Figure 2.1. Original arrangement of Gillian's classroom.

MATERIALS

Like room arrangement, classroom materials can be used to promote children's engagement (McGee, Daly, Izeman, Mann, & Risley, 1991). Teachers should ensure that adequate materials are available for children's use. For some items often used in group activities, there should be enough that children do not need to wait for long periods of time or fight over ownership. (Of course, sometimes a teacher will deliberately set out a small amount of materials to encourage social interaction and sharing.) For free-choice times, having at least two of some toys so children can engage in parallel play is often helpful.

Materials should be placed on low shelves and be accessible to children at all times; this promotes independence. For children who cannot stand, all materials should be placed at their seated level or lower. It is also a good idea to put children's cubbies and coat hooks at low levels so the children have access not only to enjoyable activities but also to self-help activities. Preferred items might be deliberately placed on high shelves, however, to encourage children to communicate.

The children's perspective should also be used when decorating the classroom walls. Hang posters, family photographs, children's artwork, and other decorations low so children can easily see them. Doing so will prompt questions and conversations.

If enough toys are present to rotate periodically in and out of the classroom, children will constantly have new materials to explore. Although this can be a financial burden, teachers within a center can collaborate and purchase toys that are appropriate for multiple classrooms and develop a borrowing system.

AFTER THE FIRST WEEK of school, Gillian spent the weekend rearranging her classroom to prevent the behavior problems that were the direct result of environmental characteristics. The following week, she realized that her new classroom arrangement (see Figure 2.2) did a much better job of promoting engagement. The shelves, containers, and cubbies were labeled so children could find materials and clean them up independently. With the tables closer together, the children were interacting more during meals. In fact, children were interacting more during play, too. Gillian found that giving the activity centers distinct boundaries helped to keep the children who were involved in noisy activities from disturbing those who were involved in quiet activities; within centers, however, children played together more frequently
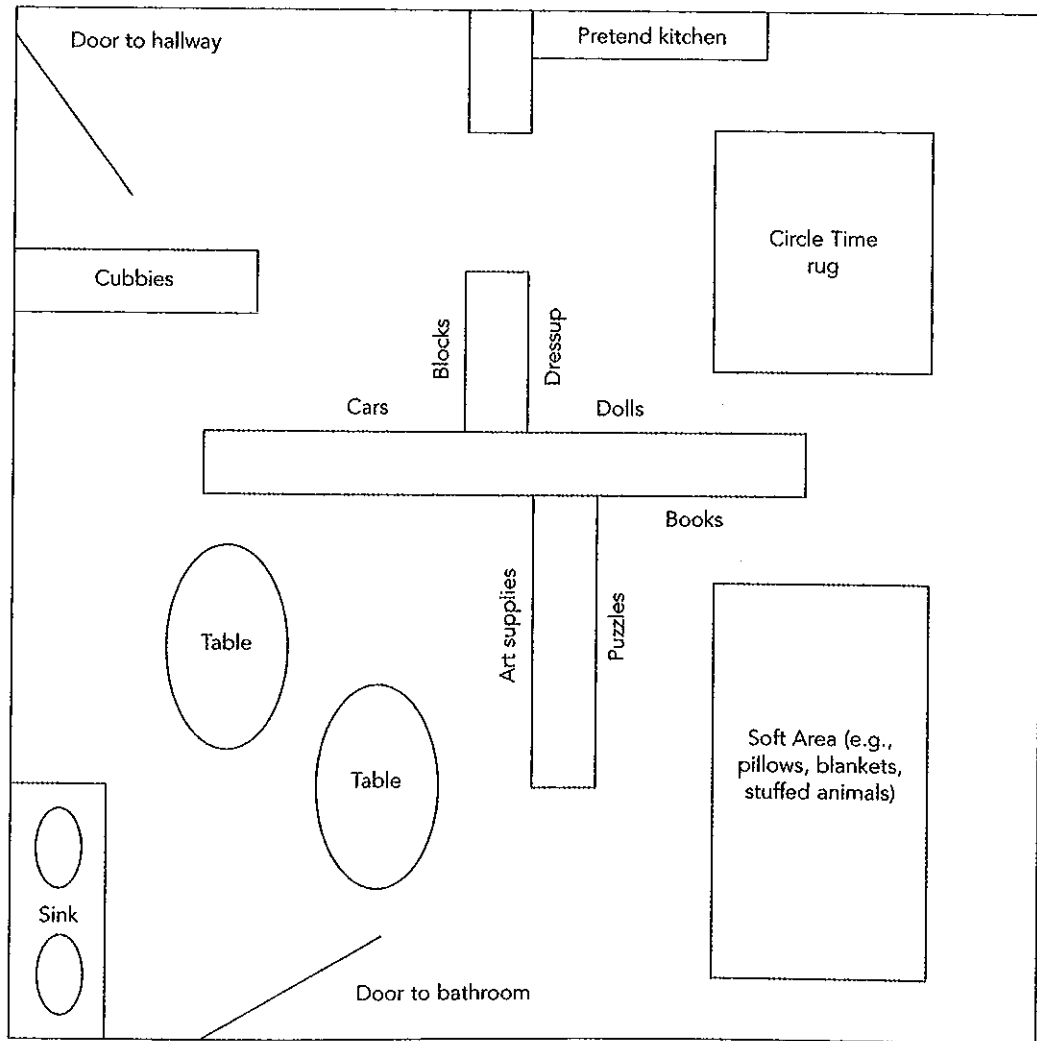

