

## Engagement chart and scale

**Student name:** E

**Age:** 6 years

**Lesson / activity:** cognition

**Target / strategy:** sensory stimulation- rice and sand

**Date:**

**Time:** 11:30am

**Date for review:**

**Completed by:**

### Overview of relevant issues

*e.g. Environment / learner mood / noteworthy factors or differences*

- Brushed about half an hour ago
- Tried him at regular table and at regular chair today- in class but facing wall and me at diagonal..
- No video of this session

### Engagement Scale:

0							1							2							3							4	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		

Engagement Indicators	Score (0–4)	What happened? What happened / what didn't happen and why?	Next actions What will I do next time and why? How will I make the activity more appealing (see Inquiry Framework)?
<b>Awareness</b>	3	E keen when he saw me and approached me and took my hands before we even organised the table! V aware of row, row- felt sand briefly when I paused after song- more tolerant of it generally.. still not v long- wanting to get up more frequently today.	
<b>Curiosity</b>	3	Still quite brief looking to boat in the sand but he did look to and find my hands hidden half under the sand and took them to pull..	- Try before snack so it is more motivating?
<b>Investigation</b>	3	Investigating in sand to find my hands when he saw me put them in.. much better	- Ask what else we can hide in the sand/ rice...
<b>Discovery</b>	2	Pulled my hands out of sand.. listening to his own voice and smiling to start row, row..	-
<b>Anticipation</b>	4	Lots of anticipation today- when I came in the room it started! . when I said 'row, row' after he got up, he heard me, turned around and came back.	
<b>Initiation</b>	3	Repeated taking my hands for more row, row in the sand but distracted at times too- getting up.	
<b>Persistence</b>	2	Not as persistent as usual- distracted but when I said 'row, row' after he got up, he heard me, turned around and came back.	
<b>Total score</b>	<b>20</b>	<b>NB NOW CIRCLE TOTAL SCORE ON SCALE (previous page)</b>	

Key for scoring	0	1	2	3	4
	No focus	Low and minimal levels – emerging / fleeting	Partly sustained	Mostly sustained	Fully sustained

