

How to complete the Engagement Scale

- Select an activity for which the student has a low engagement that you want to increase.
- Complete details on front sheet.
This is to make sure there is an accurate record of what the target and task are, and the date and time so you can compare levels of engagement over time.
- Complete the 'Overview of relevant issues' and 'What 'next action'...' boxes.
This space enables you to note anything which might affect the engagement score (e.g. distressing social situation, lack of sleep, etc.).
- Refer to the profile when completing the scale.
It will help you rate what you have seen, and will also provide consistency between the different people who use the scale so a fair comparison can be made.
- Rate each of the indicators from 0–4 (see description of scoring on actual scale) and add your rating to the 'Scores' column.
Think broadly when completing the scale. Observe what the learner is doing rather than what you expect them to be doing.
- Remember that it does not matter in which order the scale is completed.
The indicators are not hierarchical.
- Reflect on what has happened and why – complete the 'What happened?' column.
What happened? How did the student display what you have observed? What strategies did the staff use? Why is the student not engaging?
- Complete the 'Next actions' column.
What will I do next time and why? What will I change to engage the student more? How can I make the activity more appealing? Consider not only how to change the activity and staff strategies, but environmental factors, resources used, etc. Use the Inquiry Framework for ideas. Be creative!
- Add the 'Scores' column to give the student's overall engagement total.
- Circle this score on the scale on the front page. *This acts as a quick visual reference*
- Review scores and scales regularly to ensure that any strategies being used are effective in increasing the student's engagement.

Struggling? Try...

Reflecting on the scales as a team...*people have different, yet valuable insights and interpretations.*

Using a camera to film...*if you are struggling to observe the student in the setting, filming them will allow you to reflect in more detail later.*

Using someone else to observe for you...*perhaps a teaching assistant, therapist, SENCO or another teacher. This might be a good way to share ideas too!*

Using the Inquiry Framework for Learning...*start at the 'Engagement' section.*