



Quick Reference Tool for the “3i’s” of Engagement

Investment -- Independence – Initiation

INVESTMENT

For learners to be “hooked” or motivated to engage, we can provide an environment that stimulates interest and supports the learner to sustain their connection.

Ask yourself: Is this individual "hooked" and staying "connected"?

	Before Words	Emerging Language
	Consider these supports when your learners are not yet using words . They are likely building their attachment to the social world and communicating primarily through body language, gestures, and facial expressions.	Consider these supports when your learners are beginning to use single words, brief phrases, and simple sentences with either speech, pictures, sign language, or technology.
A. Fostering Investment...		
1. Learner interests have been considered to stimulate motivation for learning .	<p>Providing meaningful activities to stimulate interest by creating consistent routines that involve appealing sensory properties. This might include: music/singing, messy play, water play, art, and movement.</p> <p>Providing hands-on, movement-based activities that stimulate interest through engaging sensory qualities to the learner (consider exploring objects for how they feel, sound, smell, or provide cause-effect).</p> <p>Providing opportunities for social connections with preferred partners (consistent and predictable interactive partners). This might include people, games involving face to face play and social routines.</p>	<p>Providing meaningful activities to stimulate interest by creating consistent routines that pair words, graphics, letters and numbers with choices of “props” or real life objects as well as opportunities to act out the meaning of these concepts. This might include: pairing role play with a read aloud, creating a shared experience through projects, art, music, or play.</p> <p>Providing hands-on, movement-based activities to stimulate interest through whole-body movement (consider objects and movements that are familiar to the learner as well as those that are symbolic). This might include: opportunities to use pretend play props and familiar materials related to routine daily experiences.</p> <p>Providing opportunities for social connections with preferred partners (familiar and predictable people, including peers). This might include providing all children or partners with the same hands-on materials while performing the same actions at the same time, this provides opportunities for parallel play.</p>
2. Learners have the support to stay actively engaged and persist in tasks .	<p>Adjusting the environment based upon the <u>sensory needs</u> of the learner (adjusting the type and amount of visual, auditory, and movement stimulation), the <u>interaction style</u> (noticing a learner’s energy level and adjusting one’s tone of voice, proximity and touch), <u>opportunities for movement</u> (giving access to actions/items that bring interest, comfort, or security) or <u>adjusting the social complexity</u> (moving away from a small group to 1 on 1).</p> <p>Providing access to self-regulation supports using sensory-motor strategies and tangible objects. This might include: providing freedom and time to access to a preferred interactive partner and/or soothing or stimulating activities and materials.</p>	<p>Adjusting the environment based upon the <u>sensory needs</u> of the learner (adjusting the type and amount of visual, auditory, and movement stimulation), the <u>interaction style</u> (noticing a learner’s energy level and adjusting one’s tone of voice, proximity, touch, and the amount of language), <u>opportunities for movement</u> (giving access to actions/items that bring interest, comfort, or security) or <u>adjusting the social complexity</u> (moving away from larger groups to small groups).</p> <p>Providing access to self-regulation supports using visual choices for learners to identify energy level or early emotions (happy, sad, tired, angry) in oneself. This might include: noticing a learner’s energy level and modeling a visual to identify one’s energy level or emotional state and make choices including preferred interactive partners, activities, and materials.</p>



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Ask yourself: Is this individual "hooked" and staying "connected"?

