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| **Definition of Engagement:** The student is participating in the task assigned by the teacher in a manner similar to the peers in the classroom.* Example for Group activity – Student is participating in group activity with peers as assigned by teacher
* Example for Individual activity – Student is completing work on his/her own as assigned by the teacher

**Student specific considerations:** Student may not look at instructor but may still be listening. |

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| **Target behavior** | **Dates** |
| 9/4 | 9/6 | 9/9 | 9/16 | 9/20 | 9/26 | 10/1 | 10/4 |  |  |  |  |  |  |  |  |  |  |  |  |
| Subject/Activity 1: \_\_\_Reading\_\_\_\_\_\_\_\_\_\_[ ]  Whole Group  [ ]  Small Group [ ]  Individual[ ]  Gen Ed or [ ]  Spec Ed | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** |
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| Subject/Activity 2: \_\_Math\_\_\_\_\_\_\_\_\_\_\_\_[ ]  Whole Group  [ ]  Small Group [ ]  Individual[ ]  Gen Ed or [ ]  Spec Ed | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** | **10****9****8****7****6****5****4****3****2****1** |

**Instructions**:

* Select a classroom instruction time of 10 minutes for either group or individual instruction that is problematic for the student (i.e. student is engaged less than 6 minutes).
* Set a countdown timer for 10 minutes and start the timer when the student is engaged.
* Start the second timer at “0” and start it at the same time as the first timer. Keep the timer running as long as the student is engaged. When the student stops engaging, pause the timer. When the student starts engaging, start the timer. Continue starting and pausing the timer until the first timer indicates the end of 10 minutes.
* Based on the number of minutes shown on the second timer, circle the number that corresponds on the data sheet. Round down for partial minutes.
* Collect engagement data during the **same** classroom activities for 3 days across two consecutive weeks
* After every third data point, analyze the data and determine if engagement is improving or declining. Based on the analysis, develop a plan.
* For easier analysis, draw a line connecting each day and insert a phase line when intervention is started or changed.

**Data analysis:**

Based on the past 3 data points, engagement is:

Declining or not occurring at desirable level

Improving or occurring at desirable level

Observe the activity and determine possible problems

Excellent! Continue current teaching format and when engagement is consistently at desired level, begin to fade intervention and maintain in the natural environment.

 🞎 Doesn’t seem to understand the task 🞎 Not enough individual opportunities to respond

 🞎 Doesn’t seem to like the task 🞎 Not enough group opportunities to respond

 🞎 Task doesn’t involve preferred content 🞎 Seems distracted by others

 🞎 Doesn’t seem to know how to ask for help 🞎 Becomes easily upset by others mistakes and errors

 🞎 Low frustration tolerance 🞎 Doesn’t seem to know how to comment on activity

 🞎 Doesn’t wait his turn 🞎 Becomes easily upset by his/her own mistakes

 🞎 Doesn’t seem to like group work

 🞎 Seems to want access to a particular item/activity that’s not available

 🞎 Difficulty with transition (e.g., preferred to non-preferred activities)

 🞎 Difficulty with change (e.g., change in curricula, subject, group formation)

 🞎 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Plan of Action based on the assessment:**

Develop antecedent, teaching, and responding strategies