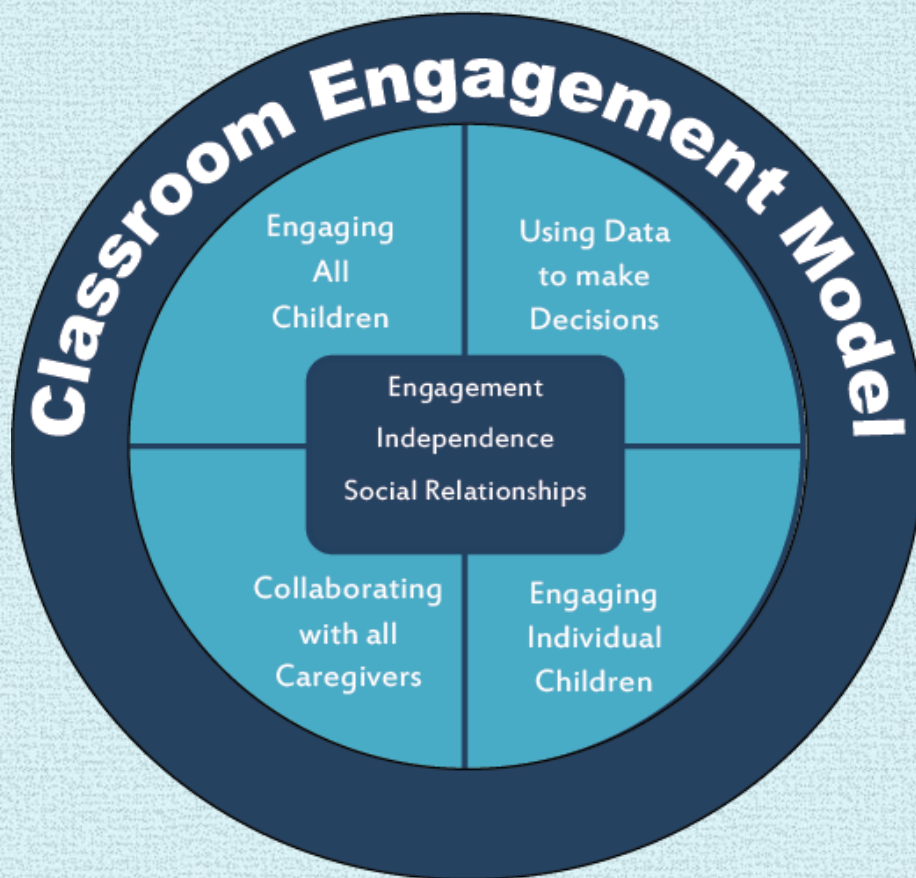


Classroom Engagement Model Overview Module



This initiative is made possible with a grant from the Minnesota Department of Education using federal funding CFDA #84.173 Special Education –Preschool Grants. Rev. Oct 2017

Is The Classroom Engagement Model Right for Your Program?

- ❖ What is the Classroom Engagement Model?
 - ❖ Why Focus on Engagement?
- ❖ What are the Benefits to Our Program?
- ❖ How will you know if you are ready?
 - ❖ What are the Next Steps?



What is Engagement?

The amount of time a child spends interacting with the environment (adults, peers, and materials) in a way that is appropriate for their age, abilities and surroundings.

(McWilliam & Bailey, 1992)



What is the Classroom Engagement Model (CEM)?

The **Classroom Engagement Model** is a framework for using DEC Recommended Practices to improve **engagement, social relationships** and **independence** for children with and without disabilities and to promote **full participation** of every child in a classroom setting.

Through training and coaching, practitioners will increase their ability to engage all children, learn strategies to engage individual children, generate ideas for teaming and collaboration and expand their understanding of how to use data to drive instruction and intervention.



Why focus on Engagement?

