
time



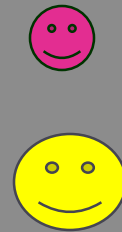
Zone for free  
play



Zone for story  
time



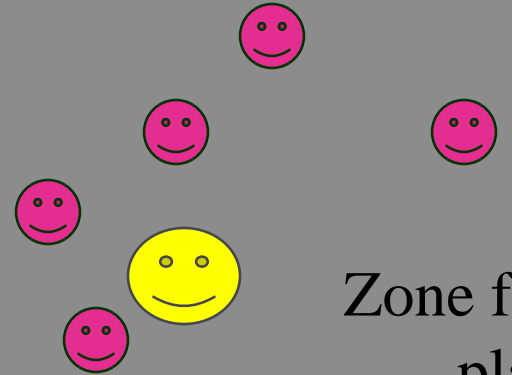
Zone for free  
play



Zone for story  
time



Zone for free  
play



# Defending Zones



# Stimulating Environment





# Reggio Emilia Concepts (from [thecompassschool.com](http://thecompassschool.com))

- Children are capable of constructing their own learning... until they're not.



# Reggio Emilia Concepts (from [thecompassschool.com](http://thecompassschool.com))

- Children are collaborators and learn through interaction within their communities... until they're not.



# Reggio Emilia Concepts

- Children are natural communicators and should be encouraged to address themselves however they feel they can.



# Reggio Emilia Concepts

- The classroom environment is the third teacher (more in a minute)





# Reggio Emilia Concepts

- Teachers are partners, nurturers, and guides who help facilitate the exploration of children's interests as they work on short and long-term projects... and they're called teachers for a reason.



# Reggio Emilia Concepts

- Documentation is a critical component of communication.



# Reggio Emilia Concepts

- Parents are partners in education... and more.



# The Third Teacher

- “Loris Malaguzzi, founder of the Reggio Emilia approach, describes how educators view the school ‘as a living organism, a place of shared relationships among the children, the teachers, and the parents and a feeling of belonging in a world that is alive, welcoming and authentic.’”



# The Third Teacher

- “Open and inviting classrooms and common spaces are carefully integrated with one another, as well as with the outside community.”



# The Third Teacher

- “Use of natural furnishings encourage real-life interactions—think plants, mirrors, big windows, natural light and less of what we come to expect in a traditional child care facility.”



# The Third Teacher

- “Presentation of classroom materials and resources in a way that draws attention and curiosity without feeling institutional.”



# The Third Teacher

- “Display of project work, both completed and in-progress, is interspersed throughout the classrooms, to spark new creative ideas and engage students.”

