

HI PRO Highlight Resource of the Month



Fostering Engagement Within Inclusive Settings

Reading by Rausch et al. (2021)

Summary	Students' unique learning needs be can supported through physical, social, and temporal modifications. Social interactions for children with different abilities, for example, are more meaningful when child-directed interactions are promoted. Vignettes/personas of 3 children are presented and aligned with research-based suggestions of practice from teachers.
Xavier (6 yrs.)	<p>Need for intense physical activity / gross motor skill development: challenging behaviors such as pushing other children and being angry when it is time to lineup. Teacher strategies:</p> <ul style="list-style-type: none">● Support choice in the free play (self-guided)● Slide games: builds blocks that are deconstructed and reconstructed, and students take turns building and sliding down.● Teacher structured play scenarios: gas stations, car washes, and drive-through windows"
Nevaeh (4 yrs.)	<p>Need for sensory play (humming, spinning) with other classmates: language / cognitive delays requiring structured support. Teacher strategies:</p> <ul style="list-style-type: none">● Explicit expectations: visual schedule cueing steps of routine● Engage other students in supporting Nevaeh's unique lingual abilities
Daniel (4 yrs.)	<p>Need for integration with peers and English as a Second Language (ESL) supports during circle time. Teacher strategies:</p> <ul style="list-style-type: none">● Closer proximity of educator to offer cues related to the topic of focus (e.g., multilingual picture cards)● Subroutine (songs with movements) + supporting buddy



Rausch, A., Josesph, J., Strain, P., & Steed, E. (2021). *Fostering Engagement Within Inclusive Settings: The Role of the Physical-Social-Temporal Environment in Early Childhood Settings*. NAEYC. Young Children: Vol 76, No. 4.

<https://www.naeyc.org/resources/pubs/yc/winter2021/fostering-engagement>