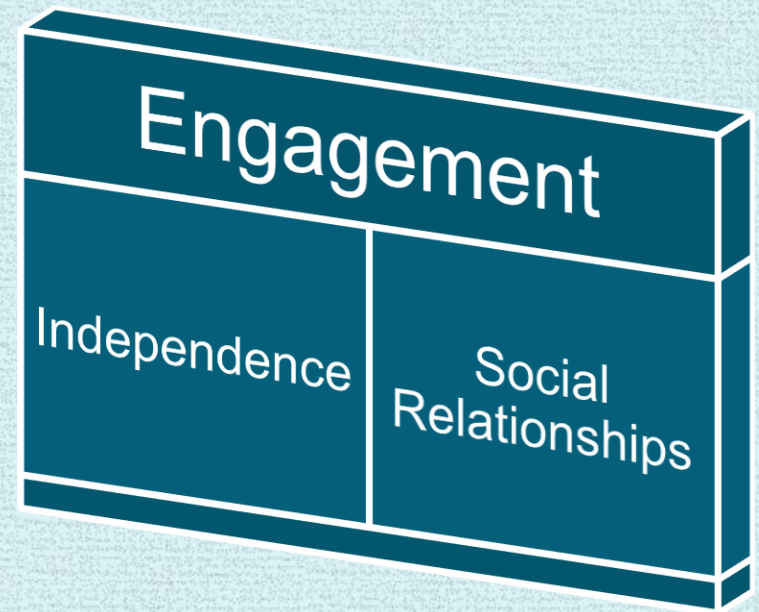
- When children are actively engaged with their environment, they interact with others more, manipulate materials more and therefore learn more
- Increasing levels of engagement lowers the amount of aggression and off-task behaviors
- Children with disabilities are harder to engage, therefore they miss out learning opportunities more often than their typical peers.
- Improved engagement results in more pleasant classroom environment that is conducive to learning & less compliance-oriented



R.A. McWilliam (2008)

Why implement the Minnesota Classroom Engagement Model?

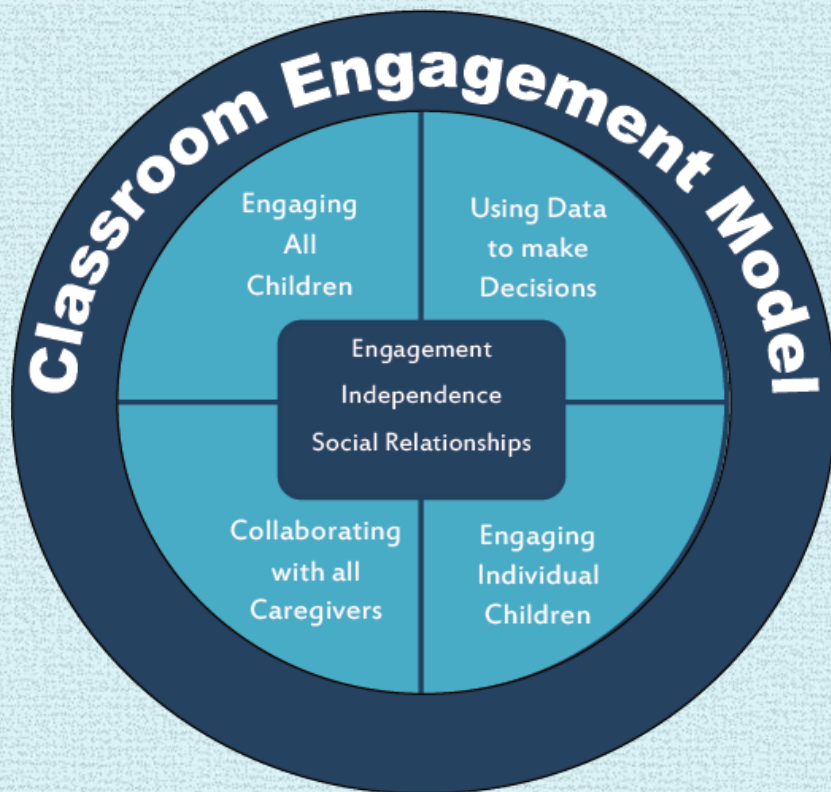
- Focus on **improving engagement** and promoting **full participation of every child** in a classroom setting.
- The model emphasizes **teaming and collaboration** to embed opportunities to learn and practice functional goals into daily routines.
- Learn strategies to implement research-based practices to promote **engagement, independence and social relationships**.



How does Program Wide Adoption Work?