	<u>Developing Language Competence</u>	<u>Conversational</u>
	Consider these supports when your learners are inconsistently using simple and complex sentences . These learners are likely still developing their use and understanding of language in unfamiliar situations, a range of communicative functions (expressing emotion, asking for help, sharing remorse), and the use of inner self-talk to guide their behavior.	Consider these supports when your learners are consistently using complex sentences, conversational level discourse , and “inner dialogue” for executive functioning. They are likely developing their ability to succeed in a range of social contexts.
A. Fostering Investment...		
1. Learner interests have been considered to stimulate motivation for learning .	<p>Providing meaningful activities to stimulate interest by creating consistent routines that pair books or text materials with learner interests, choices of preferred themes and topics, humor, and real life experiences - something the learner has done before. This might include: sharing personal experiences during a read aloud, engaging in role play/reader’s theater, or creating a product.</p> <p>Providing hands-on, movement-based activities to stimulate interest through whole-body movement (consider props and movements that are familiar to the learner as well as those with a symbolic quality). This might include: opportunity to use props and familiar materials related to activities that they have experienced previously.</p> <p>Providing opportunities for social connections (familiar and interactive partners, pairing learners with peers). This might include opportunities for children to interact in parallel with one’s peers, to take turns with peers, and to take on different roles within activities.</p>	<p>Providing meaningful activities to stimulate interest by creating consistent routines that connect with learner interests through choice and real life application - something the learner may do in their life. This might include: embedding writing within a meaningful context of writing a letter or a newspaper submission, using math to create or build something, or applying social studies to a current event.</p> <p>Providing hands-on, movement-based activities to stimulate interest through whole-body movement (consider props and movements that will help the learner gain new knowledge and experiences). This might include: opportunity to role play an unfamiliar event using the materials that are needed for that experience.</p> <p>Providing opportunities for social connections (interacting with peer partners, competition, and group collaboration). This might include pairing peers in dyads or small groups together to collaborate, to compete against other groups, or having a learner request for peer assistance.</p>
2. Learners have the tools to stay actively engaged and persist in tasks .	<p>Adjusting the environment based upon the <u>sensory needs</u> of the learner (adjusting the type and amount of visual, auditory, and movement stimulation), the <u>interaction style</u> (noticing a learner’s energy level and adjusting one’s tone of voice, proximity, touch, and the amount of language), <u>opportunities for movement</u> (giving access to actions/items that bring interest, comfort, or security) or <u>adjusting the social complexity</u> (moving away from larger groups to small groups).</p> <p>Providing access to self-regulation supports using visuals to support learners to identify their energy level and more complex emotions (frustrated, anxious, irritable, eager, self-confident). This might include: noticing a learner’s energy level and giving access to a visual for that learner to indicate their energy level or emotional level and make choices including preferred interactive partners, activities and materials. This might include: offering visual choices for a break, a comfort item, or a peer to assist).</p>	<p>Adjusting the environment based upon the <u>sensory needs</u> of the learner (adjusting the type and amount of visual, auditory, and movement stimulation), the <u>interaction style</u> (noticing a learner’s energy level and adjusting one’s tone of voice, proximity, touch, and the complexity of language), <u>opportunities for movement</u> (giving access to actions/items that bring interest, comfort, or security) or <u>adjusting the social complexity</u> (moving away from larger groups to small groups).</p> <p>Providing access to self-regulation supports for learners to identify and share energy levels and express emotion, remorse, and negotiate with others. This might include: noticing a learner’s energy level and giving access to visuals or written reminders of how to express one’s current state (“I wasn’t expecting this today, can we do ___ or ___ instead?”), reminders of how to recognize their level of engagement, and identify strategies that might sustain engagement, and self-advocate for these needs. This might include: embedding discussion as to what might be helpful (extra time, alternative seat, a peer to assist).</p>



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INDEPENDENCE

For learners to “know what to do” and "what is being taught" we can provide an environment that includes consistent routines, role models, hands-on materials, and visuals.

Ask yourself: Is this individual understanding the expectations?

	<u>Before Words</u>	<u>Emerging Language</u>
	Consider these supports when your learners are not yet using words . They are likely building their attachment to the social world and communicating primarily through body language, gestures, and facial expressions.	Consider these supports when your learners are beginning to use single words, brief phrases, and simple sentences with either speech, pictures, sign language, or technology.
B. Fostering independence..		
1. Learners know what to do .	<p>Using consistent routines and environmental arrangements that involve repetition of the same words, the same materials, and the same actions, This might include having a learner's preferred materials available in familiar activities, turning the lights off for quiet time, using music to represent time to “jazz up” or “settle down”</p> <p>Pairing language with visuals such as real-life materials and role modeled actions. This might include: showing tangible objects of reference to support transitions across activities (showing a towel for bath time, holding a paint brush to represent time for art activity, activity bins in sequence).</p>	<p>Using consistent routines and environmental arrangements that involve repetition of the same simple phrases, the same materials, and the same actions, This might include embedding (photos or graphics) to represent expectations of where to sit (a poly spot for rug time), body proximity (a hula hoop), and how to wait (something to hold when listening to others).</p> <p>Pairing language with visuals such as real-life materials, graphics, and role modeled actions, This might include using photos or graphics to support transitions across activities and the steps within activities (showing a photo to represent the upcoming activity and a simple photo/graphic schedule to represent a sequence of activities).</p>
2. Learners know what is being taught .	<p>Embedding learning into shared, meaningful experiences that include repetition and practice. This might include embedding learning in familiar, natural activities with contextual support so that the setting, materials, and actions are predictable and relevant (activities of daily living - dressing, cooking, eating, exercise, play, etc.).</p> <p>Providing multi-modal supports, including hands-on materials, visuals, and role models. This might include pairing concepts with real-life objects, whole body movements, music, and role models within natural activities and settings.</p>	<p>Embedding learning into shared, meaningful experiences that include repetition and practice. This might include embedding learning into familiar, natural routines with contextual support or in shared experiences where concepts are illustrated through multimedia (books / videos / music), role modeled actions, peer models, and connections to familiar routines.</p> <p>Providing multi-modal supports, including hands-on materials, visuals, and role models. This might include pairing concepts with graphics, photos, music, real-life objects, whole body movements, and role models within natural activities and settings.</p>



