

Early Childhood Educator Perspectives of Student Engagement

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May 12, 2010

Author note: To protect the confidentiality of the participants and their students, all names used in this paper, included appended transcripts are pseudonyms.

Engagement is widely regarded as essential for learning to occur. In the field of early childhood education, McWilliam and Bailey (1992, as cited by McWilliam and Casey, 2007) defined engagement as the amount of time a child spends interacting with his environment (adults, peers, and materials) in a developmentally and contextually appropriate manner. Effective teachers know when their students are and are not engaged, and adjust their teaching to promote maximum engagement thereby maximizing learning. The purpose of this study was to examine early childhood teacher and administrator perceptions of engagement. Using the expertise of early childhood teachers and administrators, the study resulted in several rich descriptions of student engagement that can be shared with novice teachers to improve their instructional effectiveness.

When the study began, I had one research question: How do early childhood teachers and administrators perceive student engagement? While conducting the interviews, I developed several additional research questions: What shapes educators' perceptions of engagement? How do academic preparation for teaching, work experience, and professional role affect perceptions of engagement? What does engagement look like? Do educators value engagement?

Data Collection Methods

All data for this study was collected through participant interviews. Each interview was recorded using a digital audio recorder and then transcribed (see appendices A, B, C, and D). The interviews lasted between 20 and 40 minutes. Four educators participated in interviews: Carrie, Susan, Barbara, and Angela. Carrie is a public preschool special education teacher of children with autism and similar disorders. She has nearly 30 years of teaching experience. Susan is a state early education (preschool) consultant and the administrator of a small public preschool program. Her training is primarily in special education, but her current work focuses

more on children who are typically developing, at-risk, or have mild disabilities. Barbara is a preschool special education teacher with eight years of experience. She teaches two, half-day, integrated classes composed of eight students with disabilities and four peer models in each class. The children with special needs in her class range from having mild language impairments to children with severe and multiple disabilities. Angela is the administrator of a small public charter school serving children in grades K-2. Her educational background is in early childhood and elementary education, but she also has significant work experience in special education. Her school serves primarily children without disabilities, though it includes a few children who receive special education services.

Data Analysis Methods

I analyzed the interview data using the methods described by Rubin and Rubin (2005). After transcribing all four interviews and reading through each several times, I developed a coding system. Each interview was coded for the following concepts and themes: child interest, delayed response, initiation, participation, attention, expressions of understanding, observer knowledge of child, negative examples, and methods of promoting engagement. After coding all of the interviews, I sorted the segments into groups based on the codes. While sorting, I noticed overlaps among several of the codes. For example, initiation, attention, participation, and child interest seemed to be closely related. Several of the participants' narrative examples were coded with two or more of these concepts. Additionally, I noticed that all four of these concepts (initiation, attention, participation, and child interest) could also exemplify a child's expression of understanding or a delayed response. I eliminated the negative examples of engagement from further analysis and focused on three themes that emerged from the data.

Findings

The data revealed two primary themes related to the educators' perceptions of child engagement: (a) descriptions of child engagement that can be reliably observed instantaneously and (b) descriptions of child engagement that requires significant prior knowledge of the child in order to be recognized. On the surface, one might consider the former to be *objective* descriptions of engagement and the latter to be *subjective* descriptions of engagement. However, a deeper reflection of the data reveals that both descriptions are objective, with the latter requiring prolonged observation and/or background information about the child in order to be reliably observed and documented. A secondary theme represented in the data (the third theme overall) could be described as methods educators use to promote child engagement. How the educators choose foster engagement further supports their perceptions of what engagement is.

Instantaneously Observable Engagement

Three related concepts used in coding the data fall within the category of engagement behaviors that are instantaneously observable by anyone: participation, attention, and initiation. Attention and initiation could be described as types of participation or levels of participation. Each of the interviewees made at least one reference to expected levels of participation being different for different children, specifically when comparing participation of children who are typically developing to participation of children with disabilities.

Carrie described initiation and attention as socially appropriate examples of engagement. She expects to see typically developing children demonstrate such socially appropriate engagement. She described it as her responsibility to provide supports (i.e. prompts and modeling behaviors) to help preschool students with autism for develop the ability to initiate and attend like their typical peers.

Barbara also described differences in her expectations of engagement for typically developing students compared to students with disabilities. From typically developing students, she expected participation in the form of manipulating materials or communicating. In contrast, her students with disabilities could demonstrate engagement through “doing anything, any part of an activity,” or just being “in the vicinity of the activity.” Barbara told a story about a day that her class was learning about leprechauns. She asked each student to draw a picture of a leprechaun. Some of her students drew smiley faces and told her the smiley faces were their leprechauns. “So they were listening to what I was saying. They knew what I wanted and they were able to kind of put that on their paper in their own way. And then some of my lower functioning kids they just scribbled on paper, but they knew that was the expectation for them with the activity, to do something with a paper and the crayon. So they were still engaged in the activity because...they were on task. They were doing something with the crayon and the paper. They were not getting out and walking away. They were not eating the crayon and they knew what they were supposed to be doing: something with those materials...[with] kids who have different skills levels, I might want to see something completely different.”

Engagement Observable Only with Prior Knowledge

Two concepts used in the coding process represent engagement behaviors that are only recognizable with prior knowledge of the child demonstrating the behavior (a) delayed response and (b) expression of understanding. Expression of understanding could immediately follow an event or be an example of a delayed response. In either case, the observer must have knowledge of the event that lead to the child’s outward expression of understanding.

According to Carrie, “The easiest way [to see engagement] is always that you can see their performance level. I think that information, sometimes, it comes to you later. It’s not

necessarily at the time that you will hear them doing something that you have taught them or that has been going on in the classroom, [but rather] at a time when you don't expect it to happen." Carrie described expressions of understanding as "they're picking up the information or using the information in another way." She gave an example that illustrated both points. Every day during circle time, her students count the days of the month on the calendar up to the current date. Each student is offered a turn to go up to the calendar and touch each number on the calendar while saying the numbers aloud. She has one student, Jason, who has never gone up to the calendar or counted the days aloud with the class. "The other day a child was on a swing, the swing in the classroom, and he started counting as it was going back and forth. I think his interpretation of counting numbers was much better for him...He's using numbers in a way that better shows his understanding of numbers and rote counting." Carrie summarized her understanding of delayed response and children's expressions of understanding by saying, "I think until you know the child, you don't necessarily know that they're not engaging. I think it takes a period of time to know whether they're really engaging or not."