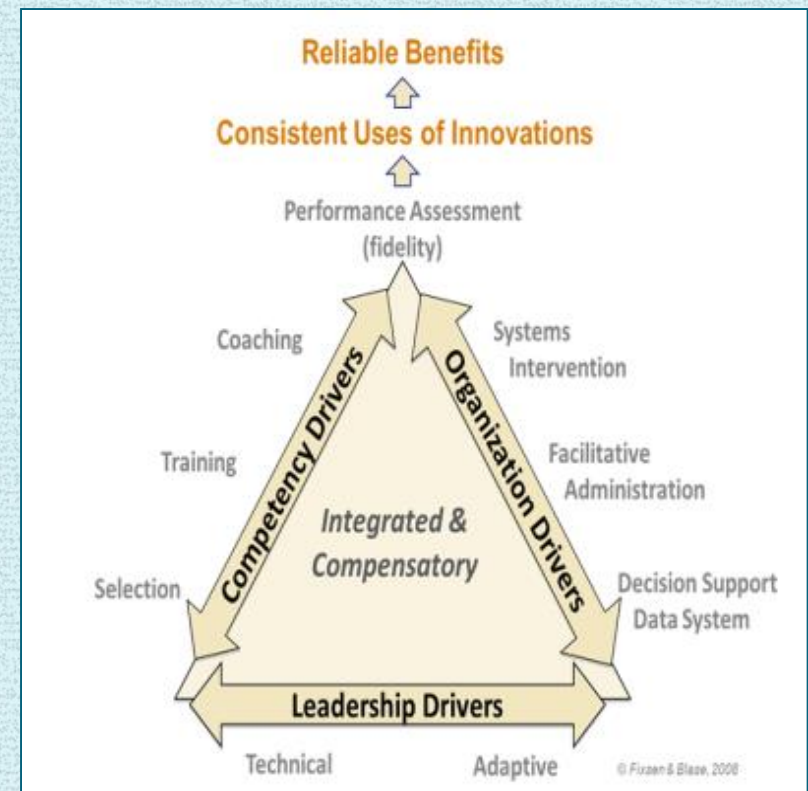
Content

to Increase Engagement



Process

for implementing to fidelity



What is Program-Wide?

Teacher by Teacher	Program-Wide – All Program Staff
Focus on individual teacher and establishing practices. Some staff shine, while others do not learn the strategies.	Focus on creating systems to share vocabulary, goals and strategies. Supporting all staff in using evidence-based practices.
Coaching support for implementation fidelity; Reliance on expert coaching	Coaching support as a part of program-wide systemic professional development; Multiple modes of coaching delivery
Fidelity data to drive coaching effort	Fidelity data for making decisions about individual intervention and programmatic professional development
Families receive individualized supports when problems are identified and their child “fails” to be engaged	Procedures across teaching staff ensure efficient and effective individualized supports are provided to families

What are the Research-Based Practices?



- Supported by research, values, and experience
- Represent breadth of topic
- Observable
- Not disability specific
- Delivered in all settings (natural/inclusive environments)
- Build on and are not duplicative of other standards (such as NAEYC DAP)

www.ecta.org

www.naeyc.org

<http://www.dec-sped.org/recommendedpractices>

Engagement of Every Child in the Preschool Classroom,

R.A. McWilliam and Amy M. Casey

ECTACenter
The Early Childhood Technical Assistance Center

What is the Minnesota Classroom Engagement Model (CEM)

Engaging All Children

- Maximizing Routines
- Zoning
- Increasing social relationships

Engaging Individual Children

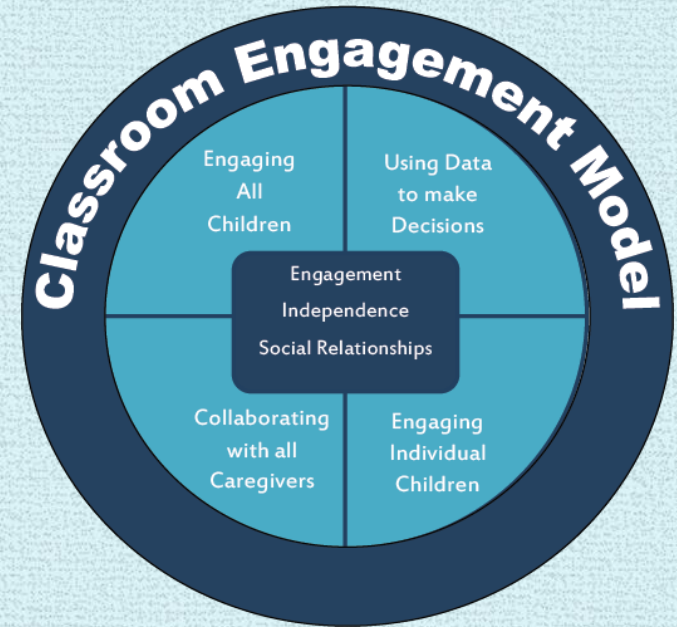
- Embedded Learning Opportunities
- Incidental Teaching
- Increasing Independence