Figure 2.2. Gillian's classroom arranged with child engagement in mind.

Time	Person A	Person B
8:00–8:15	*arrival*	*setup*
8:15–8:30	*setup*	*story*
8:30–8:45	*free play*	*setup*
8:45–9:00	*setup*	*circle*
9:00–9:15	*table toys*	*setup*
9:15–9:30	*setup*	*centers*
9:30–9:45	*setup*	*centers*
9:45–10:00	*snack*	*setup*
10:00–10:15	*setup*	*outside*
10:15–10:30	*setup*	*outside*
10:30–10:45	*setup*	*outside*
10:45–11:00	*music*	*setup*
11:00–11:15	*setup*	*art*
11:15–11:30	*free play*	*setup*
11:30–11:45	*setup*	*lunch*
11:45–12:00	*setup*	*lunch*
12:00–12:15	*nap*	*setup*
12:15–12:30	*nap*	*setup*
12:30–12:45	*teacher break*	*nap*
12:45–1:00	*teacher break*	*nap*
1:00–1:15	*nap*	*teacher break*
1:15–1:30	*nap*	*teacher break*
1:30–1:45	*nap*	*setup*
1:45–2:00	*nap*	*setup*
2:00–2:15	*nap*	*setup*
2:15–2:30	*setup*	*snack*
2:30–2:45	*centers*	*setup*
2:45–3:00	*centers*	*setup*
3:00–3:15	*setup*	*story*
3:15–3:30	*table toys*	*setup*
3:30–3:45	*setup*	*free play*
3:45–4:00	*setup*	*free play*
4:00–4:15	*outside*	*setup*
4:15–4:30	*outside*	*setup*
4:30–4:45	*outside*	*setup*
4:45–5:00	*outside*	*setup*

Figure 4.1. Sample two-person zone defense schedule.

Time	Person A	Person B	Person C
8:00–8:15	arrival	setup	arrival
8:15–8:30	story	story	setup
8:30–8:45	setup	free play	free play
8:45–9:00	circle	setup	circle
9:00–9:15	table toys	table toys	setup
9:15–9:30	setup	centers	centers
9:30–9:45	setup	centers	centers
9:45–10:00	snack	setup	snack
10:00–10:15	outside	outside	setup
10:15–10:30	outside	outside	setup
10:30–10:45	outside	outside	setup
10:45–11:00	setup	music	music
11:00–11:15	art	setup	art
11:15–11:30	free play	free play	setup
11:30–11:45	setup	lunch	lunch
11:45–12:00	setup	lunch	lunch
12:00–12:15	nap	setup	nap
12:15–12:30	nap	setup	nap
12:30–12:45	teacher break	nap	setup
12:45–1:00	teacher break	nap	setup
1:00–1:15	setup	teacher break	nap
1:15–1:30	setup	teacher break	nap
1:30–1:45	nap	setup	teacher break
1:45–2:00	nap	setup	teacher break
2:00–2:15	nap	nap	setup
2:15–2:30	setup	snack	snack
2:30–2:45	centers	setup	centers
2:45–3:00	centers	setup	centers
3:00–3:15	story	story	setup
3:15–3:30	setup	table toys	table toys
3:30–3:45	free play	setup	free play
3:45–4:00	free play	setup	free play
4:00–4:15	outside	outside	setup
4:15–4:30	outside	outside	setup
4:30–4:45	outside	outside	setup
4:45–5:00	outside	outside	setup

Figure 4.2. Sample three-person zone defense schedule.

