Describes how children respond to and interact with the demands of the classroom and the people around them.

A dynamic construct which is important for learning.

A key component in effective teaching and learning for all children.

## **HOW CAN ADULTS SUPPORT CHILDREN?**

Adults play a crucial role in supporting children's active engagement by:

- Designing meaningful, purposeful and motivating activities
- Modifying the environment through the provision of *learning supports*
- Providing *interpersonal supports* by changing the way they interact with learners

## **LEARNING SUPPORTS**



Structured activities Alternative and augmentative communication supports

> Visual and organisational supports

Modified goals, activities and learning environments

Responsive

Fostering initiation

Respecting child's

independence

Setting stage for engagement

behaviour

Meaningful, purposeful and motivating activities







Providing developmental supports Adjusting language levels Modelling appropriate

INTERPERSONAL SUPPORTS

## REFERENCES:

**ENGAGED CHILDREN** 

Organised and

independent

Spontaneous,

creative

communication

**Emotionally** 

regulated

Socially connected

Flexible attention

The SCERTS Framework: Prizant, Wetheby, Rubin, Laurent, Ridell (2007) Maximising the impact of teaching Assistants 2<sup>nd</sup> edition: Webster, Russell, Blatchford (2016) Evaluation of Classroom Active Engagement in Elementary Students with Autism Spectrum Disorders Sparapan, et al 2016

## WHAT DOES IT LOOK LIKE WHEN CHILDREN ARE ACTIVELY ENGAGED?



A. Using task materials productively in activities

B. Independently collecting materials to use in a task or activity



C. Spontaneous and creative expressive communication



D. Directing communication towards children and adults

> Regulation **Emotiona**

Communication

Initiating

Organisation



G. Collaborating

effectively through

reciprocity and

taking turns

E. Seeking assistance when feelings are difficult to manage

F. Using coping strategies when activities become challenging



H. Responding to a communication partner when they make a bid for attention

Connectedness



I. Being flexible when asked to change location

J. Being flexible when asked to change activity or task materials