Collaborating with all Caregivers

- Family Engagement
- Teaming and Collaboration with all team members

Using Data to Make Decisions

- Measuring child engagement & independence to plan intervention
- Measuring classroom and program-wide practices to plan new goals



Core Component: Engaging All Children

When children are engaged, they are ready for learning and experience more opportunities to practice skills (ECTA Center).



Embedding Classroom Participation Goals and Individual Learning Goals into Routines is an essential piece of engaging all children.

Embedding Goals into Routines

Model	Location	Therapy Focus	Peers	Teacher's Role
Individual Pull-Out	Anywhere apart from the regular class	Directly on child functioning	Not present	Provide information before therapy and receive information after therapy
Small Group Pull-Out	Anywhere apart from the regular class	Directly on functioning by child(ren) with special needs	One to six peers present	Provide and receive information before & after therapy, decide schedule with therapist & which peers will participate
One-on-one in classroom	Classroom, often apart from other children	Directly on child functioning,	Present, but not involved in therapy	Conduct activities, play with other children, keep children from disrupting therapy; rarely, watch therapy session, provide and receive information after therapy
Group activity	Classroom; small or large group	On all children in group and on peer interactions, emphasis on meeting special needs of children	All or some children in group have special needs	When small group, conduct activities & play with other children; if possible, watch or participate in therapist's group. When large group, watch or participate in group activity & participate in planning large- and possibly small-group activity
Individual During Routine	Classroom, wherever focal child is	Directly but not exclusively on the focal child	Usually present	Plan and conduct activity including focal child, observe therapist's interactions with child, provide information before therapy, exchange information with therapist after routine
Consultation	In or out of classroom	Teacher, as related to the needs of the child; can vary from expert to collegial model	Present if occurring in class; not present if occurring out of class	Exchange information and expertise with therapist, help plan future therapy sessions, give and receive feedback, foster partnership with therapist

From McWilliam, R.A. (1995). Integration of therapy and consultative special education: A continuum in early intervention. *Infants and Young Children*, 7(4), 29-38; reprinted by permission.

Core Component: Teaming & Collaboration

The **quality of the relationships and interactions** among adults affects the success of programs and in effect the children and families in their care.

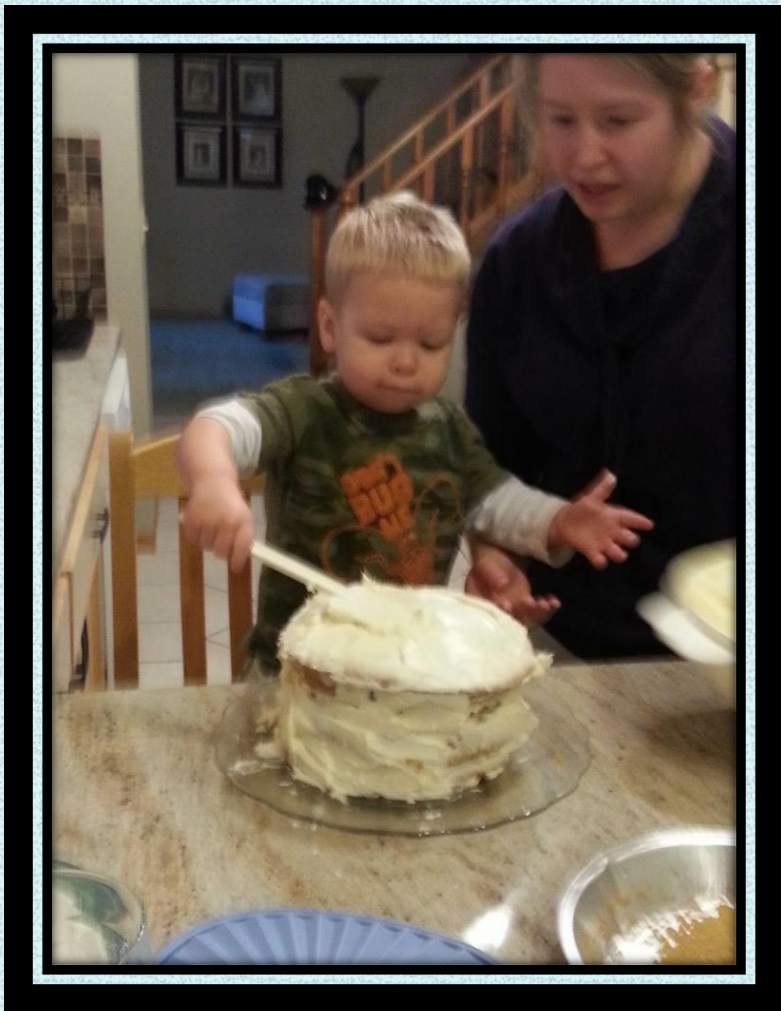
Practitioners...team to systematically and **regularly exchange expertise, knowledge, and information** to build team capacity and **jointly solve problems, plan and implement intervention.**