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INDEPENDENCE

For learners to “know what to do” or “what to expect,” we can provide an environment that includes consistent routines, role models, hands-on materials, and visuals.

Ask yourself: Is this individual understanding the expectations?

	<u>Developing Language Competence</u>	<u>Conversational</u>
	Consider these supports when your learners are using simple and complex sentences inconsistently . These learners are likely still developing their use and understanding of language in unfamiliar situations, to communicate for a range of functions (expressing emotion, asking for help, sharing remorse), and to guide their behavior with inner self-talk.	Consider these supports when your learners are consistently using complex sentences, conversational level discourse, and “inner dialogue” for executive functioning. They are likely developing their ability to succeed in a range of social contexts..
B. Fostering independence..		
1. Learners know what to do .	<p>Using consistent routines and environmental arrangements that involve repetition of the same simple and complex sentences, the same materials, and the same actions, This might include clarifying a range of social expectations using visuals such as graphics and the written word to remind learners of the energy level needed for an activity (an energy meter), volume level (a vocal volume meter), and proximity to others (footprints on the floor for waiting in line).</p> <p>Pairing language with visuals such as real-life materials, graphics, the written word, and role modeled actions., This might include written “to do” lists and schedules paired with graphics, to support transitions across activities, and the steps within a task.</p>	<p>Using consistent routines and environmental arrangements that involve repetition of the same simple and complex language, the same materials and the same actions. This might include providing opportunities for learners to identify upcoming activities, rehearse those activities, and access or create reminders of social expectations such as which topics to choose, when to talk, when to listen, proximity to others, and vocal volume.</p> <p>Pairing language with visuals such as real-life materials, graphics, written language, multimedia, and role modeled actions. This might include providing opportunities for learners to use or create visuals or written reminders in familiar and unfamiliar settings to support transitions and participation in multi-step extended activities to guide inner language.</p>
2. Learners know what is being taught	<p>Embedding learning into shared, meaningful experiences that include repetition and practice. This might include embedding learning into familiar, natural routines with contextual support or in a shared experiences where concepts are illustrated through multimedia (books/ videos / music), role modeled actions, peer models, connection to previous learning, and real-life application.</p> <p>Providing multi-modal supports, including hands-on materials, visuals, and role models. TThis might include pairing concepts with written language, graphics, photos, music, real-life objects, whole body movements, and role models within natural activities and settings.</p>	<p>Embedding learning into shared, meaningful experiences that include repetition and practice. This might include embedding learning into shared experiences where concepts are illustrated through multimedia (books / videos / hands-on labs), role modeled actions, peer models, connection to previous learning, and real-life application.</p> <p>Providing multi-modal supports, including hands-on materials, visuals, and role models. This might include having learners identify preferences for a range of supports including pairing concepts with opportunities for labs, written language, graphics, photos, music, real-life objects, whole body movements, and role models within natural activities and settings.</p>



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INITIATION

For learners to send messages to others, we can provide an environment where interactive partners respond to and encourage both nonverbal and verbal ways of communicating and provide frequent opportunities to initiate.

Ask yourself: Is this individual sharing with others?

