

## Engagement



The preschool period is a critical time in children’s social and emotional development. During these formative years, students substantially improve skills that play a vital role in their social and academic success later in life. In particular, children develop abilities to cope with their environment through self-regulation strategies such as focusing attention, managing emotions, and controlling behaviors.

### How we do it at Daffodils

Engagement refers to how a child interacts with different aspects of the classroom environment. The in CLASS measures engagement using four domains:

- *Positive Teacher Engagement*: the extent to which the child shares a positive connection with the teacher, seeks out the teacher, has conversations with the teacher, and responds positively to the teacher’s presence.

- *Positive Peer Engagement*: the extent to which a child shares a positive connection with peers, is warmly received by peers, shows socially aware behaviors, displays leadership, and/or engages in conversation with peers.
- *Positive Task Engagement*: the extent to which a child is attentive, enthusiastic, inquisitive, confident, and/or persistent with tasks and classroom activities.
- *Negative Engagement*: the extent to which the child is non compliant and aggressive towards the teacher, uncooperative toward peers, and impatient and impulsive, talks excessively, and unable to keep one's hands to self.

### **Implications**

By systematically observing children's individual engagement in the preschool classroom, teachers can better understand ways to help children learn to focus attention, manage emotions, and control behaviors—skills that are critical for later success in school and life.