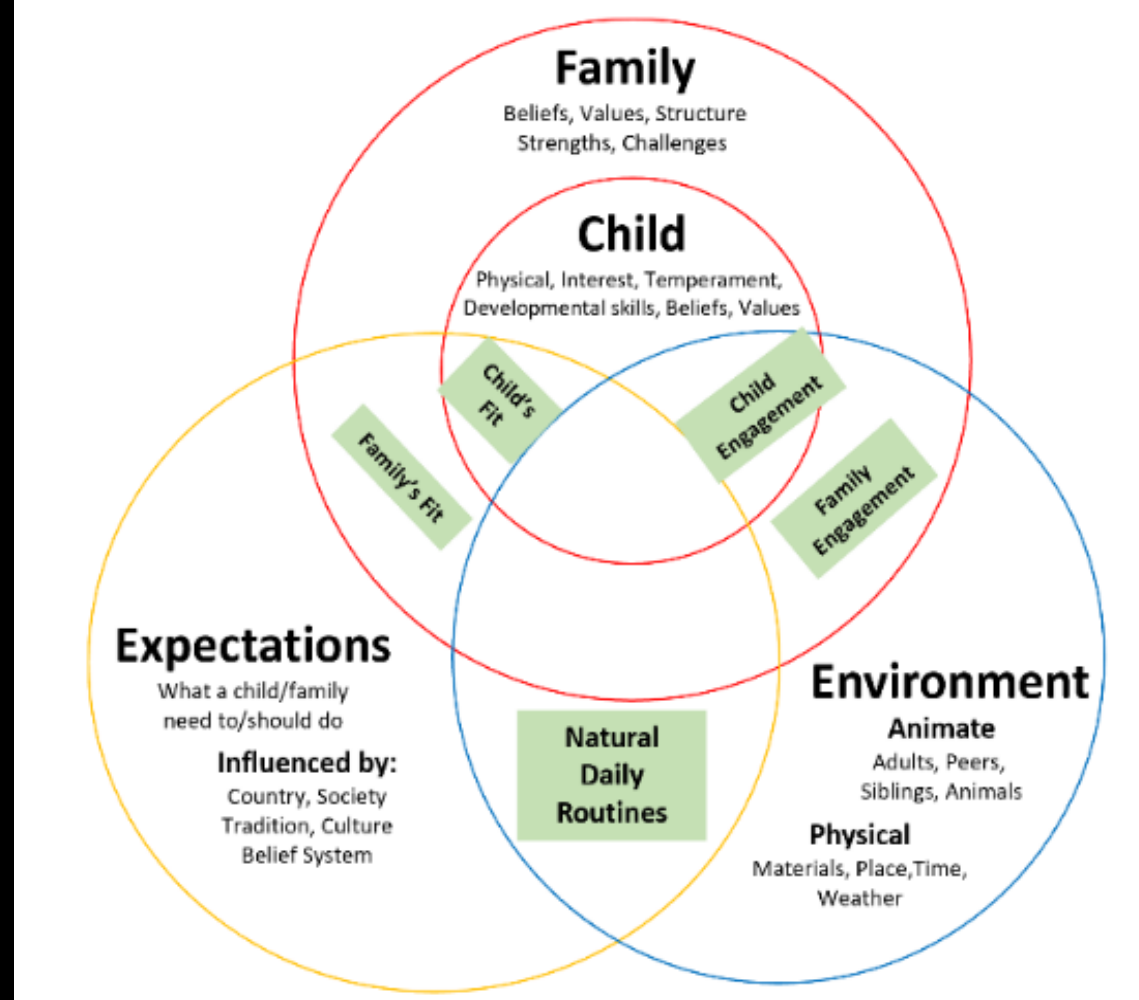




# The Third Teacher

- “Design and layout of workspaces facilitate small and large group activities or independent work.”  
([thecompassschool.com](http://thecompassschool.com))





Ecological-habilitation construct of global child outcomes

Project ECHO, Singapore

# ClameISR

(McWilliam, 2014)

6.7. Sings, vocalizes, or communicates in some way, while singing song	3	1	2	3	SR	CM	2
6.8. Interacts with adults	3	1	2	3	SR	CM	1
6.9. Interacts with peers	3	1	2	3	SR	CM	1
6.10. Waits to take turn	3	1	2	3	E	CG	1
6.11. Answers questions	3	1	2	3	SR	S	2
6.12. Discusses things from the past	5	1	2	3	SR	CG	2
<b>7. Meals/Snack</b>	<b>Age</b>	<b>Not yet</b>	<b>Sometimes</b>	<b>Often/Beyond this</b>	<b>Func<sup>a</sup></b>	<b>Dev<sup>b</sup></b>	<b>Out<sup>c</sup></b>
7.1. Sits in chair	3	1	2	3	E	M	3
7.2. Eats a variety of foods	3	1	2	3	E	A	3
7.3. Feeds self with spoon	3	1	2	3	I	A	3
7.4. Feeds self with fork	3	1	2	3	I	A	3
7.5. Keeps hands out of others' plates	3	1	2	3	SR	A	1
7.6. Uses words or signs	3	1	2	3	SR	CM	2
7.7. Asks for more	3	1	2	3	SR	CM	3
7.8. Goes to meal/snack with no problem	3	1	2	3	E	CG	1
7.9. Leaves meal/snack with no problem	3	1	2	3	E	CG	1
7.10. Drinks from open cup	3	1	2	3	I	A	3
7.11. Responds to adults' initiations	3	1	2	3	SR	CM	1
7.12. Responds to peers' initiations	3	1	2	3	SR	CM	1
7.13. Says, "No," or otherwise refuses offer	3	1	2	3	SR	CM	3
7.14. Asks for things other than "more"	3	1	2	3	SR	CM	2
7.15. Initiates interactions with adults	3	1	2	3	SR	S	1
7.16. Initiates interactions with peers	3	1	2	3	SR	S	1
7.17. Clears away own plate and cup	3	1	2	3	E	A	3
7.18. Stays in seat for appropriate amount of time	4	1	2	3	E	A	1
7.19. Serves self from serving bowl	4	1	2	3	I	A	3
7.20. Waits for his or her turn	4	1	2	3	E	CG	1

<sup>a</sup> Functional domain: E = engagement, I = independence, SR = social relationships

<sup>b</sup> Developmental domain: A = adaptive, CG = cognitive, CM = communication, M = motor, S = social

<sup>c</sup> Outcomes: 1 = positive social relations, 2 = acquiring and using knowledge and skills, 3 = taking action to meet needs

1. Poll 6: What practices/features will you try to incorporate (multiple choice)?

1. Integrated therapy
2. Routines-Based Interview
3. Functional goals
4. Incidental teaching
5. Zone defense schedule
6. Reggio Emilia inspirations
7. Engagement focus



# Take-Home Messages

- Work on functional goals—those that increase the child's meaningful participation in routines
- Help caregivers use effective (i.e., incidental) teaching
- Use collaborative consultation to build the capacity of classroom teachers
- Use the zone defense schedule to organize space and adults
- Make the environment stimulating, beautiful, and interesting