

Capturing Child Engagement in Inclusive Early Childhood Classrooms: Engagement Behavior Observation System (EBOS)

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What is Engagement?

"A child's interaction with the environment including peers, adults, and objects in a way that is appropriate for their age, abilities and surroundings"
(McWilliam & Bailey, 1992, p. 234)

Why is Engagement Important?

- Engagement is a necessary condition for learning
- When children are engaged, access and participation in developmentally appropriate activities would be expected
- Access and participation in these activities support children's learning and development

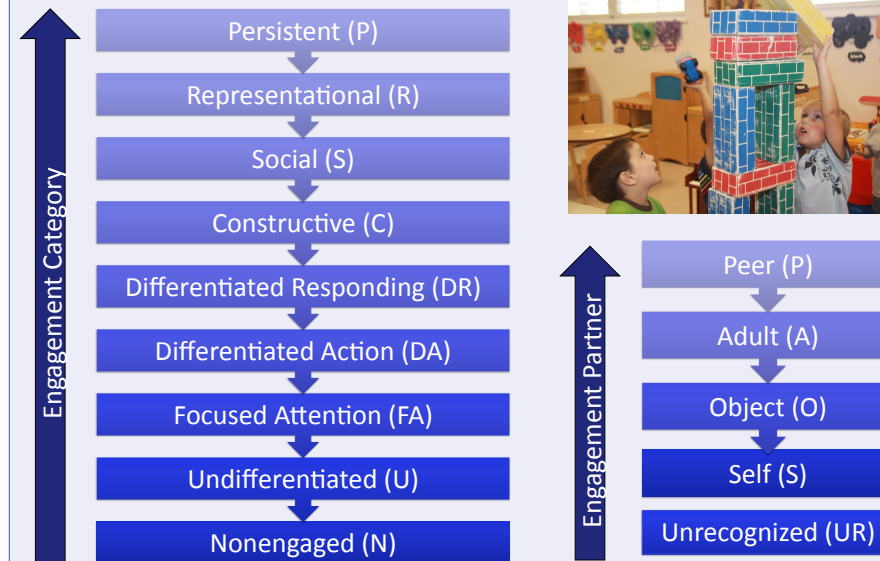
EBOS

- A partial-interval coding system
- Adapted from the Engagement Quality Measurement System- III (E-QUAL-III; McWilliam & de Kruif, 1998)
- Used by the Embedded Instruction for Early Learning Project to quantify and evaluate two dimensions of child engagement:
 - engagement category
 - engagement partner

EBOS Engagement Category Adaptations

E-QUAL III	EBOS
Persistent Behavior	Persistent
Symbolic Behavior	Representational
Encoded behavior	Social
Constructive Behavior	Constructive
Differentiated Behavior	Differentiated Responding
	Differentiated Action
Focused Attention	Focused Attention
Undifferentiated Behavior	Undifferentiated
Casual Attention	
Nonengaged Behavior	Nonengaged

Hierarchical Codes



Sample Data for a Child

Code	Time 1	Time 2	Time 3
Category			
P	4	9	14
R	4	14	18
S	7	10	22
C	4	11	15
DR	5	19	14
DA	45	20	14
FA	15	9	3
U	10	6	0
N	6	2	0
Partner			
P	2	16	28
A	14	34	26
O	62	39	36
S	12	5	5
UR	10	6	5
Challenging Behavior			
L	2	2	1
H	1	0	0

Note. Numbers represent the percentages of intervals in which a specific engagement code was used based on the child's behaviors.

How can Teachers Use Engagement Data?

- Observe child engagement over time across different activities and routines
- Identify types of engagement that occur during different activities and routines
- Identify children who need support to access and participate in activities
- Make modifications and adaptations to activities and routines to support children's engagement and learning

Challenging Behavior

Low Intensity (L) High Intensity (H)

Coding Procedures

An observer:

- Watches a video clip of a child for 15 sec and pauses it
- Selects the highest engagement category code, corresponding engagement partner, and a challenging behavior code, if occurs during the interval
- The category and partner should be selected based on observation of the child's behavior only during the interval (i.e., 15 sec)

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