	<u>Before Words</u>	<u>Emerging Language</u>
	Consider these supports when your learners are not yet using words . They are likely building their attachment to the social world and communicating primarily through body language, gestures, and facial expressions.	Consider these supports when your learners are beginning to use single words, brief phrases, and simple sentences with either speech, pictures, sign language, or technology.
C. Fostering Initiation...		
1. Learners have many ways to show what they know .	<p>Responding to nonverbal signals for communication (body language, facial expressions, and gestures) and imitating attention-seeking vocalizations, sounds, actions, and gestures initiated by the learner.</p> <p>Providing a variety of modes for expression. This might include modeling a range of facial expressions, gestures, providing choices of real-life objects, and providing choices of see-through containers containing desired items. This might enhance giving, pointing, or reaching gestures within routines and everyday activities.</p>	<p>Responding to nonverbal signals for communication (body language, facial expressions, and gestures) by modeling words that represent the learner's intention (“Mom,” “hugs,” “No, thank you”).</p> <p>Providing a variety of modes for expression. This might include providing duplicate sets of simple visual supports (photos and graphics) paired with real life objects, opportunity to role play actions, and models of single words or brief phrases using peoples names, verbs, familiar objects as well as simple emotion words. This might enhance the use of phrases such as "Emily tie my shoe," "I feel tired," and "Sarah's turn."</p>
2. Learners have frequent opportunities for initiating for many reasons and with a range of partners.	Balancing adult-led interaction with learner-led interaction by making time for 1:1 interaction, offering choices, honoring learners' signals (nonverbal or vocal) when they initiate actions (reaching toward, shifting gaze, and sharing attention), and honoring learner's signals when they end the interaction (looking away from the interaction or pushing away materials).	Balancing adult-led interaction with learner-led interaction by adjusting the social complexity to include 1:1 and peer to peer, offering choices within activities, honoring learners' signals (nonverbal, vocal or words) to initiate activities (reaching for materials, calling out a teachers' name), and honoring learners' signals to end the interaction (indicating "all done").



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INITIATION

For learners to send messages to others, we can provide an environment where there are frequent opportunities to initiate and where interactive partners respond to both nonverbal and verbal ways of communicating.

Ask yourself: Is this individual sharing with others?

	<u>Developing Language Competence</u>	<u>Conversational</u>
	Consider these supports when your learners are using simple and complex sentences inconsistently . These learners are likely still developing their use and understanding of language in unfamiliar situations, to communicate for a range of functions (expressing emotion, asking for help, sharing remorse), and to guide their behavior with inner self-talk.	Consider these supports when your learners are consistently using complex sentences, conversational level discourse, and “inner dialogue” for executive functioning. They are likely developing their ability to succeed in a range of social contexts.
C. Fostering Initiation...		
1. Learners have many ways to show what they know .	<p>Responding to nonverbal signals for communication (body language, facial expressions, and gestures) by modeling phrases and sentences that represent the learner's intention (“Ms. Smith, I can’t do this right now”).</p> <p>Providing a variety of modes for expression. This might include providing duplicate sets of visual supports (photos, graphics and written language), a selection of sentence choices/starters, a dry erase board, thumbs up/thumbs down, hand signals, and opportunity to role play actions. This might enhance simple phrases and sentences using people's names, verbs and other vocabulary relevant for the activity.</p>	<p>Responding to nonverbal signals for communication (body language, facial expressions, gestures) by validating the intention of the learner, and modeling language that matches this intention (“I notice that you are....I wonder if you are trying to say....”).</p> <p>Providing a variety of modes for expression. This might include providing opportunities for learners to use or create visual supports for content (what to say), timing (when to talk), and social conventions (how to engage). Modes of expression might include having learners decide which modes of expression may be helpful, including a selection of sentence choices / starters, a dry erase board, thumbs up/thumbs down, hand signals, multimedia, and an opportunity to role play actions.</p>
2. Learners have frequent opportunities for initiating for many reasons and with a range of partners.	Balancing adult-led interaction with learner-led interaction by adjusting the social complexity to include 1:1, peer to peer, and small groups, offering a choice of topics, materials, and peer partners, responding to open-ended questions, and serving a variety of roles within social settings.	Balancing adult-led interaction with learner-led interaction by adjusting the social complexity to include 1:1, peer to peer, and small groups, offering choice of topics, materials, and peer partners, responding to open-ended questions, and serving a variety of roles within social settings (involving the learner in a plan to share out what they know with others).