Table 7.2. Points to remember about incidental teaching

Pay attention to the child's interests.
Teach in context (functional skills).
Provide an engaging environment.
Give the child no more help than is necessary.
Encourage more engagement, higher engagement, or working toward a goal.

text. It is important to remember that the child should be given no more than the minimal amount of help needed to complete the task. Skill development will be more rapid if the teacher expects the child to complete tasks independently and provides assistance only when necessary. The child should be given ample time to respond to a request before the teacher prompts the child, answers a question for him or her, or completes part of a step in the task. Table 7.2 provides a summary of points to keep in mind about incidental teaching.

Almost any skill can be addressed using incidental teaching. For example, cognitive skills (concept development and problem solving) could be addressed during circle time by reading the beginning of a story and having children brainstorm about what the character might do next or how the story might end. The key is to read enough of the story so children are interested in sticking with it and hearing how it ends. The teacher takes advantage of child interest and increases engagement from focused attention to sophisticated engagement through the questions and answers. Language skills (communication and speech) could be addressed throughout the day by asking a child to explain what he or she is drawing or building. Gross motor skills (movement and independent positioning) could be addressed during outside play by reinforcing the child's behavior (with either verbal praise or earned points), which will encourage him or her to play for a longer amount of time. Fine motor skills (handling materials and eye–hand coordination) could be addressed during snack time or lunch by giving the child a variety of utensil types and sizes and a variety of food sizes and textures to work with. Social skills (following routines and participating in interactions) could be addressed by creating situations in which peers are playing with another child's preferred item, which provides incentive for the child to join the peers. Finally, self-help skills (feeding, dressing, and toileting) could be addressed during play with dress-up clothes or by introducing and explaining skills in the context of caring for dolls in the housekeeping center.

MOLLY DECIDED TO START using incidental teaching across the routines in the children's day. When she noticed that children chose an activity during free play, she would give them extra attention by asking the children about the activity, commenting on their actions, or giving them extra materials to use in their play. She noticed that giving the children a little bit of extra attention was usually all it took to keep them engaged in the activity longer or to encourage them to use higher levels of engagement. She also realized that peer interaction was a good way to help the children stay engaged in an activity or increase the complexity of their play, so she made a point of encouraging social activities.

Molly also used incidental teaching to help Joey increase the sophistication of his engagement. When he casually looked around the room, Molly invited Joey to play. When Joey joined an activity that Molly was already involved in, she let him decide how he wanted to participate in the activity and then reinforced his choice and helped him to stay engaged. When Joey initiated play with the toy cars, Molly joined him in the block center and helped him to become engaged at a higher level of sophistication. For example, Molly would ask Joey where the cars were traveling or help him build roadways and garages. Using incidental teaching, Molly was able to increase the sophistication of Joey's play by engaging him at higher levels of complexity in his preferred task and encouraging his participation in nonpreferred tasks.

Molly also began to address the goals she had set for the children. Instead of pulling children out of activities and presenting them with an individual task that targeted their goals, she looked for teaching

Routine:

Engagement: No information

Independence: No information

Social relationships: No information

Home: Satisfaction with routine (circle one)	Classroom: Fit of routine and child (circle one)
1 Not at all satisfied	1 Poor goodness of fit
2	2
3 Satisfied	3 Average goodness of fit
4	4
5 Very satisfied	5 Excellent goodness of fit

Domains addressed (circle all that apply)

Physical   Cognitive   Communication   Social or emotional   Adaptive

Routine:

Engagement: No information

Independence: No information

Social relationships: No information

Home: Satisfaction with routine (circle one)	Classroom: Fit of routine and child (circle one)
1 Not at all satisfied	1 Poor goodness of fit
2	2
3 Satisfied	3 Average goodness of fit
4	4
5 Very satisfied	5 Excellent goodness of fit

Domains addressed (circle all that apply)

Physical   Cognitive   Communication   Social or emotional   Adaptive

(continued)

Incidental Teaching Checklist

Instructions: Each column of the checklist represents one observed routine; therefore, an observation of about 15 minutes should occur before each column is completed. Observe one adult's interactions with children. If the rate of interaction is too low to judge the use of incidental teaching, do not complete. Indicate + for "completed well"; ± for "completed to an extent"; and – for "not completed or completed inadequately."