Susan described a situation in which she and a teacher misinterpreted a child's behavior as non-engagement, and later found evidence of the child's engagement during the earlier observations. "Violet's on target with her assessment in all areas of development...Every time I walked into the classroom, she had pulled a chair aside and was just sitting and observing and we really learned that that was just Violet's way of engaging with her environment. She wasn't comfortable being an active participant, but she continued to make progress. She was hitting all of the outcomes that we were looking for but her participation was just very different from other kids in the classroom. We (the teachers and Susan) met about her because we were concerned about it originally. We wanted to make sure we weren't creating an environment where she

wasn't comfortable or she didn't feel like she could take risks or be confident with what she was doing. We wanted to make sure that she was comfortably socially initiating with peers and that wasn't a barrier and we also wanted to think about were we hitting any of her interest areas. We explored all of those options, had conversations with the family, and we didn't really see a change in her behavior. It wasn't probably until last month, so we went from September until April until we didn't see much engagement, and then we saw her sort of come out of her shell and start participating with kids a bit more so it took her that long. So she wasn't hindered developmentally in any way by not being actively engaged as we were defining it. But that was just the way she participated and she taught us a lot about how we were evaluating engagement, how we were defining it, and how we were supporting children. I'm glad we didn't force it because I think that would have... had a negative impact from what she was doing... We knew her family was quiet and we observe that behavior in her sister and we just figured that was sort of her disposition and how she approached her world but that really threw us for a loop because it was an immediate red flag and it really didn't need to be because it worked for her."

Fostering Engagement

The third theme that emerged is how educators foster children's engagement. The methods participants used to promote engagement focused on knowledge of children including their learning styles and interests and the classroom environment, including routines and expectations. Angela and Susan spoke primarily about the classroom environments affecting children's engagement. As part of their regular practices, both Angela and Susan assist the teachers they supervise with documenting children's behaviors in the classrooms and analyzing that data to determine environmental modifications that should be made to support learning and engagement for children. Susan said, "We believe that if we create the environment then children

will naturally move into those certain [engagement] opportunities.” Angela, Barbara, and Susan discussed the importance of knowing children’s interests and representing children’s interests in classroom materials to promote engagement. On the other hand, Carrie focused on having predictable routines to support students’ engagement.

Conclusion

For novice and pre-service teachers, the message from this study would be to understand that not all engagement is easy to observe. Some engagement, particularly for children with moderate to severe disabilities or children who are shy, may require extended periods of observation, documentation of behavior over time, and significant knowledge of the child to notice. Further, lack of instantaneously observable engagement for a particular child may, or may not be, a sign for concern. Children can demonstrate their engagement in many ways. Veteran educators rely on ongoing observations and detailed knowledge of their students to identify and promote engagement.

References

- McWilliam, R. A., & Casey, A. M. (2007). Engagement of every child in the preschool classroom. Baltimore, MD: Brookes Publishing.
- Rubin, H. J., & Rubin, I. S. (2005) Qualitative interviewing: The art of hearing data (second edition). Thousand Oaks, CA: Sage.

Appendix A

Carrie interview transcript

Time	Speaker	Transcript	Comments/ thoughts
	S	So the purpose of this project is to find out about teacher perceptions of um of student engagement so and um I wanted to talk to some veteran teachers to find out about what your thoughts are and perceptions are so that then when we do teacher training for pre-service teachers that we can use that information to share with them	
	K	Ok	
	S	So that's the purpose	
	K	Ok	
	S	That's our goal here	
0:38	S	So um I guess um in general I just want to know how how do you know when children are engaged	
	K	Um I think it's when they interact with other children	interacting
	S	umhum	
0:45	K	When they ask when they're initiating. Are you talking about just in play or when they're	initiating
	S	anytime	
	K	Um ...I think when it teacher directed its when they're doing the activity that you're engaging them working with them on.. I think they can do it... I think they can do it ... I don't look at eye contact necessarily as engagement.	Not necessarily eye contact
	S	umhum	
	K	Um I think if they've learned the material even though you might not get the eye contact or you don't sometimes I think people think children are not engaged because they don't give eye contact or they don't give or they're as I say with fidget toys but they still are picking up the information. I don't think they have to look any way to be engaged. I think that our perception sometimes is that if they do not look engaged or they're not responding how we are that they're not engaged. I think there's other ways that children show they're engaged and I don't think we pick up on that as much as we should.	Ne necessarily about physical appearance of the child Engagement= picking up the information? =Learning? Understanding ?
	S	umhum	
2:14	K	Or I don't or I think that they pick up information when they're not uh when you don't think they are.	
	S	OK	
2:34	K	And I think um sometimes children need other strategies to get to that engagement. I don't think necessarily their sitting shows that	Not necessarily sitting, or eye

		they're engaged. I don't think necessarily their eye contact shows they're engaged. I think it's more they're just is how they're if you see them performing. um if they have interpreted what you've taught them or um I think it's their perception [the children's perception] of how they engage with other children they may engage in different ways and it doesn't necessarily follow... [what the adult thinks]ok this is what engagement looks like	contact Performance, interpretation of what you've taught Child's perception
	S	M-hm	
	K	If that makes any sense	
3:11	S	mhum, yes it does definitely. So can you describe a situation when you knew that a child was engaged?	
	K	Well the easiest way is always that you can see their performance level. I think um I think that information sometimes comes to you later. It's not necessarily at the time that you will hear them doing something that you have taught them or that has been going on in the classroom at a time when you don't expect it to happen. So that they're picking up the information or using the information in another way	Engagement in an earlier activity may not be evident until later time
	S	M-hm	
	K	but it may not be the time that you [the teacher] want the information from them, does that make any sense	
	S	Yes can you think of an example of that	
4:03	K	Yes um counting, just we go to the calendar and we count every day.	
	S	m-hm	
	K	And does that matter, for some children the calendar doesn't mean a thing, but we go through that just as one of our routines. The other day a child was on a swing, the swing in the classroom, and he started counting as it was going back and forth. I think his interpretation of counting numbers was much better for him-- his perception of when to count and he's picking up counting	Child's interpretation [expression] of knowledge/ concept/skill
	S	m-hm	
	K	was suited for what he needed it to be suited for as going back and forth on the swing	
	S	m-hm	
	K	Better than my perception of, or, you know, that was routine, and now I don't expect them to. It's just that it's part of the routine. that --He's using numbers in a way that better shows his understanding of numbers and rote counting.	Routines as a method of promoting engagement?
	S	m-hm	
	K	And that he may have picked it up from counting, but he understands the rhythmic need for this counting and he's using it in a way that's appropriate for him	
	S	m-hm	
5:15	K	It's not calendar it's swing and that's appropriate for him and you	