Resource:

<http://www.dec-sped.org/recommendedpractices>
www.ectacenter.org

Core Component: Engaging Families



Creating systematic processes for including families as meaningful partners in their child's preschool experience.

- ❖ Promote the **active participation of families in decision-making** related to their child (*e.g., assessment, planning, intervention*);
- ❖ Lead to the **development of a service plan** (*e.g., a set of goals for the family and child and the supports to achieve those goals*);
- ❖ Support **families** in achieving the **goals** they hold for their child and the other family members.

Core Component: Engaging Individual Children

Engaging individual child and ensuring they are ready for learning is a primary focus of the model.

Practitioners learn or deepen their understanding of evidence-based strategies including:

- Incidental Teaching
- Using a Goal Matrix
- Prompting Strategies
- Peer Mediated Interventions
- Zoning adults



Core Component: Data-Driven Decision Making



Program Implementation:

- Using the Benchmarks of Quality to set goals and action plan to implement the model program-wide

Practitioner Fidelity:

- Using the classroom observation tool to set goals for classroom staff and to monitor implementation progress

Child Progress:

- Using the STARE observation tool to monitor progress for individual children as needed

Program Wide Implementation- What it takes to get started:

- ❖ An **implementation team** consisting of the General Education program leader, ECSE program leader, data manager, internal coach(es), and staff representative(s) that will meet on a monthly basis with guidance and support from your external coach (professional development facilitator from MnCoE)
- ❖ In addition to the implementation team, your program will need
 - At least 1 **internal coach** who can spend about 4 hours per month in coaching work
 - One **data manager** who can spend about 3 hours per month
 - Teachers and staff** who want to be coached
- ❖ Able to send all relevant staff to **5 Classroom Engagement Model training modules**
- ❖ Able to send the internal coach(es) to **Practice Based Coaching training** and **CEM Implementation Checklist Training**
- ❖ Able to send the **Data manager** to training on the data tools

How Will We Know if We are Ready?

- Focusing on increasing child engagement is a goal supported by most of your staff.
- Resources can be secured to support staff release time for training and coaching
- Engagement is in line with current district priorities and initiatives



What are the Expected Benefits?

- ✓ Staff have the skills to increase engagement of every child.
- ✓ Staff look to each other as sources of additional information and support.
- ✓ Staff become intentional and purposeful in interactions with children in order to build on their strengths.
- ✓ Community partnerships are strengthened through collaborative practices
- ✓ Families and caregivers are included in a meaningful way in planning and delivery of their child's services

What are the Next Steps?

- 
- Review Exploration Materials with PDF

- Team Meeting with PDF to review Exploration Materials

- If ready to move forward, complete Application, including securing approval from school board

This initiative is made possible with a grant from the Minnesota Department of Education using federal funding CFDA #84.173 Special Education –Preschool Grants and CFDA #84.181 Special Education –Grants for Infants & Families.