Date: _____ Observer: _____

Routine: _____ Teacher: _____

Did the teacher...					
1. Ensure that the children had interesting things to do or talk about? (If the activity was boring, mark –.)					
2. Plan developmentally appropriate activities?					
3. Rotate activities and vary materials?					
4. Initiate interactions based on what the children were doing?					
5. Allow the children to remain engaged in the activity of their choice (i.e., not redirect the children to a new activity)?					
6. Elicit the children's elaboration of their engagement?					
Was the elaboration mostly...					
More engagement? (mark M)					
Higher engagement level? (mark H)					
Planned skill development? (mark S)					
7. Give the children no more than the amount of help they needed?					
8. Ensure that children were interested in something throughout the interaction or activity?					
9. Ensure that the children were reinforced (naturally or by the teacher) for improving their engagement?					

The Intervention Matrix

Child's name: _____ ID: _____

Directions: Begin date: _____ End date: _____

1. List the IFSP/IEP goals in brief form in the Objective column, according to priority order.
2. Indicate the person responsible (T = teacher; F = family; SC = service coordinator; SE = special educator; SLP = speech-language pathologist; PT = physical therapist; OT = occupational therapist).
3. Place a ✓ in the grid squares corresponding to the routines in which to focus on each goal. Be realistic. Generally, the higher priority goals have more routines planned than do lower priority goals.
4. In the right-hand column, enter the number of routines planned for each goal.
5. Across the bottom, enter the number of goals targeted in each routine.
6. Add either the right-hand column or the bottom row to determine the total number of teaching opportunities. Enter the total in the bottom right-hand grid.
7. Give a copy to the family, hang one in the classroom to serve as a reminder, and file one with the IFSP/IEP.

Priority #	Person responsible	Objective	Arrival	Free play	Meals	Structured activity	Circle	Music	Art	Outdoors	Transitions	Nap	Personal hygiene	Home	Routines planned
1															
2															
3															
4															
5															
6															
7															
8															
Goals targeted in each routine															

Scale for Teachers' Assessment of Routines Engagement (STARE)

Directions: Observe the child for 10 minutes in each of the following routines. First, circle the amount of time the child is engaged with adults, peers, and materials. Second, circle the complexity of the child's engagement. There is space to add additional or alternate routines at the end of the scale.

Arrival	Almost none of the time	Little of the time	Half of the time	Much of the time	Almost all of the time
With Adults	1	2	3	4	5
With Peers	1	2	3	4	5
With Materials	1	2	3	4	5
Complexity*	Nonengaged 1	Unsophisticated 2	Average 3	Advanced 4	Sophisticated 5

Circle time	Almost none of the time	Little of the time	Half of the time	Much of the time	Almost all of the time
With Adults	1	2	3	4	5
With Peers	1	2	3	4	5
With Materials	1	2	3	4	5
Complexity*	Nonengaged 1	Unsophisticated 2	Average 3	Advanced 4	Sophisticated 5

Centers/free play	Almost none of the time	Little of the time	Half of the time	Much of the time	Almost all of the time
With Adults	1	2	3	4	5
With Peers	1	2	3	4	5
With Materials	1	2	3	4	5
Complexity*	Nonengaged 1	Unsophisticated 2	Average 3	Advanced 4	Sophisticated 5

*Nonengaged = inappropriate behavior; Unsophisticated = repetitive play, casually looking around; Average = following routines, participating; Advanced = talking, creating; Sophisticated = symbolic talk, pretending, persisting.

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Teacher-directed activity	Almost none of the time	Little of the time	Half of the time	Much of the time	Almost all of the time
With Adults	1	2	3	4	5
With Peers	1	2	3	4	5
With Materials	1	2	3	4	5
Complexity*	Nonengaged 1	Unsophisticated 2	Average 3	Advanced 4	Sophisticated 5

Snack/Lunch	Almost none of the time	Little of the time	Half of the time	Much of the time	Almost all of the time
With Adults	1	2	3	4	5
With Peers	1	2	3	4	5
With Materials	1	2	3	4	5
Complexity*	Nonengaged 1	Unsophisticated 2	Average 3	Advanced 4	Sophisticated 5

Outside play	Almost none of the time	Little of the time	Half of the time	Much of the time	Almost all of the time
With Adults	1	2	3	4	5
With Peers	1	2	3	4	5
With Materials	1	2	3	4	5
Complexity*	Nonengaged 1	Unsophisticated 2	Average 3	Advanced 4	Sophisticated 5

*Nonengaged = inappropriate behavior; Unsophisticated = repetitive play, casually looking around; Average = following routines, participating; Advanced = talking, creating; Sophisticated = symbolic talk, pretending, persisting.

(continued)