		know I was thrilled that he did it so	
	S	That does sound exciting	
	K	Yeah	
5:21	S	Um lets see, what kinds of things do you do as a teacher to foster engagement? I mean you already said a little bit you talk a little bit about	
5:30	K	I think the routines-- I think... I think these children, and I would say autistic children, but, there are some that just need the predictability of what you want. I think that they need the repetition over and over mostly with these children um ask the question again	
6:05	S	I just wanted I was thinking um what do you do to foster engagement?	
	K	I use a lot of picture cues. I try to use another way to foster engagement because I think there's steps to fostering engagement so you know typically you would just use words or initiation. I mean I think people, typical children tend to just do that on their own.	Steps to fostering engagement Words and initiation- someone else's perspective of engagement?
	S	m-hm	
	K	I think... I think we set up situations in the classroom where they have...they are by other children. I think there's the language part. I think sometimes we use picture prompts. We use voice output to try to foster that. We do modeling, a lot of modeling. uh	
	S	Do you see some of the delayed response with the modeling? Like you said about your calendar example.	
7:23	k	Yes. Yes I do I do see I think when the adult comes in I think that's a little different the modeling but when a when a teacher is in a center and doing things actually you can see them doing the actions	
	S	m-hm	
	K	Of what they what you wa what engagement looks like helps the child that's a different type of that's just the routine structure of it it's more going into the child's environment and playing with them and showing them how it looks showing them what it looks like	
	S	m-hm	
	K	That's	
	S	Sounds good. Let me see if there's um can you describe a situation when you knew a child was not engaged? OR can you think of just I guess your own description of what a child would look like who is not engaged.	
8:35	K	UM...I think it looks like but I don't necessarily know it all the	

		time. I think more information is always needed. It looks like when they don't they're turning away or it looks like when they're not talking, or it looks like when they're not participating, but I don't necessarily know that that's not but I that's what it looks like when you're not engaged but I don't necessarily know that they're not picking up the information.	
	S	So it's not necessarily exclusionary. Could be a sign but not necessarily	
9:25	K	Right I don't I think that's I think that's our wrong perception. I think if we assume that if they're not participating engaging that their not initiating or whatever, engaging, that you think they're not picking up the information and think it's harder for children to pick up, I think it's harder for children to engage. I think what it looks like to us what we think it should look like is not necessarily how it is.	
	S	Umhm	
9:57	K	I think we look like performance should be sitting in a chair I think it should like we're making eye contact I think it should look you know I think that's what people coming into your room classroom expect it to look like. I don't think that's what it looks like	Classroom visitors or observer's perspective
	S	m-hm	
10:28	K	For young children I don't think it has to look like that. It looks good for people coming out going into the classroom that it looks like they're engaging. I don't, I think until you know the child you don't necessarily know that they're not engaging. I think it takes a period of time to know whether they're really engaging or not. I mean	
	S	A period of time getting to know an individual child	
	K	Right, right, right. I don't think if you come into a classroom at one point and say while this child is engaged. It could be or it may not be or it may be just because there's a change in the environment and I think you can see engagement if I mean that would be typically what it was that you would see the child responding, but I don't know that necessarily. Like you said you have to know the child over a period of time. It's not necessarily like nobody would know that child go went over to the swing and counted and that he happened to have learned that routine as part of the environment and perceived it in his own way on the swing.	
	S	m-hm	
	K	They're not going to see him counting they're not going to see he had to pick that up even from the other children I mean he may not have been engaged counting in the calendar at all	
	S	m-hm	
11:31	K	That might not have been asked of him at uh circle time but the fact that he's part of a group and he's gleaning information from	

		them or that it's part it's been he's been exposed to it over and over again that he could use it in a way that meant had meaning to him which was more important to me than him going to the numbers and counting on the calendar	
	S	So even though, I think what you're saying is even though he may have not looked physically engaged	
	K	Right	
	S	He may not He was intellectually engaged	
	K	Yes yes and we may have not I don't think we have we have done that with him necessarily I mean he's a new student	
	S	m-hm	
12:24	K	And I don't think we have in the past 4 weeks actually had him go over we were working on having him just be part of the group	
	S	m-hm	
	K	And so but yet some of them who are going to the calendar and counting I mean he's getting the information. Is he looking at me when I'm counting? No. Is he counting the numbers himself at calendar? No. Is he going to the calendar and counting? I think probably we haven't really started that I think we just kind of pick up but he certainly has gained the information	
	S	m-hm	
13:01	K	So I think if they're just whether it's direct teaching or part of a group if they're getting the information and using it in another way, shows engagement. And I think it takes a period of time I don't think you're going to see that --it's not going to be on the checklist. You know what I mean	
	S	Yes	
	K	It's not going to have a check list	
	S	Not instantaneous that you can just	
	K	No and I't s not going to be it may not be when you want it	
	S	Um-hm	
	K	But if he's using it when, you know, and I hope that at one point he will be able to go to the calendar and that will be meaningful to him. or as um another part of it was that he was, you know, we were doing the songs and I try to play the same transitional song each time ,you know me, and um there was a particular phrase, a silly phrase, in it that he picked up. Now does he do that [sing the silly phrase out of context]. Do I want consistency? Yes. But did he pick up that? He's picked it up. He's picked up a silly phrase in the song. Does he do it at the time right now? Ah sometimes [meaning sometimes yes sometimes no]. And you would have not thought the child was engaged at all [when the song was playing for the transition time] but he has picked up the motions and the sound. I mean it's not even just the sound it's the action to it.	
	S	m-hm	

14:20	k	Um imitation from ..maybe me? Maybe another child? Maybe just the way the song rhythmically just came to him? but he picked it up so and You would truly say that you would not have thought this child was engaged [during the transition song]at all so	
	S	Hm	
	K	But it came out and it was appropriate at the appropriate time. He wasn't even doing it as in another situation just like it came to him he did it as part of the song. You would have never have guessed that he was listening to that song or picking it up before.	
	S	Hm	
	K	And he may not do it again but I think that's uh we'll see over time	
	S	Well I think you've answered all my questions is there anything else you wanted to add before we uh	
	K	Anything you can think of	
		I don't think so I really think you got um through all of my I was telling you I had this list of other things to you know sort of synonyms to help me um if I needed to ask other questions about you know um I guess synonyms for engagement like how do you know if children are interested in things? Or paying attention, focused, thinking, listening, but I think we covered all of those things	
15:46	K	And I think...And I would have to say that this particular child I'm mentioning is just coming into the program. Now do I want him to get to engagement initiation? Yes. I mean I do. Do I want the... Do I want him to be appropriate? ...and I don't even want to say appropriate. Do I want the engagement and initiation and attention to look like... typical children may look like. That would be what you would want just socially but it may not come out that way they may need other things to help them. And I think you have to consider that they may need the prompts and may always need the prompts and that's ok. just have to kind of look at it differently. If I think if they need the prompt they need the prompt. You certainly want to diminish the prompts, reduce the prompts. You want them to get to the level they can get to, but that doesn't mean that they may not need some support. I mean you want it to look like ok you're attending, you're focusing, you're making eye contact, you're verbally engaging. That's what you want it to look like is that what it's going to look like in preschool I don't think it is I mean I for these children I mean you want it to get to that that's what your always striving for, but I think if you miss some of the subtleties then you're not really looking at the achievement of the child.	Defines engagement for typical children and/or socially appropriate construction of engagement
	S	m-hm	
17:41	K	That they've that they've come and then you just have to figure	

		out how to channel that	
	S	Channel that progress through other areas	
	K	Yeah, ok?	
	S	Sounds good thanks	
0:00		SECOND RECORDING	
	K	We we're talking about regular education and they're perceptions	
	S	Yeah I was going to ask some general education teachers	
	K	There was a general education teacher that we were just talking to and her perception of the child being engaged was sitting in the classroom, looking at her, attending, you know, of course to what she was saying, following the directions ,and said that he was not socially engaged	
	S	m-hm	
	K	So uh an intervention specialist went out. Observed him in three different situations. he was on the playground. She said he looked at another child. Spoke to the other child. The other child took off this boy's hat. They put their arms, as boys do, their arms around each other around the neck like kinda half rough housing but the child did not attempt to take the hat. Say boy A didn't take the hat away from boy B they we're worried about boy A engaging.	
	S	m-hm	
1:16	K	There wasn't any you know like retaliation or you know. [The boy being observed] walked in. He followed the other child in and was, you know, in line. Um. There was social conversation between the child. The teacher asked him did this child boy A socially eng , I mean did he talk to you and the teacher said he would that he was talking to him and the intervention specialist said "He followed directions to get in line. He talked with, engaged with the other child. They were playing. They were doing some back and forth. He had his, he put his arm around the other child's neck but that was something typically an older child would do rough housing." and I think the teacher's comment was "well he wasn't standing in line with his hands to himself. it just didn't ...it wasn't.. It was the teacher's perception of what he how he was engaging with her [the teacher]. I think not how the child was engaging with others. And I think that's a different thing. not that you don't , I mean, you would expect a child to follow rules. But I mean if you can get in line and walk with 32 children into a classroom. I mean it's not I mean they're following routine directions so I think regular ed just has a different perception on what engagement is. So	
	S	m-hm It will be interesting to see	
	K	I think my perception gets warped by what people, because we're getting observed 100 times now	
	S	By administrators?	
3:38	K	By administrators... by people coming in from um other agencies	

		to what...what they think engagement should look like? and I guess if they don't know.... when you have a child for 2 or 3 years what I saw as not what I wanted to see as progress and engagement or initiation or communication is going to look really different to person who has just come into this child's life and the engagement/ initiation / communication seem to be a problem.... and I'm saying you can't say that as a teacher because you look you don't want to say" Ahh I had him when he was three years old. You want to know what progress he's made?"	
	S	Right	
	K	That just kind of comes out cocky cause I just had someone come in and say oh we need to talk about his behavior/engagement/initiation and I'm looking at this person and I don't want to say it... but your just likeyou needed to be back with me 2 years ago	
	S	And see how far he's come	
	K	Yeah And that's because her perception now is ,you know, it's just, it's still not right [the child's development]. No but this child did not say a word engage with anybody didn't look. I mean he is now looking at other children and doing the teasing back and forth like you know catch me, catch me. Playing at different centers... and I don't think they see that because they are coming in on baseline year and a half and that's a completely different perception and you just can't say "I've really done a lot of work here."	
6:14	S	I know... that's frustrating.	

Appendix B

Susan interview 4/23/2010

SH	I'm looking for some specific examples If you can get some or think about some specific instances if you can picture yourself in the room with the child and what they're doing that would be really helpful.	
SJ	Do you just want me to start with those examples?	
SJ	Working here at scope it's nice because I have been able to get back in the classrooms so we do the class observation tool it's the classroom assessment oh I'll have to look it up	
SJ	<p>We have a formal way of evaluating the classroom environments but it have a formal way of evaluating the classroom environments but it also gives us an opportunity to really understand each child and we complete bi weekly observations in the classroom and then the complete class once a month and there are three children that I've continued to see really struggle with that engagement piece and the behaviors that we started to pick up was just wandering or dabbling behavior where they would join a group or join an activity and leave before really having the opportunity t o get out of it what the teachers had intended so we didn't really see any progress or movement towards those outcomes that were being worked on. With Violet in particular, Violet's on target with her assessment in all areas of development when she's one on one with adults she's quiet, but social and we started to see that too with her peers but every time I walked into the classroom she had pulled a chair aside and was just sitting and observing and we really learned that that was just Violet's way of engaging with her environment she wasn't comfortable being an active participant but she continued to make progress she was hitting all of the outcomes that we were looking for but her participation was just very different from other kids in the classroom and so we met about her because we were concerned about it originally . We wanted to make sure we weren't creating an environment where she wasn't comfortable or she didn't fell like she could take risks or be confident with what she was doing. We wanted to make sure that she was comfortably socially initiating with peers and that wasn't a barrier and we also wanted to think about were we hitting any of her interest areas and we explored all of those options had conversations with the family and we didn't really see a change in her behavior. It wasn't probably until last month so we went from September until April until we didn't see much engagement and then we saw her sort of come out of her shell and start participating with kids a bit more so it took her that long so she wasn't hindered developmentally in any way by not being actively engaged as we were defining it.</p>	Engagement= participation

3:35		Engagement as we were defining it --- active participation
SJ	But that was just the way she participate and she taught us a lot about how we were evaluating engagement how we were defining it and how we were supporting children and I'm glad we didn't force it because I think that would have been, had a negative impact from what she was doing.	
3:54	This was her first year here at scope?	
SJ	Second	
	Her second year here	
SJ	So she knew the environment had the same teacher had similar peers with her but yet we just didn't see that initiation. Now we had only 6 kids in SCOPE last year which was our pilot year. And now we have up to 15-16 in a class so that could have had an impact on her comfort level but her situation was just so unique. But because we didn't see any issues with her development, you know her development we just allowed it to plate scores and in the end she had positive outcome and now is doing great and we see a lot of social initiation we knew her family was quiet and we observe that behavior in her sister and we just figured that was sort of her disposition and how she approached her world but that really dress for a loop because it was an immediate red flag and it really didn't need to be because it worked for her. Do you want me to go into the next example?	
4:52	That be great	
SJ	We have a little guy and I will use its name because he is receiving special education services and he does have some communication delays articulation concerns and just processing of his language. We've seen amazing growth. He's doing so much better. But as his communication increased, we also saw emerging challenging behaviors both with his peers and defiance with classroom routine and directives and he really struggled. And he's continued to struggle. If he's gone for a week or over a break, transitioning him back is just a challenge and he was one that did the dabbling behaviors where he would walk up he was fine in proximity with his peers but he did not know how to initiate so he would join a group of peers and leave sometimes he might move toys around but otherwise he just there was no engagement with what was happening and why the impacting his outcome he still continues to struggle it's just building his confidence to initiate with peers and then the third child	
6:12 SJ	It's a child where English is a second language and so her particular situation is she was very confident this child is very confident has no problem initiating but after awhile when her peers could	

	<p>understand her it started to hinder her ability to initiate and she would stick more with the adults in the classroom and was still getting a lot out of her experience from the lack of experience she had as young child but that really hindered her opportunity but what we look for for successful participation is we really understand or we believe that if we create the environment that children will naturally move into those certain opportunity's and you sort of observed our routines for 2 hours in the morning with adult and define the environment to really support the outcomes that we're working on that children have a choice as to what activities they participate in and what they do within that time and then the teachers will take what we call a guided facilitation role where they know the outcomes that they're working on they have some questions they can ask they have some behaviors they can model and all of the different activities so no matter where child was that they can go in that area and they prepared elderly and also to provide some of that support courts the outcomes were targeting and what we look for during that time is just to make sure that children have made a selection what they want a participate in that they are able to use the material that are available that they understand and purpose for those materials and that they're are able to bring in their own perspective to the activity and that's really what we look for that those three children have not consistently demonstrated</p>	
8:07	<p>I may have some questions for you. How you know what they brought their own perspective into an activity?</p>	
SJ	<p>While the one thing that we look at is that the process and is individualized and we don't want it to be a cookie cutter activity to wear its very dictated what they have to do an opportune guy if we see that occurring we try to change that activity because we wanna make sure that we have haven't put too much of ourselves or ideas into those opportunities the children can take an in a direction that's meaningful for them soak we start seeing some of those behaviors we either at something different to the routine or think about how leaped as percent of the materials and what that has allowed us to do is we ensure that children are then able to bring in their own perspective into that process and what did that to create or do</p>	
	<p>And then another thing you said about the middle child is that building confidence to initiate with peers was one of the things that you wanted him to do what kinds of things do you do to support that</p>	
SJ	<p>I didn't work with this child in particular because he was receiving services from a district. Some of the ideas we brainstormed I just can't tell you the specifics for him is we talked about since the classroom is very open ended we thought that might be a barrier for him not only the initiation but we were wondering if he was just</p>	

	<p>having a hard time making a choice as to what to engage in so we created a visual sort of a choice board but just an activity board that was available for everyone where they had pictures of the activities around the classroom that instead of an adult having to talk with him and say OK you can go paint and are today or play this computer game on the computer we have these books available they could say you know let's go check our choice board and then you can make a choice of where you'd like to go so we try to build some of his independence since we know he was really struggling with his confidence so that was one idea. We did talk with and work with the teachers to the coaches during that initiation process through if we observed him approaching but not talking to a peer and adult would come up with some prompts than we have listed out of what they could tell this child and giving him some words that he could use as he talked with his peer and that we did have some success with a mean he still struggling in that area</p>	
	<p>You really touched on most of the things that was really concise let's see what's interesting is that you're the fourth person I've interviewed and the beginning I really had a difficult time getting people to give me specific examples because I started by just saying how do you know when children are engaged and so now I've started by asking a question about can you think of the time when it is my last question on my list and so this seems to have worked much better because he gave me three explicit examples that really defined</p>	
SJ	<p>We offered a training through the state support team on supporting young children the struggle with play so we spent a lot of time reflecting on our own understanding of engagement as we prepared for the training so I think I've spent a lot of time this year just looking into it and thinking about it and if they went to the classroom I was really observing those behaviors</p>	
11:40	<p>And do you the other thing I didn't ask you was about your current role. So you are solely an administrator now?</p>	
SJ	<p>While sort of. I work for the Ohio Dept of education through the state to 14 and my primary role is the early learning and school readiness coordinator for ported to Medina and some account needs so I work with every single preschool program in those three counties both on compliance state initiatives and we're also the main training site for all preschool teachers and we also work with all the administrators in that program sort of my side job is scope preschool and I and their administrator I oversee those two classrooms that I have a great team that helps me because I'm not here often and so I guess that would be</p>	
	<p>And as your background mostly special education?</p>	
SJ	<p>Yes</p>	
	<p>Entirely?</p>	

SJ	<p>Um. Yes I would say because I worked in inclusive settings but I was still more about special Ed focus I started in preschool special Ed and then I did some consulting for with children that autism in children with challenging behaviors either in the home or to the classroom to work with that stuff to support the child and did some work in a cave and free resource room and I did some work with adult working on motor development adults I believe they'll have a autism and a program primarily it has been a complete special Ed focus</p>	
	<p>So one of the teachers I interviewed was actually an autism specialist and she has like 20 years in the field of autism. Do you have any... do you think engagement looks different in individuals who are autistic compared to children who are typically developing</p>	
SJ	<p>Yes the process is much longer obviously because there's a delay because of the challenges that children with autism are working with the social engagement and interactions with their environment but it's still possible for them to develop the skills we just have to understand her staff where they're at in developing the skill base to support engagement and then meet them were there at what I have found in working with children with autism is that we have elderly and that was the best way for me to establish that first piece of the attention that if I understood their interests and I either followed behind them I can give you an example I have one little guy that was working in a classroom setting that just had no interest in the environment the activities or his peers he just didn't attend any of us but what he did is he would walk around the environment and just touch everything just go round and tap and he would look around that I don't think he was ever connecting with his environment and we have really hard time getting him to engage with us visual scheduled in work he just couldn't follow it accountable if else we tried anyway could work like it for about three weeks and I have many adults in the classrooms of this was possible is I followed him and I just kept following an and finely he established that attention with me you noticed that I was following his actions mimicking what he was doing and from there that allowed me to take the initiative to model that behavior and take a leave he started following and then rebuilt and some of his learning objectives into that activity and eventually gets establishing that joint attention getting him and two and a little bit more torts of environment we were able to bring him out of that repetitive behavior continually into some of the activities that were happening in the classroom</p>	
	<p>Fascinating</p>	
SJ	<p>It just it does look different I think the same skill base is there that takes longer for children with autism to establish it.</p>	
	<p>I think I'm all set unless there is anything else you want to add.</p>	

Appendix C

Barbara Interview

Time	Speaker	Transcript	comments
	S	So the purpose of this project is that I'm trying to get teacher perceptions of child engagement um in the classroom. So how do you know that kids are engaged in the classroom. When do you know? What things tell you? What signs?	
	T	Ok	
		What does it look like? So my hope is that we can use this information to help when we're working with preservice teachers. Those are my goals.	
	T	Uh-hun. Makes sense.	
		So um I don't know if you have some ideas off the top of your head or if you want to start by describing a situation when you knew that a child was engaged?	
	T	OK um... a situation. Well I think you know their engaged if they're participating with the materials and interacting and ... it depends on what kind of activity it is, but if it's like a toy or something if their um manipulating the objects or showing some engagement with the materials or if its like a story or something showing that their actively listening in able to answer questions or able to participate in a discussion	participating with the materials, interacting, manipulating answer questions participate in a discussion
	S	What else can they do to show you that they're engaged?	
	T	To show you um they can attend... they can watching interacting...	watching interacting...
		That's ok... can you think of a specific child in your mind and a time maybe how you can tell for a specific child when he or she is or is not engaged?	
		Sure... well... I think in my class when I'm doing circle time and a kid's not engaged their usually um either talking to someone else or spinning around and you can just tell that their not engaged in the activity because their just floating off doing something else or just not participating and if they are actively engaged um I guess they're part of the activity. They're able to participate in it. They're able to uh whatever I'm trying to communicate to them their able to grasp that concept and show their knowledge during the activity.	
		What about can you think about explaining some of the differences between and activity or if does look different between some of your higher functioning kids and some of your lower functioning kids?	

		Sure I think some of my lower functioning kids can still be engaged but I guess at a different level like if there able to just do anything any part of an activity to where I can tell that their at least listening or somehow knowing that their part of it then their still engaged versus uh typical functioning child I would expect them to totally be engaged in the activity like totally understanding what I'm wanting from them and being able to either manipulate materials or communicate or exactly the way they were or that I was trying to get across in the activity.	
3:50	S	Uh. You just said that that something about how you know or if you can see that they know what you want from them	
	T	Um hm	
	S	How do you think they know what you want from them	
	T	Well I think by setting up the activity you know what the expected outcome is of the activity. So you know what you're trying to get out of it and how do they know. I think it's just how it's structured. You structure it to where it would be pretty obvious what the expectation is.	
	T	Either through materials or somehow you're bringing them into the activity. So they should they'll naturally know what their role is.	
	S	Can you talk through a specific activity in your classroom?	
	T	Specific activity	
	S	Just anything in your classroom from I don't know the first thing they do when they come in the door or um	
	T	Sure ok um my students come in and they go through their routine of coming in the room taking the things out of their backpack, putting it on they know what table it's supposed to go on they hang up their backpacks their coats all that stuff then they sit down at their placemat they know when they come in that the expectation is that they have to have their breakfast you know that stuffs all standard routine and then when they're done with their breakfast they do just a table top activity a transition activity while everyone is finishing and these are all really routine things though so at this point in the year they just know what they need to be doing and most of the time it's fine motor activity, drawing activity, name writing activity or something and um so for example so if it's just drawing I tell them something it's like we're learning about last week it we	

		were learning about leprechauns so I'm like ok you know draw me a picture of what a leprechaun would look like or you know the pot of gold at the end of the rainbow. And um you know just so they know when we're doing journal days Thursdays are usually journal days that they have to draw me a picture of something and um so I know that if their actively engaged in that activity then they'll be um even if it doesn't look like what I wanted.	
6:21		You know I mean I tell them to draw leprechaun and some of them true smiley faces but they told me that's what it was. So they were listening to what I was saying they knew what I wanted and said they were able to kind of put that on their paper in their own way. And then some of my lower functioning kids they just scribbled on paper but they knew that was the expectation for them with the activity to do something with a paper and the crayon. So they were still engaged in the activity because they weren't they were on task they were doing something with the crayon and the paper they were not getting out and walking away they were not eating the crayon and they knew what they were supposed to be doing something with those materials	
7:00	S	So that's the engagement with the materials do you to wonder if you have some way of defining engagement like what you would call engagement	
7:17	T	So what would I call engagement? That's a good question. That's a hard question. That's hard to define. If you're engaged, I think of the behaviors you'd be doing if you are engaged. You'd be focused on the activity. You may be interacting with others who were also part of the activity. You'd be communicating about the topic or something you like, for example, if kids were playing with a car or garage or something you know they're acting out something to do with you know a pretend play thing with the cars going down the ramps and they're talking about it and they're using manipulatives about it their focused on the activities and what the other peer might be doing in that activity but staying focused on what that activity is	
8:20	S	I wonder what kinds of things you do to Foster engagement in the classroom	
	T	I think it's hard to foster engagement. I think is trying to make the activity appealing something that's on the	

		child level, something the child may be interested in. You know bringing in their interests I guess how I know, just knowing my kids, what their learning style is, what they like to do, and trying to bring that into the activity to keep them engaged.	
		Do you think I'm wondering about your perception of a child's engagement and someone else's. Like do you think that there is anything about I don't know how to ask this question. If there's a difference between how you would perceive engagement and a child in your class or how someone else coming into the classroom I perceived engagement	
	T	Yes yeah I think there's subjectivity in engagement definitely. Because I might have higher expectations or someone else might have higher expectations of what they think the child needs to be doing to be considered to be engaged where I just might think if they're in the vicinity of the activity and trying to participate for some kids that might be OK for engagement but other kids who have different skill levels I might wanna see something completely different and other people do the same thing. like some other related service providers that I work with they definitely have different expectations	
10:30	S	I just came up with all the rest these questions are my own synonyms for engagement at things I was trying to think about when I was thinking about engagement I just gonna see if any of these words will help trigger other thoughts for you about it. Some of them we've already talked about one of them was about children's interest like how do you know when children are interested and pay attention what does pay attention look like. I thought of the word focused, which you also talked about. how do you know when children are thinking and what does thinking look like.	
	S	While I think if they're thinking they're able to expand on a topic, add something to it, give an example. You can tell that they're... They know what you're talking about. And they're trying to either take it a step further or just show you that they know you know they know what they're talking about	
	S	Is there a way that your lower functioning kids can do that can show you what their thinking	
	T	I think it's harder. But I think maybe their motor movements are just how they get excited that what their affect is when you're talking up something if they are	

		able to get involved if they show any kind of change in their features	
	S	And then the other ones it was the about were the opposite like how do you know when children are distracted	
	T	If they're distracted?	
	S	Or daydreaming or not interested	
	T	While they're not focused there looking around they're not making eye contact there may be turning around in their seats there off task just not not there then unable to answer question not able to respond in any motorway or any way that they can	
	S	I think I'm set. Unless you can come up with a more story like example for me.	
		SECOND RECORDING	
	S	Part of my learning experience is learning how to ask the right questions. So I guess one of the things I'm looking for is a story about a specific child. You can just make up a name if you want to but like a specific child, a specific activity when you can see the child...	
	T	While I can give an example of something that we did this week. Where probably about half of my class was really engaged but the other half really had no clue what was going on. You know we are talking about leprechauns this week and we were, throughout the week, I had been telling kids a story about how a leprechaun had been visiting our room and playing tricks on us. Towards the end of the week we were making a plan about how we were going to catch leprechaun . So we were in circled time and we were trying to make the list of how we were gonna catch a leprechaun. And one of my student's, Walter who's very very into this, he was giving me all kinds of ideas how we could set a trap and then I have my lower functioning kid, Brandon, he just had no clue what we were talking about. He was sitting there he was on task but you definitely knew he was not engaged in the activity at all. And you know some of the other kids were really getting into it and going back and forth giving ideas and expanding on each other's ideas. What they were saying, so they were definitely actively engaged in this conversation we were having. Where some of the other kids, they just um I couldn't even keep their focus because they just weren't at the level of understanding to what we're talking about.	
		So what did those kids do who were not engaged?	

		<p>They just sat there. While on my little, David, if it's not an engaging activity he'll get up. He'll leave the activity. He'll leave the circle time area. So that's something I have to like always take into consideration every day like in the circle time activity where it's so hard trying to hit my low kids and my high kids at the same time how to keep them all engaged that's where I at least try to use a manipulative to where they would have something to do and try to keep them engaged somewhat.</p>	
		<p>Sounds good. That's good.</p>	
		<p>That's all I got for you. Is that good enough for you?</p>	

Appendix D

Angela interview 4/23/2010

S	So the first thing I wanted to do since I'm not familiar with you at all is to get a little information about your professional background and your role here your professional role so that I can I'm looking at both teachers and administrator roles so...
T	I'm the director of the K-2 elementary school it's called ... early learning center we have 2 kindergarten classes so we have 34 kindergarten students and a few first graders are embedded in those groups
S	We do a lot of ...
T	I have 21 years of teaching experience in preschool through 5 th grade. I've moved with my students stayed with them several times so potentially I've taught the same groups of students for 4 or 5 years at a time that's been my teaching background and also been the administrator while I've been teaching as well, I work as a teacher mentor to the teachers in the building and this year I am not a teacher I'm overseeing the building and serving as the mentor as well as doing work out in the field in early childhood and helping other school systems and other teachers we use our site here many times as best practice model and you know just a way to reach out you know either through webcam we've been collaborating or face to face we've been inviting people here
S	And then doing consultations is that consultative work with the districts
T	Yes we have about oh 27 districts between median summit portage county and then we support we can offer if people contact us but then there's specific things I do with continuous improvement
S	Great and is your background mostly general education or some special education also?
2:38 T	Well my experience my background certification is in regular education however I do have vast experience with special education in participation in writing IEPs and you know attending over 100 IEP meetings and becoming a part of that and providing the strategies and monitoring student progress and helping staff with that but no I don't hold the certification in special ed.
S	But lots of experience in special ed. Well I think experience is equally important if not more important than certifications
T	Yes I do a lot with inclusion and working with special education teachers and intervention specialists and housing them right within the regular setting in the least restrictive environment, so that's my goal.
3:27 S	So what I really want to try to get to are some examples some specific examples of maybe what you look for in the classroom how you know that children are engaged so if you can think of a time maybe when you went in to observe a classroom or as a teacher when you knew for sure that children were engaged
3:53 T	We'll first I would look for just the overall positive tone of the classroom from each individual learner. Their engagement would be you know their happiness their persistence and perseverance with any particular whether they're holding a book whether they're on the computer whether their writing or engaged in some other piece of technology. What ever that their own level of engagement you know we work a lot

	<p>about building engagement and not breaking that attention so we really try to intentionally not disrupt the child by walking in and out of the classrooms a lot and asking a lot of questions so that they can potential delve into their own learning and go more in depth. SO giving them the time. So I would say being able to observe what I think is engagement letting children build around their own interests keeping charts and documenting in a quiet way you know how long they were at a certain area in the room or how long they stayed interested in something then as a facilitator trying to then ask questions that would help aid what else they might need to continue building upon their interests. What can I get for them now or what can get for them tomorrow to continue on with that same focus if their interest leads them that way so really wrapping it around the environment around what that child needs what that child is interested in and working more laterally with it if they build their skills if they never leave that one area it's ok with me because they can cover vast amount of skill areas and subject areas right within that topic of interest.</p>
5:56	<p>You said something about quiet collection of information is that the teacher being quiet or the student the teacher is observing being quiet</p>
T	<p>It would be any adult person that would be able to go into that room in a more quiet fashion so you don't you know al ot of times we try to build attention and interest with students but then we're the ones that disrupt that by either our line of question or just us going in and out of the room so much. SO when I say in a quiet way through observation documenting you know what resources they're accessing or what it is that as a facilitator I might do for that child to continue with their inquiry or investigation whatever it is that I might see them interested in doing. So I just take notes so I can collaborate with the team of adults. SO also then just monitoring and looking at every child if there's some gap or if the child has stopped being able to engage with the activity then of course ask questions try to build their interest back up ask open ended questions but also ask ist there anything else you need and interview the child so they will be always a part of the reflection and the data collection</p>
7:16	<p>How do you know when a child has stopped being engaged in the activity.</p>
T	<p>Well either a behavior has changed you know I really think that a lot of behavior issues are because something is not right in the environment that needs change that or that child needs more assistance or more materials so it would either I would now whether the child walked away from the project started misbehaving upset you can see it either physically you now or arm by the way that there whole demeanor has changed or maybe their wandering around aimlessly all the sudden so that tells me they just don't now are they need some extra guidance or support</p>
S	<p>Let's see I just had in my mind can you think of a specific trials and in your mind you know you don't need to use names just think of the time and describe a specific child being engaged in an activity and what it looked like</p>
T	<p>While a couple of things I can think of magnets being in a science area having a lot of different things that we thought might be interesting to children and maybe I can think of a certain young five year old that was investigating some magnets there were some books on magnets at first he was looking at the books and then the noticed some different sized magnets and you know just through the pull some things that were laid</p>

	<p>out at the table that were intentionally placed there hoping that they would be discovered not necessarily brought to his attention but he was able to provide the time and build around his own interests of engagement so he was noticing the different strains and attractions of these magnets and he was looking at these books any started sharing with his years and it was exciting so couple of other children a boy and a girl that was interested in it just based on this young child's showing the books and what some of these magnets and could do and so he took it from there going around the room to going elsewhere from just where the magnets and materials were placed he went around and tested many different things he used his math graphing skills and started creating a graph he also started serving because that is just an instructional practice some things that we have taught and the students have really took up with you know maybe it's asking favorite animals favorite colors favorite animals but he took that magnet idea and he was asking posing some questions to some of the other kindergartners in the room you know do you think that this magnets is strong enough to pick up this particular item and another little girl that wound up making a theater show a tabletop theater show by placing the magnets underneath the table and making stick figures on top she just went into this whole literacy experience just based on magnets said that was exciting and that actually for them lasted a little over two weeks and then they presented in their presentation room you know some of the things that they discovered about magnets and from there a lot of other kids when they were listening and watching the little theater show are Brian's example of predicting magnet can pick up this pencil and the audience was participating and a lot of students in the building became very interested in learning more and more about these things and they learn from their peers so that was exciting</p>
11:35	<p>So it sounds like he was very thoroughly engaged in a project for a long time and Brad and other students</p>
T	<p>Right and the thing is you know we try to model project base and what in depth learning looks like from students so overtime since September those increment that time (engagement) have really really increased but because of the opportunity's being provided and it's OK to take two or three weeks on a project we want them to instead of jumping from one thing to another and another so they can revisit materials share that with their peers and really raise the level and interest in wanting to discover things</p>
S	<p>So how as an administrator art teachers had you get those students to develop that ability to engage with one topic for such and extended period of time. Is there do you have specific strategies that you use?</p>
T	<p>While you know as a team these are all first year teachers here in the elementary building and we meet once a week for 3 hours in the evening every week we talk about the strategies we assess the environment we take a lot we get down inner child level we examine what's good about each of those areas we look at our data and say how many children were over in this literacy circle area for the science area so we're always looking at our data collection based around student engagement and student interest and if we're finding that no one's attending this certain areas that we change it immediately and then we interview children what about their topics maybe they like helicopters maybe we don't have anything there to really keep that first level of engagement so that they can then go deeper and deeper and Bryan and we can</p>

	integrate all sorts of things in the curriculum but we intentionally do that so we do it by really studying the child taking that data collection and meeting of really on Wednesdays looking at what we collected talking as a team going back into the environment brainstorming and changing it up and then studying it again and what we've discovered that that does is the more opportunity's changing that we do based on around what the students are telling us and the deeper their engagement becomes
S	That sounds really exciting
T	It is very very exciting and we have since the beginning we started August 20 till now it's April 23 we can measure in minutes the length of time the children are now going from 3 minutes of engagement to two weeks at a time of engagement was certain projects and one of the reasons they know then that they're always able to share and beaded teachers and contribute to everyone else is learning and the whole building so they know that there's a real purpose and a really sticking to something and wanting to see it through to the end because they're going to be able to teach either we can invite parents in bacon and by parents in and the adults in the building and all the children in the building ban would be able to see their research we teach them how to research you sticky notes used books market bring it to their presentation women are telling arms we have a sharing table it can be saved and protected with their resource materials and then it gives them a real purpose to their learning and to their engagement and Avalon is motivation enough to get them to intrinsically want to continue to go this end up with projects it's very rewarding to the child because the child really doesn't want to jump from here to here and here so for them to really be able to see the purpose to their play or the purpose to their engagement its huge so when you get that a model that and reinforced it give them feedback it really did that value for them intrinsically and then you can never take that away
S	What about do you have some kids that are lower functioning in terms of their intellectual abilities and today require any special supports to be able to do that it sounds like something that is requiring of a lot of self control and self regulation
T	While I think that the collaborative groups help also hears working with each other really teaching that everyone group has a value and can contribute to each other is learning and we do that for modeling and giving complement raising the awareness among all of our student winners that good things giving them that feedback constantly I don't mean at the end of the week I mean all day long and so it's for a dean at level because I know that a three year olds can teach me something I can teach a seven year old and vice versa so relay the effort is a heightening that awareness so they all see each other so that the differences they've really see everyone as someone that they value and that they can learn from so that self esteem their that guidance and nurturing the children give to each other is talked I would say first by the Dalton the building so we really strive hard to model that and so those children that might have there's money very differing abilities and even age levels and one of the kindergarten rooms there very very young five year olds because we have a very late cutoff date here and then there a six year olds and we have 34 and five year olds in the preschool and we do a lot of mixed groups there's a lot of mixed abilities but they don't see those barriers because upfront and continually reinforcing that everyone has something to give so no one is afraid of taking those risks at their own level and people honor that children honor that and the children you know you asked what did

	<p>they do do they require extra support and extra help I would say the true answer to that is yes but it's not always adulterer then it's not always adult given because the children that's a natural part of what they're doing to there supporting each other without pointing out that I know more than him or she knows more and less than I there like all you're really good it that or thanks for doing that and that kind of nurturing or can I read this to you maybe there's someone those you now can trade or can you put the sticky on the three search page and want to be able to share that there's just all these different ways for everybody to participate and no one is isolated they don't have to always work in teams they work really based around interest</p>
S	<p>That sounds so exciting I think I got everything I need.</p>